

SCHOOL OF EDUCATION TEACHER CANDIDATE HANDBOOK



AVILA UNIVERSITY
KANSAS CITY, MISSOURI

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AVILA UNIVERSITY'S MISSION AND VALUES STATEMENT

MISSION STATEMENT

Avila University, a Catholic university founded and inspired by the Sisters of St. Joseph of Carondelet, provides undergraduate and graduate education in the liberal arts and professional studies, preparing lifelong learners who make meaningful contributions to the global community.

VALUES STATEMENT

Guided by our Catholic identity as expressed through the heritage and vision of the Sisters of St. Joseph, the Avila community values...

- Excellence in teaching and learning
- The worth, dignity, and potential of each human being
- Diversity and its expression
- The development of the whole person
- Right relationships, with God, self, others, and creation
- Service with the dear neighbor

WELCOME

Dear Avila School of Education Teacher Candidate:

Welcome to a challenging career in education! Realizing the need for excellent instruction of children and youth, the School of Education at Avila University seeks to recruit and prepare outstanding professional teachers. Through the program, we will do our best to help you learn to be a quality teacher who positively impacts the learning of children/youth.

This handbook will acquaint you with the policies and procedures of the Avila School of Education. It will become an essential resource for you as you proceed through the program. Please read it carefully, retain it, and discuss any questions you have with your education advisor.

This handbook is a living document and is subject to ongoing changes as changes are implemented at the federal and state levels. The most recent handbook will supersede all previous versions and candidates will be required to adhere to any new policies as they are implemented.

Best wishes for an exciting career in education!

Sincerely,
School of Education Faculty
Avila University

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SCHOOL OF EDUCATION PURPOSE, MISSION, AND PHILOSOPHY

EDUCATION PURPOSE STATEMENT

Avila teachers, leaders and advocates--reflective practitioners prepared to impact a changing world.

MISSION STATEMENT

The School of Education at Avila University is committed to educating innovative, adaptable, and involved professionals, who will provide service to a diverse and ever-changing population. Through value-based learning and authentic experiences, our graduates will be qualified, ethical, and responsible contributors to the greater society.

SCHOOL OF EDUCATION PHILOSOPHY

The guiding philosophy for the School of Education at Avila University is the worth and potential of all students. We strive to prepare individuals to be caring, competent, and dedicated professional educators, leaders, and advocates who will provide excellent learning opportunities for their own students, mentees and constituents. The School of Education embraces the values of Avila University in fostering the intellectual, spiritual, and social growth of its members. Avila University provides an academic community dedicated to education in the liberal arts and professional areas, and it promotes community service and life-long learning.

The School of Education reinforces the University's philosophy statement by preparing learners for teaching and for other advocacy-oriented professions and careers. School of Education faculty, staff and students strive to become responsible, articulate persons with strong academic preparation, professional competence and dedication to a life of service.

SCHOOL OF EDUCATION

GENERAL INFORMATION AND POLICIES

Avila's School of Education programs are accredited by the Missouri State Department of Elementary and Secondary Education (MoDESE).

The School of Education is committed to producing teachers who meet the needs of learners and society for the 21st century. Accordingly, Avila will recruit and accept teacher education candidates who demonstrate high academic achievement and possess the dispositions essential for educating children/youth and advancing the profession. Avila's School of Education maintains high expectations. Teacher candidates must meet rigorous standards for admission to the School of Education, admission to Final Clinical Experience (student teaching), and recommendation for licensure.

GENERAL EDUCATION POLICIES

1. Attendance in education classes is mandatory. Each instructor posts the attendance policy in the course syllabus.
2. Candidates will be allowed to retake Practicum one time after waiting at least one subsequent semester and with the instructor's permission.
3. Cheating and plagiarism are not tolerated. See the Avila University policy handbook on these behaviors.
4. Candidates who demonstrate weakness in writing will be referred to the Avila Writing Center.
5. Undergraduate candidates must take and pass the appropriate Missouri Content Assessment (MoCA) to be admitted to Final Clinical Experience, to receive an education degree and to be recommended for certification. Graduate Certification candidates must take and pass the appropriate Missouri Content Assessment (MoCA) to be admitted to Final Clinical Experience and to be recommended for certification.

MASTERY ASSESSMENT POLICY

Throughout the School of Education curriculum selected courses include a mastery assessment. Mastery assessments allow teacher candidates the opportunity to demonstrate knowledge, skills, and professional dispositions on a particular topic. These selected mastery assessments, identified on the course syllabi, require teacher candidates to obtain a grade of B or higher on the assignment in order to successfully complete the course. If a teacher candidate does not successfully complete the assignment on the first attempt, the candidate will be afforded an opportunity to rework and resubmit the assignment to demonstrate mastery. All resubmissions must be completed within two weeks after the original due date or the final course grade will be changed to a grade of F.

TEACHER CANDIDATE ADVISING POLICY

Education full-time faculty serve as advisors for teacher candidates. All education majors and minors are assigned an academic advisor.

Undergraduate Advisors

Elementary Majors

Dr. Wendy Donnell (candidates whose last name begins with A-I)

Dr. Nilufer Guler (candidates whose last name begins with J-S)

Dr. Karen Garber-Miller (candidates whose last name begins with T-Z)

Middle School Majors

Dr. Natalie Cobb (5-9 Language Arts)

Dr. Sue McCalley (5-9 Math and 5-9 Science)

Dr. Brad Poos (5-9 Social Studies)

Special Education Majors

Dr. Sue McCalley

Business Education Majors

Dr. Sue McCalley

Secondary Education Minor

Dr. Natalie Cobb (9-12 English & 9-12 Speech/Theater)

Dr. Sue McCalley (9-12 Biology)

Dr. Brad Poos (9-12 Social Studies & K-12 Art)

International Advocacy Minor

Dr. Karen Garber-Miller

Graduate Certification / Master's Advisors

Mr. Cory Roup (all graduate certification candidates)

Dr. Stacy Keith (all education master's programs)

All teacher candidates (majors, minors, and graduate certification) are required to meet with an assigned education advisor each semester. Secondary education and art education candidates are required to meet with a major advisor (content area) and their secondary education minor advisor each semester.

The academic advisor will:

- assist candidates in creating schedules that meet major/minor requirements
- verify that pre- or co-requisites are being met
- discuss professional goals and the MEP results
- grant clearance for on-line registration
- assist candidates in completing field-based and clinical experience paperwork
- assist candidates in preparing any Avila University forms required
- assist candidates in tracking credit hours needed for graduation, but ultimately it is the candidate's responsibility to ensure enough credit hours have been met

CREDIT TRANSFER POLICY

1. Most education courses older than seven (7) years will not be accepted for credit.
2. ED 184/584 Introduction to Educational Technology and ED 185/585 Practicum must be taken at Avila University, unless the transfer candidate has earned a full Associates of Arts in Teaching (AAT) degree from a Missouri Community College.
3. ED 314/514 Methods of Educational Technology and ED 315/515 General Methods & Differentiated Learning must be taken at Avila University.
4. ED 495/595 Final Clinical Experience must be taken at Avila University.

COURSE REPEAT POLICY

Candidates must earn at least a grade of "C" in all courses required for certification. If a "C" is not earned, those courses must be repeated before a candidate is allowed to enter the Final Clinical Experience. Education courses (ED) may be repeated only once per course.

Undergraduate Policy

An undergraduate candidate may only have a total of three (3) repeated Education courses (ED) in the entire program. If a candidate has more than three repeats, the candidate will be required to change majors or drop the secondary education minor. If a candidate has been dismissed from an education program (for grades or other concerns), the candidate cannot apply for admission into the Avila School of Education Graduate Initial Certification program.

Graduate Certification Policy

A Graduate Certification candidate may repeat only one (1) course, one (1) time. If the candidate has more than one repeat, the candidate will be dismissed from the program.

MISSOURI EDUCATOR GATEWAY ASSESSMENTS

SCHOOL OF EDUCATION

MISSOURI EDUCATOR GATEWAY ASSESSMENTS (MEGA)

MISSOURI EDUCATOR GATEWAY ASSESSMENTS

As a part of the learning process, Avila teacher education candidates complete Missouri Educator Gateway Assessments (MEGA), a series of assessments required by the Missouri Department of Elementary and Secondary Education (MoDESE). The Missouri Educator Gateway Assessments consists of the following:

- Missouri Educator Profile (MEP),
- Missouri General Education Assessment (MoGEA) [**undergraduates only**]
- Missouri Content Assessment (MoCA)
- Missouri Pre-service Teacher Assessment (MoPTA)

Additional information may also be sought through your education advisor.

MISSOURI EDUCATOR PROFILE (MEP)

The Missouri Educator Profile (MEP) is a web-based assessment that must be completed by all teacher candidates in ED 184/584 Intro to Educational Technology. This profile is used as an advising tool to help teacher candidates further develop the professional dispositions and characteristics needed to be successful educators.

MISSOURI GENERAL EDUCATION ASSESSMENT (MoGEA) **[UNDERGRADUATES ONLY]**

All undergraduate education majors and minors must pass each section of the Missouri General Education Assessment (MoGEA). This exam must be passed in order to apply for formal admission to the School of Education and prior to enrolling in ED 315 General Methods & Differentiated Learning, as well as other upper division teacher education courses. Candidates may take the MoGEA a total of three (3) times. If a candidate does not pass the MoGEA on the first attempt, the candidate **will be required** to enroll in ED 380 Test Preparation for Teacher Candidates. Candidates who do not successfully pass the MoGEA after three (3) attempts, may be able to appeal to the School of Education for an additional retake. See the appeals procedure below. All sections of the MoGEA must be passed in a two-year period or the candidate will need to repeat all sections of the exam.

MOGEA EXAM APPEALS PROCEDURE

If after three (3) attempts, the candidate has not successfully passed all sections of the MoGEA, the candidate may appeal for an additional opportunity to take the MoGEA, if **ALL** of the following conditions apply:

1. The candidate has at least a 3.0 grade point average in all education courses.
2. The candidate has at least a 3.0 grade point average in all content course required for certification.
3. The candidate has at least a 2.75 grade point average overall.
4. The candidate has received a positive recommendation from ED 185 Practicum.
5. The candidate has successfully passed ED 380 Test Prep for Teacher Candidates.

6. The candidate has displayed consistent improvement in the problem area with subsequent testing attempts.

If all the above conditions apply, the candidate must submit a letter to the School of Education Dean and his/her School of Education advisor requesting an exception to the MoGEA three attempts policy. The letter must include proof of meeting the above conditions and lay out a plan of study to ensure successful passage of the MoGEA. The request will be considered by the School of Education faculty. The candidate will be informed in writing by the School of Education Dean as to the decision of the education faculty.

MISSOURI CONTENT ASSESSMENT (MoCA)

The Missouri Department of Elementary and Secondary Education (MoDESE) requires that all teacher education graduates and initial teacher certification candidates take and pass the appropriate Missouri Content Assessment in order to receive Missouri certification. Registration, testing sites and payment for the examination must be completed on-line at <http://www.mo.nesinc.com/>.

All candidates **must take and pass** the MoCA prior to beginning Final Clinical Experience. If passing scores are not on file in the School of Education by the date listed below, the candidate's Final Clinical Experience **will be** delayed at least one semester.

FCE Semester	Timeframe to take the Missouri Content Assessment	Date passing score must be received by Avila SOE
Fall	January 15 -- May 15	June 30
Spring	May 15 -- September 15	October 31

Candidates (both undergraduate and graduate certification) may take the Missouri Content Assessment a total of three (3) times. If a candidate does not pass the Missouri Content Assessment on the first attempt, the candidate **will be** required to enroll in ED 380/580 Test Preparation for Teacher Candidates. Candidates who do not successfully pass the Missouri Content Assessment after three (3) attempts, may be able to appeal to the School of Education for two additional retakes. See the appeals procedure below.

It is required that candidates have the Missouri Content Assessment scores sent to Avila University's School of Education. Passing scores must be achieved before the candidate can begin Final Clinical Experience or be recommended to the Missouri Department of Elementary and Secondary Education for teacher certification.

Undergraduate candidates who do not receive a passing score on the appropriate Missouri Content Assessment cannot begin Final Clinical Experience, cannot graduate with a major or minor in Education, and cannot apply for teacher certification.

Graduate Initial Teacher Certification candidates who do not pass the Missouri Content Assessment cannot begin Final Clinical Experience, cannot be considered a program completer and cannot apply for certification.

MISSOURI CONTENT ASSESSMENT (MoCA) APPEALS PROCEDURE

If after three (3) attempts, the candidate has not successfully passed the Missouri Content Assessment, the candidate may appeal for two additional opportunities to take the Missouri Content Assessment, if **ALL** of the following conditions apply:

1. The candidate has at least a 3.0 grade point average in all education courses.
2. The candidate has at least a 3.0 grade point average in all content course required for certification.
3. The candidate has at least a 2.75 grade point average overall.
4. The candidate has received a positive recommendation from ED 315/515 General Methods & Differentiated Learning.
5. The candidate has successfully passed ED 380 Test Preparation for Teacher Candidates.
6. The candidate has displayed consistent improvement in the problem area with subsequent testing attempts.

If all the above conditions apply, the candidate must submit a letter to the School of Education Dean and his/her School of Education advisor requesting an exception to the Missouri Content Assessment three attempt policy. The letter must include proof of meeting the above conditions and lay out a plan of study to ensure successful passage of the Missouri Content Assessment. The request will be considered by the School of Education faculty. The candidate will be informed in writing by the School of Education Dean as to the decision of the education faculty.

TEST PREPARATION FOR TEACHER CANDIDATES

This is a required course for any candidate who does not pass the MoGEA (undergraduates only) or the Missouri Content Assessment (all teacher candidates) on the first attempt, but is open to any teacher candidate wanting assistance in preparing to take the MoGEA or the MoCA.

The course provides students with resources and strategies to successfully prepare for the suite of state required exams for teacher certification. Participants will take a deeper look at the Missouri General Education Assessment (MoGEA) and Missouri Content Assessments to develop a personalized preparation strategy. Topics will include resources for content review, overcoming test anxiety, and strategies for approaching standardized test questions.

FORMAL ADMISSION
INTO THE
SCHOOL OF EDUCATION

SCHOOL OF EDUCATION

FORMAL ADMISSION GUIDELINES AND POLICIES

Undergraduate candidates who have declared education as a major or minor should apply for formal admission to the School of Education upon completion of forty-five semester hours. Formal admission to the School of Education is required prior to enrolling in ED 315 General Methods & Differentiated Learning. Candidates who delay admission to the School of Education should expect a delay in program completion.

Graduate certification candidates who have previously earned a bachelor's degree and are interested in becoming certified to teach through Avila University are also required to apply for formal admission to the School of Education. Candidates must apply once they have completed ED 585 Practicum and at least one other education class. Formal admission to the School of Education is required before taking ED 515 General Methods & Differentiated Learning.

The process for application to the School of Education is fully explained in ED 185 Practicum and ED 585 Practicum. Teacher candidates may access the application on the School of Education Majors/Minors Canvas page. All education candidates should receive an email inviting them to join this page. If a candidate does not have access to this page, please contact the [School of Education Office Manager](#).

Undergraduate applications for admission to the School of Education must be submitted electronically to the [School of Education Office Manager](#). Graduate Certification applications for admission must be submitted electronically to the [Graduate Education Enrollment and Academic Advisor](#). The Dean of Education and the Director of Graduate Education will present all applicants to the School of Education faculty for a vote. The faculty will consider each application on the basis of the criteria stated below. The applicant will be notified by Avila email regarding the admission decision. If a candidate is not approved, the candidate may reapply only one additional time. If a candidate receives a delay of decision, the candidate will receive a letter from the Dean of Education or the Director of Graduate Education outlining options.

UNDERGRADUATE TRANSFER STUDENTS

An undergraduate candidate who transfers to Avila from another college/university and who plans to become an education major/minor may file an application for admission to the School of Education after successfully completing twelve (12) semester hours of education courses. Admission criteria are the same as those stated for candidates who began at Avila.

Because undergraduate teacher candidates transfer to Avila having completed a variety of courses and credits, it is not possible to specify the exact length of the education program. Transfer candidates must successfully complete a minimum of thirty (30) hours at Avila prior to Final Clinical Experience. Any exceptions must be approved by the Dean in the School of Education.

UNDERGRADUATE CRITERIA FOR ADMISSION TO THE SCHOOL OF EDUCATION

The prospective education major/minor will be evaluated by the School of Education faculty according to the following criteria for formal admission to the School of Education.

- Completion of the American College Test (ACT) or the Scholastic Aptitude Test (SAT) with scores submitted to the School of Education. (*For traditional age, entering first year students ONLY*)
- Completion of at least forty-five (45) semester hours of college/university work.
- Transfer Students -- Completion of at least twelve (12) semester hours of professional education (ED) courses for elementary and special education students; six (6) hours for middle and secondary education students.
- Grade Point Requirements
 - ❖ Cumulative GPA of at least 2.75 for all college/university work.
 - ❖ Education GPA at least 3.0 for all education courses with no grade below C.
 - ❖ Content area GPA of at least 3.0 with no grade below C.
- Grade of C or better in the following courses or their equivalents: Rhetorical Discourse (Composition I), Rhetorical Argument (Composition II), communication, and college algebra.
- Favorable instructor evaluation from ED 185 Practicum. If the candidate received an Associates of Arts in Teaching degree from a Missouri community college, this evaluation is not required.
- Favorable written recommendation from ED 185 Practicum TEXT mentor. If the candidate received an Associates of Arts in Teaching degree from a Missouri community college, this recommendation is not required.
- Received an Associates of Arts in Teaching degree from a Missouri community college, if applicable. (*transfer candidates only*)
- Evidence of good character, positive attitude and dedication to the ethics of the teaching profession, based on evaluations from supervisors, Avila faculty members and class evaluations.
- Evidence of positive evaluation of professional dispositions.
- Favorable Liberal Arts recommendation from an Avila faculty member in a school other than Education. Transfer candidates may obtain this recommendation from a previous college/university faculty member.
- Demonstration of basic skills competence is required for all degree-seeking candidates by passing all sections of the MoGEA.

GRADUATE CERTIFICATION CRITERIA FOR ADMISSION TO THE SCHOOL OF EDUCATION

The Graduate Certification candidates will be evaluated by the School of Education faculty according to the following criteria for formal admission to the School of Education.

- Completion of at least six (6) semester hours of professional education (ED) courses at Avila University including ED 585 Practicum.
- Grade Point Requirements
 - ❖ Cumulative GPA of at least 2.75 for all college/university work.
 - ❖ Education GPA at least 3.0 for all education courses with no grade below C.
 - ❖ Content area GPA of at least 3.0 with no grade below C.
- Grade of C or better in the following courses or their equivalents:
Composition I, Composition II, communication, and mathematics.
- Favorable instructor evaluation from ED 585 Practicum.
- Favorable written recommendation from ED 585 Practicum TEXT mentor.
- Evidence of good character, positive attitude and dedication to the ethics of the teaching profession, based on evaluations from supervisors, Avila faculty members and class evaluations.
- Evidence of positive evaluation of professional dispositions.

ADMIT TO SCHOOL OF EDUCATION-FACULTY DECISION

If the Education faculty approve the request for admission to the School of Education, the candidate is notified via Avila email and continues in the specified plan of study. If the Education faculty vote not to approve the request, the candidate will not be permitted to enroll in ED 315/515 General Methods & Differentiated Learning and most upper-division education courses. The candidate's education advisor will discuss possible options, including possibly changing majors, with the candidate. The candidate may reapply for admission to the School of Education only one time.

If there is a delay of decision, the candidate is informed of the area(s) of concern that must be addressed before the Education faculty will act upon the application for admission to the School of Education. The candidate is directed to fulfill the admission requirements within a specified time span. If the candidate is unable to meet these requirements within the time span, undergraduate candidates will be advised to choose another major or drop the Education minor. Graduate Certification candidates will not be able to complete the Certification program. Delayed admission decisions will be reconsidered and acted upon when a formal written statement from the candidate is received documenting compliance with admission requirements and successful remediation of identified concerns.

APPEAL OF THE SCHOOL OF EDUCATION FACULTY DECISION

If a candidate disagrees with the decision of the School of Education faculty, the candidate may submit a written petition to the Dean in the School of Education for review. The Dean in consultation with the Vice-President of Academic Affairs will make the final decision on the appeal.

RETENTION IN SCHOOL OF EDUCATION PROGRAMS

Admission to the School of Education does not guarantee retention in the program, program completion, or eventual certification. To be retained in the School of Education the same criteria considered for admission must be maintained each semester.

Retention GPA Requirements for Undergraduate and Graduate Certification Candidates

- Maintain an overall GPA of 2.75
- Maintain a 3.0 GPA for all education courses
- Maintain a 3.0 GPA in content area courses

The Dean of Education and the Director of Graduate Education will review the candidates' GPAs at the end of each semester. Education advisors will be notified of advisees whose GPAs fall below the standard. The following procedures will then be followed:

Undergraduate Candidates

After having been admitted into the School of Education, if a candidate does not maintain the following GPA requirements, the candidate will be placed on probation.

- Overall GPA falls below 2.75, but not lower than 2.50
- Education GPA falls below 3.0, but not lower than 2.75
- Content area GPA falls below 3.0, but not lower than 2.75

The Dean of the School of Education will notify the candidate that s/he has been placed on probation and the candidate will have one semester to regain good standing in the School of Education. If good standing is not attained, the candidate will be dismissed from the School of Education.

After having been admitted into the School of Education, a candidate will be dismissed from the School of Education if any of the following apply:

- Overall GPA falls below 2.75
- Education GPA falls below a 3.00
- Content area GPA falls below a 3.00
- The candidate is placed on academic probation

The Dean of the School of Education will notify the candidate that s/he has been dismissed from the School of Education.

If a candidate has been dismissed from the School of Education because of GPA requirements, the candidate may re-apply to the School of Education once the required GPAs have been re-attained at Avila University. A candidate may only re-apply one (1) time.

If the candidate has not demonstrated professional dispositions appropriate for teaching, or has breached standards of ethical and professional conduct, the candidate will be dismissed from the

program.

Graduate Certification Candidates

Graduate Certification candidates are dismissed from the program if the overall GPA falls below 2.75 or content or education GPA falls below 3.0. The Director of Graduate Education will notify the candidate of the dismissal.

Graduate Certification candidates may reapply when the overall GPA is 2.75 or above. The GPA does not have to be re-attained at Avila.

If the candidate has not demonstrated professional dispositions appropriate for teaching or has breached standards of ethical and professional conduct, the candidate will be dismissed from the program.

FIELD BASED EXPERIENCES
FINAL CLINICAL EXPERIENCE
INTERNSHIP

SCHOOL OF EDUCATION

PROFESSIONAL DISPOSITIONS POLICY

All candidates who are recommended for certification by Avila University must meet several criteria. Included in these criteria are requirements for coursework, grade point average, successful completion of the Missouri Educator Gateway Assessments (MEGA), successful field-based experiences and others. How prospective teachers interact with others, their professors, their classmates, the children, teachers, parents and staff in their field-based and clinical experiences, is just as important as knowledge of content and pedagogical strategies. The School of Education at Avila University has adopted a set of professional dispositions (or behaviors) that are essential for success as a professional.

These dispositions are important at each stage of a teacher candidates' progress and are assessed at multiple points. Professional dispositions assessments may be rendered whenever faculty or staff deem necessary, but are always rendered after ED 185/585 Practicum, ED 315/515 General Methods & Differentiated Learning, ED 358/558 Methods & Curriculum (SPED only), ED 386/586 Reading Practicum (for elementary and special education candidates), ED 455/555 Special Methods (for middle school and secondary candidates), and ED 495/595 Final Clinical Experience. Professional dispositions guidance and formative work steps are also addressed with teacher candidates as part of the Missouri Educator Profile (MEP) process.

Professional dispositions are evaluated on a three-point scale: area of concern; growth opportunity; and meets expectations. The box below outlines the dispositions included in this evaluation. Failure to demonstrate one or more of the essential professional dispositions could lead to an individualized plan for improvement, and with failure to improve, could lead to dismissal from the program. Candidates that score below "meets expectations" in a developing disposition may be asked to develop a growth plan to further enhance these skills.

Professionalism Dispositions for Successful Teaching
Essential Dispositions
The candidate follows standards of ethical conduct including academic honesty and confidentiality.
The candidate is prompt, reliable, completes assignments on time, displays excellent attendance and follows through on commitments.
The candidate presents self in attire appropriate for environment and displays appropriate hygiene.
The candidate exhibits a positive attitude toward professors, peers, professional colleagues, and external constituents.
The candidate demonstrates respect for the physical, emotional and social needs of others including individuals of differing backgrounds, experiences, and viewpoints.
The candidate demonstrates effective verbal and non-verbal communication.
The candidate uses personal technology in a manner appropriate to the classroom environment.

Developing Dispositions
The candidate responds appropriately to frustration and stress.
The candidate solicits questions and feedback and is receptive to suggestions, asks questions and adjusts performance accordingly.
The candidate is resourceful, independent and shows initiative.
The candidate is flexible and is able to adjust to needed changes.
The candidate is actively engaged as a professional in the learning environment.
The candidate is a thoughtful and responsive listener and observer.
The candidate presents self in a confident manner.
The candidate demonstrates enthusiasm for the teaching profession.

SCHOOL OF EDUCATION

PROFESSIONAL DRESS POLICY

The following policy is designed to promote a professional style of dress for all teacher education candidates when visiting schools.

It is not the intention of Avila's School of Education to describe or list every conceivable style or fashion in this policy. All aspiring teachers are expected to demonstrate discretion and good judgment regarding appropriate dress for the profession. Non-compliance with the policy may result in a less positive evaluation of the candidate in the field.

The following guidelines should apply during any visit to schools in fulfilling education course requirements:

- ❖ Appropriate and modest business attire
- ❖ Clothing that is clean, pressed and neat in appearance
- ❖ Shells, sweaters, blouses or collared shirts
- ❖ Slacks, sport coats, dresses and skirts
- ❖ Dress shoes

Attire not appropriate:

- ❖ Jeans
- ❖ Shorts
- ❖ Athletic clothing, sweats, ball caps or athletic shoes
- ❖ Beach footwear
- ❖ Revealing clothing
- ❖ Soiled or frayed clothing
- ❖ T-shirts or other clothing with promotional lettering, slogans, or inappropriate images

Special Celebratory Days

Periodically, the school in which a teacher candidate may be completing a visit, field experience or final clinical experience/internship may sponsor a special celebratory day. The School of Education faculty encourage participation in such events as a signal of the Avila candidate's desire to be involved in school spirit; however, if "Jeans Day" is one of these sponsored events, the Education faculty ask that Avila candidates NOT wear jeans. Jeans are never allowed as an exception. Avila candidates are not members of a school's staff, but rather candidates from Avila University. They are teachers in training for a profession in which the best model makes a statement regarding respect for the profession.

Body Ornamentation

As a role model for children/youth, it is required that candidates cover tattoos and remove all extraordinary ornamentation not currently accepted in the education profession, such as tongue studs, nose, brow and lip piercings, as well as, multiple ear piercings.

SCHOOL OF EDUCATION

POLICY ON BACKGROUND CHECKS FOR FIELD-BASED AND CLINICAL EXPERIENCES AT AVILA UNIVERSITY

In the state of Missouri, a finger print criminal background check is required before a substitute or full teaching certificate is granted. In addition, an initial criminal background check performed by Validity Screening Solutions is required before a candidate is allowed to participate in field-based or clinical experience in the Avila School of Education. Most area school districts require a background check before teacher candidates are allowed to work with students. By signing the background check permission form, the Avila teacher candidate is giving permission for the results of the background check to be shared with the applicable districts.

The language of the legislative rule is as follows:

If you have ever pled guilty to or been found guilty of a felony or misdemeanor involving moral turpitude under the laws of Missouri or any other state of the United States or another country, whether or not sentence is imposed, the state board of education may refuse to issue you a certificate of license to teach.

The language of this statement says the State Board of Education “may” refuse to grant the license, rather than “must” refuse. This allows a person to appear before the Missouri State Board of Education to give explanation as to why the license should be issued. This ruling was legislated in order to insure that Missouri’s school children would have teachers above reproach.

For a complete list of the crimes that automatically disqualify a candidate from ever receiving a teacher certificate go to pages 16-17 of the link below.

<http://s1.sos.mo.gov/cmsimages/adrules/csr/previous/5csr/5csr0614/5c20-400.pdf>

Other crimes and misdemeanors may be eligible for a waiver by the Missouri State Board of Education. The only misdemeanors that are automatically cleared are:

- Misdemeanor DWI’s
- Misdemeanor DUI’s
- Misdemeanor Bad Checks
- Local Ordinances – e.g. drunk and disorderly

In order to meet the school districts’ requirements as well as provide our candidates with information about their legal status for certification, Avila University’s School of Education has instituted background checks for candidates in field-based and clinical experiences.

Candidate names and social security numbers are submitted to Validity Screening Solutions to conduct background checks. Results are forwarded to the Dean of the School of Education. The Dean and the Director of Graduate Education (if appropriate) will review any information indicating that a candidate may not be eligible for certification. In this instance, the candidate will be required to meet with the Dean and Director of Graduate Education (if appropriate) to discuss options.

If a background check indicates a possible hindrance to future certification, the candidate has the option of appealing this ruling to the Missouri State Board of Education early in the educational process to determine if certification will eventually be a possibility. While this process is moving forward, the candidate may be allowed to continue in certain non-field based education classes.

Only candidates who pass the background check are allowed to enroll in classes with field-based or clinical components.

SCHOOL OF EDUCATION

FIELD-BASED AND FINAL CLINICAL EXPERIENCE

All teacher candidates will participate in a variety of field-based assignments, field-based experiences and clinical experiences as a part of their course of study. The School of Education faculty feel it is extremely important for teacher candidates to experience diverse K-12 classroom environments in many venues of schooling throughout the education program.

Field-based Assignment – A course assignment that requires less than 20 clock hours in a K-12 classroom. Examples are: observations, interviews, teaching a single lesson, working with K-12 students, and others.

Field-Based Experience – A course requirement that officially places the candidate in a K-12 school for at least 20 clock hours or more of experience under the supervision of a TEXT team mentor and an Avila School of Education university supervisor.

Clinical Experience – The final clinical component (formerly known as Student Teaching) requiring a minimum of 12-weeks of practice under the supervision of a cooperating teacher in a K-12 school and an Avila University School of Education supervisor.

INITIAL FIELD-BASED EXPERIENCE

The initial field-based experience taken by all teacher candidates is ED 185/585 Practicum. The Practicum course occurs at the beginning of the education program to allow candidates to take a "real look" at how classrooms and teachers function in urban, suburban, rural, parochial, and alternative schools. A placement is made according to the candidate's level and area of certification. In the Practicum course, candidates shadow TEXT (Teaching Excellence Team) mentors throughout the school day to better understand the multiple duties they perform. Avila teacher candidates assist the teachers with varied classroom activities. In turn, the teachers engage Avila teacher candidates in reflective dialogue about the profession. Some candidates choose to return to their Practicum classroom for Final Clinical Experience. The TEXT team is comprised of outstanding practicing K-12 teachers in all disciplines and at all levels. These teachers are recommended by their building or district administrators for their excellence as teachers and mentors.

During Practicum, the candidate will be visited by the Practicum site supervisor at least once during the experience. At the conclusion of Practicum, the course instructor will share insights and feedback from the TEXT mentor and site supervisor's evaluations with the candidates. If it is determined that there are areas of concern for future success, the candidate will be advised of these concerns. A plan of action to help ensure improvement will be formulated by the candidate with assistance from the course instructor and site supervisor. This plan of action must be successfully accomplished before the candidate can officially be admitted to the Avila School of Education.

MID-LEVEL EXPERIENCE

The mid-level field-based experience taken by all teacher candidates is ED 315/515 General Methods & Differentiated Learning. General Methods & Differentiated Learning involves a placement with a TEXT mentor at an assigned school site to gain first-hand experience with classroom methods and instruction. The mid-level General Methods & Differentiated Learning placement provides the teacher candidates with a chance to work under a TEXT mentor to plan and deliver classroom instruction while being guided and evaluated by the experienced professional. In the General Methods & Differentiated Learning placement, teacher candidates present mentor designed lessons, and deliver self-designed lessons to children/youth in the assigned K-12 classroom. Teacher candidates evaluate the effectiveness of their teaching and classroom management as well as evaluate their impact on K-12 student learning with the help of their mentors. General Methods & Differentiated Learning teacher candidates complete a minimum of 45 clock hours at their sites and are visited by our General Methods & Differentiated Learning site supervisor at least once during the experience.

At the conclusion of General Methods and Differentiated Learning, the course instructor will share insights and feedback from the TEXT mentor and site supervisor's evaluations with the candidates. If it is determined that there are areas of concern for future success, the candidate will be advised of these concerns. A plan of action to help ensure improvement will be formulated by the candidate with assistance from the course instructor and site supervisor. This plan of action must be successfully accomplished before the candidate can officially be admitted to Final Clinical Experience.

THIRD FIELD-BASED EXPERIENCE

A third specialized experience with a TEXT mentor is Reading Practicum (elementary majors), Methods and Curriculum: Cross-Categorical (special education majors), or Special Methods (middle school majors and secondary education minors). Near the end of the official course of study for teacher education, our teacher candidates are given the opportunity to complete a third TEXT experience. This third experience takes place in a setting appropriate to the candidates' desired level of teaching, discipline of study, and/or specialization. During this experience, teacher candidates often present sequential lessons or units to students under the guidance of their mentors. They further explore the unique methods, management techniques, technologies, budget issues, etc. specific to their levels and disciplines of study. Teacher candidates in TEXT Experience #3 meet the time requirements specific to their course and are supervised directly by Avila School of Education faculty.

FINAL CLINICAL EXPERIENCE

Final Clinical Experience/Internship is the capstone clinical experience for all teacher candidates. It is a 12-week placement in a classroom setting appropriate to the discipline and level at which the candidate will be certified. Special Education teacher candidates must also complete a 4-week placement. (See page 24 for more information.) Avila candidates participate with the cooperating teacher in all meetings, staffing, in-service trainings, conferences, and extra duties. Candidates co-teach with the cooperating teacher as well as solo teach. By the completion of the Final Clinical Experience, teacher candidates have taken on all teaching responsibilities. Supervision and guidance are shared between the university supervisor and the cooperating teacher.

SCHOOL OF EDUCATION

FINAL CLINICAL EXPERIENCE/INTERNSHIP

APPLICATION AND PLACEMENT PROCEDURES

The Final Clinical Experience (FCE) provides teacher candidates the opportunity to coordinate and apply all the knowledge and the skills learned from previous courses and practica. As the capstone experience in Avila's holistic education program, the importance of Final Clinical Experience cannot be overstated.

Under the guidance of an Avila University supervisor(s) and in partnership with the cooperating teacher, the co-teacher will assume responsibility for a classroom and related duties during the Final Clinical Experience.

Candidates must meet with their education advisor to enroll in Final Clinical Experience and Final Clinical Experience Seminar. Teacher candidates will receive a Co-Teaching Handbook with all policies pertaining to FCE prior to beginning of the course.

APPLICATION AND PLACEMENT PROCEDURES

All teacher candidates must access the Final Clinical Experience application forms on the School of Education Majors/Minors Canvas page. If a candidate does not have access to this Canvas page, the candidate must see the SOE Office Manager. The application and all accompanying paperwork (health forms and placement requests) must be completed and returned **electronically** to the Director of Clinical and Field-based Experiences **prior to or on the stated deadline date**. A one-week grace period exists for late submission, but only if a late fee is paid along with submission of paperwork. If paperwork is not submitted within the deadline or grace period, the candidate will **NOT** be allowed to complete Final Clinical Experience until a later semester.

Although the assignment of co-teachers is the final responsibility of the School of Education, candidates **must** submit four (4) district choices. The candidate may also list three (3) specific schools and/or cooperating teachers within the district, if so desired. It is imperative that serious consideration be devoted to this important decision. Candidates are urged to use earlier field-based experiences and observations as opportunities to explore potential Final Clinical Experience site options. The School of Education **cannot** guarantee that candidate placement choices will be fulfilled. The ultimate responsibility for placement lies with the Avila School of Education in cooperation with districts/schools.

When putting forth choices of school districts, schools and/or cooperating teachers, the following conflicts of interest must be avoided.

- The cooperating teacher **cannot** be a relative, friend or neighbor of the co-teacher.
- Candidates are not allowed to co-teach in a school where they have previously taught or worked as a teacher's aide, coach, etc. or in a school where they are currently employed.
- Candidates are not allowed to co-teach in a school where a relative is either enrolled or employed or in a district in which a relative is an administrator.

The School of Education utilizes the following guidelines when requesting a co-teaching placement:

1. The cooperating teacher shall have a minimum of three to five years of successful teaching experience and be certified in the teaching field and area for which the co-teacher is seeking certification.
2. The cooperating teacher shall have expressed a willingness to participate in the co-teaching program and be approved by the district and/or building administration as having met eligibility requirements set forth by MoDESE.
3. School districts where candidates may be placed are located within a **40-mile** radius of Avila University (see approved list of districts page 38). If a candidate wishes to co-teach outside of Avila's placement area, the candidate must write a letter to the Director of Clinical and Field-based Experience requesting a long distance placement. The letter of request must be submitted at the time the candidate submits the application for Final Clinical Experience/Internship. The letter will be brought to the School of Education faculty at a regularly scheduled meeting and the School of Education will make the decision concerning the request. The decision of the faculty is final. If a distance placement is approved, an additional fee will be assessed.

Success in Final Clinical Experience depends upon the time, energy, and interest devoted to the experience. It is strongly advised that other courses, with the exception of ED 494/594 Final Clinical Experience Seminar, not be taken during the Final Clinical Experience. **Permission must be obtained from the Dean of Education to take any course other than ED 494/594 during Final Clinical Experience.** Any course of this nature **must** be identified on the FCE application.

In some schools or districts, the school principal and/or cooperating teacher may require a personal interview with the prospective co-teacher before approving final placement. If so, the candidate will receive notification directly from the district or school. Many districts are now requiring their own background checks, physicals, etc. If required, it is a candidate's responsibility to ensure that these requirements are met according to the school's/district's time frame.

After placement approval for Final Clinical Experience has been granted by districts and K-12 schools, the teacher candidate placement coordinator will notify each candidate of the placement(s) electronically via Avila e-mail address by the dates listed below.

FCE Semester	Notification of FCE Placement
Fall	The first week in May, but no later than May 7th
Spring	The first week in December, but no later than December 7th

The cooperating teacher will also receive the placement notification, along with a copy of the candidate's credential file and a copy of Avila's Final Clinical Experience policies.

LENGTH OF FINAL CLINICAL EXPERIENCE

Elementary, Middle School, Secondary and K-12 Art Certification Candidates

These teacher candidates will complete a twelve (12) week placement. Days counted toward the twelve-week completion are full school days with K-12 students. The Office of Clinical and Field-based Experiences counts these days per district calendars and assigns the beginning and ending date for the Final Clinical Experience. Professional development days and snow days do not count toward the required number of teaching days. The co-teaching candidate is expected

to attend the whole day each day school is in session during the FCE period any professional evening or weekend functions normally attended by the cooperating teacher. The Director of Clinical and Field-based Experiences must approve any deviation from the assigned schedule in advance. Violations or frequent absences can adversely affect the co-teacher's status. Holidays to be observed will be those of the cooperating school, not those of Avila University.

Special Education Certification Candidates

All teacher candidates seeking Special Education certification will complete one twelve (12) week placement and one four (4) week placement. The twelve-week placement must be an elementary classroom placement, and the four-week placement will be in a special education classroom. Days counted toward the twelve-week completion are full school days with K-12 students. The Office of Clinical and Field-based Experiences counts these days per district calendars and assigns the beginning and ending date for the Final Clinical Experience. Professional development and snow days do not count toward the required number of teaching days. The co-teaching candidate is expected to attend the whole day each day school is in session during the FCE period and any professional evening or weekend functions normally attended by the cooperating teacher. The Director of Clinical and Field-based Experiences must approve any deviation from the assigned schedule in advance. Violations or frequent absences can adversely affect the co-teacher's status. Holidays to be observed will be those of the cooperating school, not those of Avila University.

Undergraduate teacher candidates may not complete an internship in place of the Final Clinical Experience.

CRITERIA FOR FINAL CLINICAL EXPERIENCE/INTERNSHIP

The capstone of the candidate's professional preparation is the Final Clinical Experience/Internship. In order to maintain the integrity of Avila's School of Education Final Clinical Experience, candidates must meet basic criteria before being recommended for placement in participating school districts.

Prior to enrolling in ED 495/595 Final Clinical Experience, ED 596 Internship (grad cert candidates only) or ED 598 Advanced Internship (grad cert candidates only), the teacher candidate must complete and submit the Final Clinical Experience application or the internship application by the deadline listed below.

Final Clinical Experience Semester	Application to Enter Final Clinical Experience
Fall	Due by the first Friday in March by noon
Spring	Due by the first Friday in May by noon

The final clinical experience application and internship application requires that the candidate will have:

- Maintained the following GPA's:
 - ❖ Cumulative GPA of at least 2.75
 - ❖ Education GPA of at least 3.0 for all education courses with no grade below C.
 - ❖ Content area GPA of at least 3.0 with no grade below C.
- Completed at least 95 semester hours-(undergraduates only)

- Received a favorable written reference from a faculty member at Avila University, and a business reference. *(These forms are e-mailed to the individuals by the Placement Coordinator for Clinical and Field-based Experiences.)*
- Received positive evaluations in General Methods & Differentiated Learning from the instructor and TEXT mentor.
- Submitted electronically (within the deadline) the Final Clinical Experience / Internship application and all other required forms.
- Demonstrated good character, positive attitude and dedication to the ethics of the teaching profession.
- Received positive evaluations of professional dispositions.
- Passed the Missouri Content Assessment (MoCA) and submitted passing scores to Avila University's School of Education by the deadline listed below.
- Applied for and received a Missouri Substitute Teaching License by the deadline listed below.
- Attended a Final Clinical Experience/Internship Mandatory Meeting.

Graduate Certification students applying for Internship must also completed all additional requirements. (see page 30 and 35)

NOTE: Teacher candidates are required to pass the Missouri Content Assessment (MoCA) by the dates below in order to begin Final Clinical Experience. Candidates who do not pass the MoCA or who do not submit passing scores by the dates listed below, will have to postpone Final Clinical Experience/Internship by a semester. Passing scores must also be received by the Avila School of Education before the candidate can be recommended to the Missouri Department of Elementary and Secondary Education for teacher certification.

FCE Semester	Timeframe to take the Missouri Content Assessment	Date by which the SOE must receive passing score
Fall	January 15 -- May 15	June 30
Spring	May 15 -- September 15	October 31

MISSOURI SUBSTITUTE TEACHING LICENSE

Teacher candidates must obtain a valid Substitute Teaching Certificate from MoDESE in order to be eligible for Final Clinical Experience. A current Substitute Teaching Certificate must be on file with the Office of Clinical and Field-Based Experiences by the dates listed below. If the teacher candidate has not received a Substitute Teaching License by the posted dates, the teacher candidate's Final Clinical Experience will have to be postponed to the next semester.

FCE Semester	Timeframe to Apply for Substitute License	Date by which Avila's SOE must receive the Substitute License
Fall	January 15 -- May 15	June 30
Spring	May 15 -- September 15	October 31

Process for obtaining a Missouri Substitute License:

- Complete a profile on the MoDESE website;
- Complete the substitute application. The current fee for a substitute license is \$50.00 (subject to change);
- Obtain original transcripts from **all** institutions attended and submit them to MoDESE;

- Complete a fingerprint background check. There is a fee for the background check. To find out the fee or for more information regarding fingerprint background checks, go to <http://dese.mo.gov/educator-quality/certification/fingerprintingbackground-check>.

If you need assistance or have additional questions, please see the School of Education Certification Officer in Foyle 910.

To learn more about the substitute license process and to prepare for your Final Clinical Experience, teacher candidates **must** attend a **mandatory** informational meeting in the fall semester prior to FCE. Exact dates for the mandatory meeting will be sent via Avila email and posted on the SOE Majors/Minors Canvas page.

It is strongly recommended that teacher candidates do not start the substitute teaching license process prior to attending the mandatory meeting.

ADMIT TO FINAL CLINICAL EXPERIENCE APPLICATION-FACULTY DECISION

Applicants for approval to co-teach/intern are presented to the School of Education faculty for consideration and decision. Applicants for FCE are either approved or denied. If concerns are noted, the applicant will be notified of these concerns by the Director of Clinical and Field-based Experiences and School of Education Dean.

INTERNSHIP

Graduate certification candidates who already hold full-time teaching positions may complete an internship in lieu of Final Clinical Experience. The internship program consists of two parts, Beginning Internship and Advanced Internship. The internship must occur at the grade level and in the content area in which certification is being sought. The procedures and responsibilities related to internship can be found on page 35.

Undergraduate teacher candidates are not eligible to complete an internship in place of Final Clinical Experience.

Internship approval may be granted on the basis of a three-way agreement among the intern teacher applicant, the school, and Avila University. The candidate will fill out the appropriate internship placement form. The University will complete the agreement forms with the school/district. Internship lasts a minimum of one semester.

FINAL CLINICAL EXPERIENCE/INTERNSHIP SEMINAR

All co-teachers/interns are **required** to enroll in and attend Final Clinical Experience Seminar during the Final Clinical Experience/Internship semester. Co-teachers/interns will receive via Avila e-mail and/or Canvas the seminar syllabus and schedule prior to the beginning of the Final Clinical Experience/Internship semester. **Attendance at all seminar sessions is required**, since these sessions provide continuing mentoring, professional development and assistance for the Missouri Pre-service Teacher Assessment (MoPTA).

CREDENTIAL FILE

Avila University will maintain a credential file for education program completers for ten (10) years.

The credential file includes:

- Biography page
- Course work
- Educational philosophy
- Faculty and business references (submitted prior to Final Clinical Experience)
- Final Clinical Experience/Internship evaluations from cooperating teacher(s) and Avila supervisor(s).

Credential files **do not** include a transcript. Requests to have transcripts sent are made in writing to the Registrar's Office.

When applying to co-teach or intern, the candidate pays the educational file fee for membership in Avila University's credential service. The credential file fee covers the completion of the credential file and mailing of unlimited copies of these papers from the Registrar's Office. After the credential file fee is paid, the Registrar's Office will mail out the credential file upon written request from the candidate. If a candidate is asked about credential files during an interview for a teaching position, the above papers are those to which the interviewer is referring. However, the credential file is not complete for mailing until all evaluations have been received from the Avila University supervisor(s) and the cooperating teacher(s).

Credential files are confidential; however, candidates may review their files if they have signed the waiver allowing access to the credential file. An appointment must be made with the Registrar's Office for review of the file no sooner than two weeks following the end of the semester in which Final Clinical Experience was completed. The candidate will be able to read the contents of the credential file in the presence of the Registrar or Registrar's designee. The file may not be removed.

SCHOOL OF EDUCATION FINAL CLINICAL EXPERIENCE SUPERVISION AND EVALUATION

SUPERVISORY VISITS

Prior to Final Clinical Experience/Internship, notification will be sent via [Avila email](#) to the co-teacher/intern indicating the name of the Avila University supervisor. The co-teacher/intern must contact the Avila University supervisor to arrange for the visits to the classroom. For 12-week placements, there will be a minimum of four face-to-face visits. An Avila University supervisor may make additional visits or unannounced visits. Should a difficult situation be encountered during Final Clinical Experience/Internship, the Avila University supervisor should be contacted immediately. As Avila University's representative, the University supervisor is informed, trained and ready to be of assistance should any questions or concerns arise.

FINAL CLINICAL EXPERIENCE EVALUATION

Evaluation is a continuous process involving daily conferences with the cooperating teacher or mentoring teacher, feedback from the Avila University supervisor and self-evaluation by the co-teacher/intern. Both formal and informal evaluation conferences should be utilized to discuss progress, strengths and problems. The co-teacher candidate should become more adept at self-evaluation by participating in these conferences. Upon completion of Final Clinical Experience, both the cooperating teacher and university supervisor will complete final evaluations of the co-teacher's performance.

In a situation where it is deemed necessary, the Avila University supervisor, along with the Director of Clinical and Field-based Experiences and Dean, have the authority to remove a co-teacher from the placement.

Co-teachers earn a letter grade for their Final Clinical Experience. Interns receive credit or no credit for their internship experience. The Avila University supervisor has final responsibility for recommending the grade to the Director of Clinical and Field-based Experience. Final Clinical Experience/Internship and Seminar are separate courses and are evaluated and graded independently.

A co-teacher who must complete two (2) placements, must be successful (defined as a B or better) at the first placement, in order to begin the second placement. If the co-teacher does not achieve a B or better in the first placement, the co-teacher will not be allowed to begin the second placement until agreed upon improvements have been demonstrated.

FINAL CLINICAL EXPERIENCE/INTERNSHIP MANDATORY WITHDRAWAL POLICY

A teacher candidate may be removed from the Final Clinical Experience school site based on the recommendation of the school, school district or any of its agents, Avila University supervisor(s), or the Director of Clinical and Field-based Experiences. If a teacher candidate is removed from the Final Clinical Experience, the teacher candidate will not be eligible for re-entry into the program nor will the candidate be eligible for a recommendation for certification from Avila University to any state department of education. The teacher candidate **may not** repeat Final Clinical Experience unless there is an extreme and verifiable circumstance, for which documentation is required. The final determination of outcome in the event of an extreme and verifiable circumstance will be decided by a panel of Avila School of Education faculty in consultation with the School of Education Dean.

SCHOOL OF EDUCATION INTERNSHIP PROCEDURE

(GRADUATE CERTIFICATION CANDIDATES ONLY ARE ELIGIBLE)

BEGINNING INTERNSHIP

Beginning Internship requires full-time employment as a lead teacher in the appropriate certification area. The beginning intern is a faculty member, not a short-term professional guest. Beginning Internship will provide initial professional support from the university supervisor to focus on development of essential beginning teacher skills. This is the first part of the 10-hour requirement for the clinical internship experience.

Candidates are required to register for Beginning Internship following their employment as a classroom teacher. Registration in this Graduate Initial Certification course is completed with the candidate's education advisor.

The beginning intern can be at any stage of completing coursework for certification. Certification candidates, who have completed all coursework and Beginning Internship, will be eligible to apply for Advanced Internship.

ADVANCED INTERNSHIP

Advanced Internship is the second part of Avila's School of Education clinical internship experience and requires completion of all coursework for certification except Advanced Internship. Each intern is a provisionally certified teacher (if interning in Missouri), not a person who is "practicing" teaching or a "co-teacher." This role difference is a crucial feature of the Avila internship experience. The teaching intern is a faculty member, not a short-term professional guest. As a result, the intern will receive an assignment of classes and students from the K-12 school administrator. This person will work more independently than is possible in the co-teaching experience; thus, freeing the mentor for supervision and counseling of interns, curriculum revision, and other professional activities.

While the teaching intern has many of the responsibilities of a traditional beginning teacher, differences do exist. A significant difference between the role of a teaching intern and that of a traditional beginning teacher has to do with the amount of professional assistance the intern will receive. The intern will be given increased supervision, both by the School District and Avila University's School of Education, and will be provided with more support than the conventional beginning teacher.

Throughout the internship, the intern will expect, welcome, and receive regular, continuous supervision and counseling by the University representative, mentor, and occasionally the school administrator.

ADVANCED INTERN RESPONSIBILITIES

During the internship, teacher interns have the following responsibilities they are expected to perform:

- Follow the calendar of the district and complete the entire school semester in the assigned classroom yet be able to attend one or two days of activities at the university if required.
- Attend and participate in FCE seminar course on campus. This is a required component of the internship semester. Contact the Director of Clinical and Field-based Experiences if conflicts arise.
- Perform all duties and responsibilities regularly assigned to teachers.
- Cooperate with and be responsible to the mentor teacher, the building principal, and the Avila representative.
- Adhere to policies and procedures of the school district and comply with all Avila internship requirements.
- Keep the School of Education Office of Clinical and Field-based Experience updated regarding any changes in status.

MENTOR TEACHER RESPONSIBILITIES

The mentor teacher plays a supportive role in advising and assisting the intern. The mentor teacher is chosen by the K-12 school to serve as the field-based expert who supports the intern. It is appropriate that the intern should observe his/her mentor in the variety of roles that a teacher is expected to play. Furthermore, the relationship between the mentor and intern should be that of colleagues. Interns should feel they can seek advice and assistance from their mentors. Because of this, Avila will not require the mentor to assign a grade to the intern.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

Since internship is a unique placement, the Avila supervisor will provide support for the classroom teacher. The number of visits and length of visits will be determined by the needs of each candidate.

The University representative is responsible for seeing that the intern has every chance to succeed and improve his or her professional performance throughout the duration of the internship. However, this responsibility is to be shared among the Avila representative, the mentor teacher, and the principal. Ideally, the University representative will recognize which activities are being performed by the mentor teacher or principal and confine his/her role to reinforcing, supporting, and supplementing the work of the mentor teacher and the principal. Some of the University representative's responsibilities include the following:

- Maintain close contact with the intern. Visit the internship site as necessary for support and success. Phone calls are encouraged as a supplement to on-site visits and as a means for maintaining close contact between the intern and the University.
- Provide ample collaboration time. All site visits should be of such duration and quality as to ensure the best chances for the success of the intern.
- Serve as a resource person for the intern and the mentor, providing information about the program, the internship process, and other areas about which the intern and mentor may be concerned.
- Complete summative and performance-based intern evaluations.
- Perform periodic evaluations of the intern's progress. The University representative will recommend the final credit/no credit grade for Internship.

INTERNSHIP EVALUATION

Evaluation is a continuous process involving conferences with the mentor in the school, feedback from the University representative and self-evaluation by the intern. Both formal and informal evaluation conferences should be utilized to discuss progress, strengths, and problems. The intern should become more adept at self-evaluation by participating in these conferences.

The University representative will complete a written evaluation of the intern's performance. This evaluation will address the following areas:

- Content knowledge
- Pedagogy knowledge
- Implementation of curriculum standards
- Differentiated lesson design
- Lessons for diverse learners
- Student engagement
- Critical thinking and problem solving
- Classroom management
- Classroom, school and community culture
- Verbal/non-verbal communication
- Student assessment
- Self-assessment
- Professionalism
- Professional collaboration

Interns receive a grade of credit/no credit for the teaching experience.

SCHOOL OF EDUCATION FCE SUPERVISORY TERRITORY

Standard Supervisory Territory

Avila Supervisors will visit the following public districts, as well as any private schools within 40 miles of our campus at the standard lab fee. Check the current course schedule for the standard lab fee.

Missouri School Districts	Kansas School Districts
Belton	Archdiocese of Kansas
Blue Springs	Basehor-Linwood
Cass-Midway	Blue Valley
Center	Bonner Springs
Diocese of KC/St. Joseph	DeSoto
Fort Osage	Gardner-Edgerton
Grain Valley	Kansas City, Kansas
Grandview	Louisburg
Harrisonville	Olathe
Hickman Mills	Piper
Independence	Shawnee Mission
Kearney	Spring Hill
Lee's Summit	Turner
Liberty	
Lone Jack	
Missouri City	
Kansas City, MO	
North Kansas City	
Oak Grove	
Park Hill	
Platte County R-III	
Pleasant Hill	
Raymore-Peculiar	
Raytown	
Smithville	

SCHOOL OF EDUCATION GRADUATION DEGREE APPLICATION, CERTIFICATION AND MASTER'S PROGRAM

DEGREE APPLICATION (UNDERGRADUATES ONLY)

Candidates nearing graduation must complete a graduation audit and the undergraduate degree application prior to the deadline date published in the campus calendar.

Candidates will receive notices about graduation events from the Academic Affairs Office. Information about invitations, degree printing, cap and gown arrangements, practice times and events during graduation weekend is sent to the candidate from the Academic Affairs Office.

CERTIFICATION APPLICATION

The School of Education Certification Officer will present information regarding certification procedures during a Final Clinical Experience seminar session.

Candidates **must** apply for Missouri teacher certification prior to seeking additional state certifications. Candidates seeking Kansas certification must also pass the appropriate Principles of Learning and Teaching exam and present a current Missouri certificate. Seeking Kansas or other state's certification is optional.

Undergraduate Candidates

The following criteria must be met prior to meeting with the School of Education Certification Officer.

- Completed Final Clinical Experience successfully
- Candidate's degree must be posted
- Passed the appropriate Missouri Content Assessment(s) (MoCA)
- Passed the Missouri Pre-Service Teacher Assessment (MoPTA)
- Updated candidate profile with MoDESE
- Completed the Initial Certification application
- Passed a finger print background check, if expired

Graduate Certification Candidates

The following criteria must be met prior to meeting with the School of Education Certification Officer.

- Completed Final Clinical Experience successfully
- Passed the appropriate Missouri Content Assessment(s) (MoCA)
- Passed the Missouri Pre-Service Teacher Assessment (MoPTA)
- Created a profile with MoDESE
- Completed the Initial Certification application
- Passed a finger print background check, if expired

In order for Avila's School of Education to recommend a candidate for certification, the candidate must seek certification within seven (7) years of completion of the undergraduate degree or graduate certification program. If the candidate seeks certification after seven (7) years, the

School of Education can not recommend the candidate for certification. The School of Education may then determine current options for certification, which the candidate may pursue. If state certification requirements have changed within the seven-year period, additional coursework or exams may also be required.

For additional information about initial teacher certification in the state of Missouri, go to the MoDESE website. (<http://www.dese.mo.gov>).

MASTER’S AND ADVANCED CERTIFICATE PROGRAMS

The School of Education offers fully accredited Master’s Degrees. Candidates can select a program in International Advocacy and Leadership, Teaching and Learning or Teaching English as a Second Language. These degrees are tailored to meet the needs of the appropriate audiences.

The School of Education also offers three advanced certificate programs, International Advocacy and Leadership, English Language Learners (ELL) and Special Reading. Applicants for the ELL and Special Reading Advanced Certificate programs must be certified teachers.

The International Advocacy and Leadership certificate is not affiliated with MoDESE or any part of teacher certification.

If a candidate is interested in one of these degree programs or advanced certifications, please contact the [Graduate Education Enrollment and Academic Advisor](#) for more information.

EMPLOYMENT INFORMATION

Program completers, both undergraduate and graduate certification, are asked to inform the Placement Coordinator for Clinical and Field-based Experiences and/or the Assessment Coordinator when first teaching positions are received. The School of Education also requests that graduates inform the School of Education Assessment Coordinator of subsequent teaching positions. This information is necessary to complete follow-up reports for state and federal agencies.

It is also important to notify the Placement Coordinator for Final Clinical and Field-based Experiences and the Registrar’s Office when one’s name or contact information changes.

SCHOOL OF EDUCATION ADDITIONAL PROGRAM INFORMATION

SCHOOL OF EDUCATION

CERTIFICATION REQUIREMENTS

ELEMENTARY EDUCATION (GRADES 1-6)

Teacher candidates seeking elementary education certification must complete the following education requirements plus fulfill all state required coursework and/or requirements:

- ED 184 Intro to Educational Technology (1 cr hr)
- ED 185 Practicum (3 cr hrs)
- ED 206 Creative Activities & Physical Movement (3 cr hrs)
- ED 207 Geometry for Elementary and Middle School Teachers (3 cr hrs)
- ED 229 Developmental & Educational Psychology (3 cr hr)
- ED 235 Psychology of the Exceptional Child (3 cr hrs)
- ED 245 Tests & Measurements (3 cr hrs)
- ED 287 Multicultural Foundations of Education (3 cr hrs)
- ED 308 Elementary Math Methods (3 cr hrs)
- ED 314 Methods & Educational Technology (1 cr hr)
- ED 315 General Methods & Differentiated Learning (3 cr hrs)
- ED 322 Language & Literacy in the Global Context (3 cr hrs)
- ED 337 Elementary Social Studies Methods (3 cr hrs)
- ED 340 Elementary Science Methods (2 cr hrs)
- ED 341 Foundations of Literacy & Language Development (3 cr hrs)
- ED 343 Language Arts Methods (2 cr hrs)
- ED 365 Consultation, Collaboration & Family Engagement (1 cr hr)
- ED 370 Assessment & Remediation of Reading Problems (3 cr hrs)
- ED 381 Health & Safety Issues in Schools (1 cr hr)
- ED 386 Reading Practicum (2 cr hrs)
- ED 419 Managing the Learning Environment (3 cr hrs)
- ED 494 Final Clinical Experience Seminar (2 cr hrs)
- ED 495 Final Clinical Experience (10 cr hrs)

MIDDLE SCHOOL (GRADES 5-9)

Teacher candidates seeking middle school education certification must complete the following education requirements, the appropriate concentration courses plus fulfill all state required coursework and/or requirements:

- ED 184 Intro to Educational Technology (1 cr hr)
- ED 185 Practicum (3 cr hrs)
- ED 229 Developmental & Educational Psychology (3 cr hr)
- ED 235 Psychology of the Exceptional Child (3 cr hrs)
- ED 245 Tests & Measurements (3 cr hrs)
- ED 287 Multicultural Foundations of Education (3 cr hrs)
- ED 314 Methods & Educational Technology (1 cr hr)
- ED 315 General Methods & Differentiated Learning (3 cr hrs)
- ED 322 Language & Literacy in the Global Context (3 cr hrs)
- ED 366 Consultation, Collaboration & Family Engagement: Middle/Secondary (1 cr hr)
- ED 375 Reading Strategies & Interventions in the Content Areas (3 cr hrs)
- ED 381 Health & Safety Issues in Schools (1 cr hr)
- ED 419 Managing the Learning Environment (3 cr hrs)

- ED 454 Middle School Philosophy & Organization (3 cr hrs)
- ED 455 Special Methods (2 cr hrs)
- ED 494 Final Clinical Experience Seminar (2 cr hrs)
- ED 495 Final Clinical Experience (10 cr hrs)

Teacher candidates should see their education advisor for a list of the required content courses.

SPECIAL EDUCATION (GRADES K-12)

Teacher candidates seeking special education certification must complete the following education requirements plus fulfill all state required coursework and/or requirements:

- ED 184 Intro to Educational Technology (1 cr hr)
- ED 185 Practicum (3 cr hrs)
- ED 206 Creative Activities & Physical Movement (3 cr hrs)
- ED 207 Geometry for Elementary and Middle School Teachers (3 cr hrs)
- ED 229 Developmental & Educational Psychology (3 cr hr)
- ED 235 Psychology of the Exceptional Child (3 cr hrs)
- ED 245 Tests & Measurements (3 cr hrs)
- ED 287 Multicultural Foundations of Education (3 cr hrs)
- ED 308 Elementary Math Methods (3 cr hrs)
- ED 314 Methods & Educational Technology (1 cr hr)
- ED 315 General Methods & Differentiated Learning (3 cr hrs)
- ED 322 Language & Literacy in the Global Context (3 cr hrs)
- ED 337 Elementary Social Studies Methods (3 cr hrs)
- ED 340 Elementary Science Methods (2 cr hrs)
- ED 341 Foundations of Literacy & Language Development (3 cr hrs)
- ED 343 Language Arts Methods (2 cr hrs)
- ED 353 Analysis & Characteristics: Cross Categorical (4 cr hrs)
- ED 358 Methods & Curriculum: Cross Categorical (4 cr hrs)
- ED 361 Language Acquisition & Development (3)
- ED 363 Educational Assessment (3 cr hrs)
- ED 364 Consultation, Collaboration & Family Engagement: SPED (1 cr hr)
- ED 365 Consultation, Collaboration & Family Engagement: Elementary (1 cr hr)
- ED 367 Transition Career Education (2 cr hrs)
- ED 370 Assessment & Remediation of Reading Problems (3 cr hrs)
- ED 381 Health & Safety Issues in Schools (1 cr hr)
- ED 386 Reading Practicum (2 cr hrs)
- ED 419 Managing the Learning Environment (3 cr hrs)
- ED 494 Final Clinical Experience Seminar (2 cr hrs)
- ED 495 Final Clinical Experience: Elementary (7 cr hrs)
- ED 495 Final Clinical Experience: SPED (3 cr hrs)

SECONDARY SCHOOL (GRADES 9-12 OR ART K-12)

Teacher candidates seeking secondary education or K-12 Art certification must complete the following education requirements, plus fulfill all state required coursework and/or requirements:

- ED 184 Intro to Educational Technology (1 cr hr)
- ED 185 Practicum (3 cr hrs)
- ED 229 Developmental & Educational Psychology (3 cr hr)
- ED 235 Psychology of the Exceptional Child (3 cr hrs)
- ED 245 Tests & Measurements (3 cr hrs)
- ED 287 Multicultural Foundations of Education (3 cr hrs)

ED 314 Methods & Educational Technology (1 cr hr)
ED 315 General Methods & Differentiated Learning (3 cr hrs)
ED 322 Language & Literacy in the Global Context (3 cr hrs)
ED 366 Consultation, Collaboration & Family Engagement: Middle/Secondary (1 cr hr)
ED 375 Reading Strategies & Interventions in the Content Areas (3 cr hrs)
ED 381 Health & Safety Issues in Schools (1 cr hr)
ED 419 Managing the Learning Environment (3 cr hrs)
ED 455 Special Methods (2 cr hrs)
ED 494 Final Clinical Experience Seminar (2 cr hrs)
ED 495 Final Clinical Experience (10 cr hrs)

Teacher candidates must also complete the appropriate coursework for the major.

SCHOOL OF EDUCATION

TENTATIVE UNDERGRADUATE TIMETABLE

Candidates who wish to become certified teachers, should declare their major as soon as possible. A timeline for candidates interested in teacher education is suggested below. Candidates should check off each item once it is completed or achieved.

First Year

- Candidates who have declared education as a major or minor are assigned an Education advisor. My Education advisor is _____.
- Candidates work toward attaining a cumulative GPA of 2.75 with no grade below a C in any required class. GPA at the end of first year: _____.
- Candidates are encouraged to join AEA.
- Second semester – Candidates may enroll and complete ED 184 Intro to ED Tech and ED 185 Practicum. Take MEP as part of Practicum.

Second Year

- Enroll and complete ED 184 Intro to ED Tech and ED 185 Practicum. (if not already completed). Take MEP as part of Practicum.
- By the end of second year, complete ED 287 Multicultural Foundations of Education.
- Complete the Missouri General Education Assessment (MoGEA). This must be taken and passed prior to enrolling in most 300 level education classes. (Transfer candidates should take the MoGEA early in their first semester at Avila.)
- Complete Core requirements
- Apply for formal Admission to the School of Education. Declaring an education major or minor **does not guarantee official admission into the School of Education.**
- Maintain a cumulative GPA of 2.75, an education GPA of 3.0, and a content area GPA of 3.0. GPA at end of second year: ED GPA_____, Content GPA_____, Cumulative GPA_____.
- Candidates are encouraged to join Kappa Delta Pi, if requirements are met.

Third Year

- Meet with your education advisor and complete a degree audit and graduation application. (Does not apply to Special Education majors. Special Education is a five-year program. This will be done in the fourth year.) Date of Meeting_____.
- Go to the SOE Canvas page for information about the Final Clinical Experience.
- Apply electronically for Final Clinical Experience by completing the application materials found on the SOE Canvas page. Fall co-teaching applications are due the first Friday in March by noon and spring final co-teaching applications are due the first Friday in May by noon. Date Final Clinical Experience application submitted_____.

Fourth Year

- Complete all coursework
- After preparing, take and successfully pass the required Missouri Content Assessment (MoCA) for the appropriate certification area. The MoCA must be passed and scores submitted to the School of Education by the dates listed earlier in this handbook.
- Apply for a Missouri Substitute Teaching License
- Successfully complete Final Clinical Experience and Final Clinical Experience Seminar.
- Upon successful completion of Final Clinical Experience and all other capstone requirements (FCE Seminar and the MoPTA) and after degrees are posted, make an appointment with the certification officer to complete the teaching certification application.

SCHOOL OF EDUCATION STUDENT ORGANIZATIONS

AVILA EDUCATION ASSOCIATION

Undergraduate and graduate certification candidates are encouraged to join the Avila Education Association (AEA). Members must be Avila education candidates or Avila students interested in the field of education. The purpose of AEA is to provide opportunities for professional growth, professional and social networking and collaboration, and community service.

KAPPA DELTA PI

Kappa Delta Pi (KDPi) is an International Honor Society in Education. It is open to all education candidates who meet the requirements.

KDPi membership is designed to help active members grow professionally. Access to exemplary programs, publications, and educators are benefits afforded by the organization. In addition to teaching and research tools, members also have the opportunity to receive scholarships and awards. Membership provides an opportunity to enhance leadership experiences, collaborate with other members and professionals and network with local and national educators. Members must maintain the required GPA to remain affiliated.

The requirements for **undergraduate** candidates are as follows:

- 3.0 GPA in all Avila coursework
- At least twelve (12) hours of education coursework, in progress, or completed
- Be a declared education major/minor at the university
- Completed at least thirty (30) credit hours in the degree program
- Transfer students with at least sophomore standing need to have a 3.0 GPA and have taken courses at Avila
- Must be a member of the Avila Education Association (AEA) as well

The requirements for **graduate certification** candidates are:

- 3.25 GPA in all Avila coursework
- Accepted into a School of Education graduate program and pursuing education coursework
- At least six (6) semester hours, in progress, or completed (all must be completed at Avila)
- Must have at least twelve (12) education hours, in process or completed
- Must be a member of the Avila Education Association (AEA) as well

Please visit the AEA and KDPi website

<https://www.avila.edu/school-of-education-accreditation-1/aea-kdpi>

SCHOOL OF EDUCATION

TERMINOLOGY

ADA-Americans with Disabilities Act
ADHD-Attention Deficit Hyperactivity Disorder
Adjunct Faculty-a part-time instructor
Admit to the School of Education-Formal admission into Avila's education program
AEA-Avila Education Association-a campus organization for Education students
AFT-American Federation of Teachers
AYP-Annual Yearly Progress
BD-Behaviors Disorders
Benchmarks-State Standards in Kansas
BIST- Behavior Intervention Support Team-problem solving model that provides clear expectations, limits and appropriate consequences
CAEP-Council for the Accreditation of Educator Preparation
Candidate-a student studying to become a teacher
Capstone-culminating experience for the major and/or Final Clinical Experience
CEC-Council for Exceptional Children
CLE-Content Level Expectations – curriculum per grade level for 9-12
Content Area-the middle school or high school subject / discipline taught
Co-teacher-a candidate completing Final Clinical Experience and learning to lead a classroom
DOK- Depth of Knowledge
ELL-English Language Learner
ESL-English as a Second Language
FERPA-Family Educational Rights and Privacy Act- a Federal law that protects the privacy of candidate's education records
Field-based Assignment-an assignment which takes a candidate into a K-12 site for a specific purpose and typically for a duration of less than 20 hours
Field-Based Experience-an in-the-school experience totaling 20 hours or more prior to Final Clinical Experience
Final Clinical Experience (FCE)-the time candidates are formally assigned to work with a cooperating teacher to learn to lead a classroom. (formerly Student Teaching)
Full-time Student-a student who is enrolled in at least 12 credit hours per semester (undergraduate)
GLE-Grade Level Expectations-curriculum per grade level for K-8
Graduate Certification Candidates-students who have earned a bachelor's degree and who are seeking initial teacher certification.
ID-Intellectual Deficit
IEP-Individualized Educational Plan
Initial Teacher Preparation-programs at baccalaureate or post baccalaureate levels that prepare candidates for the first license to teach.
KDPI-Kappa Delta Pi-an International Honor Society for education candidates
Key Assessment-formative in nature. Key assessments provide insight into how well a candidate is understanding key components of the curriculum. This information informs candidate support processes and curriculum adjustments.
KSDE-Kansas State Department of Education
LD-Learning Disability
Mastery Assessment-helps ensure that teacher candidates have honed foundational skills prior to moving to more advanced skill sets. A teacher candidate must successfully complete a mastery assessment in order to pass the course in which the assessment is contained.
MEGA-Missouri Educator Gateway Assessment, a variety of assessments for aspiring teachers

to measure knowledge of a specific content area, learning assessment strategies, and appropriate instructional techniques

MEP-Missouri Educator Profile, a web-based assessment completed by all teacher candidates prior to admission to the School of Education and prior to the start of their Final Clinical Experience. This profile is used as an advising tool to help teacher candidates further develop the characteristics common among successful educators. This assessment is integrated into the Practicum course (ED 185) and the Final Clinical Experience Seminar (ED 494).

Mild/Moderate Cross Categorical- special education categories for students with learning disabilities, emotional disturbance, intellectual deficits, and physical or other health impairments.

MoCA -- Missouri Content Assessment -state required test that must be passed to become a certified teacher

MoDESE-Missouri Department of Elementary and Secondary Education

MoGEA-Missouri General Education Assessment, an assessment of understanding of general education content areas. The assessment includes five subtests: English; Writing; Math; Science; and Social Science. All undergraduate education majors and minors must pass each section of the MOGEA prior to formal admission to the School of Education. It is suggested that this test be taken after the candidate has successfully completed 45 semester hours.

MoPTA-Missouri Pre-service Teacher Assessment, a state-wide performance-based activity and assessment tool to help teacher candidates enrolled in teacher education programs develop a focus based on K-12 student learning as well as on their own teaching behaviors. The MoPTA is the capstone project required from all teacher candidates to successfully complete Final Clinical Experience and become certified.

MSIP-Missouri School Improvement Plan

MR-Mental Retardation

MSTA-Missouri State Teachers Association

Multicultural Education-a program that focuses on the design, and implementation of instructional and advising services for culturally diverse learning populations. Includes instruction in cultural diversity, at-risk populations, multilingual and ESL education, program and curriculum design, instructional technology, information resources, LRP and minority education strategies, counseling and communicating with multicultural populations, law and regulations, and applications to specific cultural groups, educational services, and research issues.

NEA-National Education Association

Q.I.'s-Missouri Teacher Standards and Quality Indication

Part-time Student-a student who is enrolled in 1-11 credit hours per semester (undergraduate)

PIP-Professional Improvement Plan

POHI-physical other health impairments

Practicum-initial field-based experience

Pedagogy-the science of educating, teaching or instructing

K-12-Kindergarten through senior year of high school

Pre-service Teacher-a student studying to become a teacher

Professional Dispositions- how prospective teachers interact with others, their professors, their classmates, the children, teachers, parents and staff in their school experiences.

Secondary-High School

SMD-Severe and Multiple Disabilities

TEXT-Avila School of Education's Teaching Excellence Team

Undergraduate-a candidate enrolled in a four- or five-year bachelor's program

SCHOOL OF EDUCATION PROFESSIONAL STANDARDS

SCHOOL OF EDUCATION

CONCEPTUAL FRAMEWORK GOALS

Ten goals/outcomes are pursued in the professional preparation of teachers. These goals are the foundation for all experiences and requirements in the Avila School of Education.

Goal/Outcome 1: Professional Communication

Candidates will demonstrate strong competencies in the communicative arts including exemplary use of oral, written, nonverbal, technological communication and group processing skills with professors, peers, professional colleagues, and external constituents.

Goal/Outcome 2: Critical Reflection & Decision Making

Candidates will exhibit critical reflection on practice and display exemplary decision making skills including higher level thinking, evaluative thinking and problem solving in both university classrooms and in field experiences.

Goal/Outcome 3: Professional Dispositions

Candidates will demonstrate appropriate professional dispositions toward self, peers, professional colleagues, and external constituents. Candidates' professional dispositions will foster positive human relationships and demonstrate respect for the profession and the responsibilities it entails.

Goal/Outcome 4: Content Expertise & Standards Based Curricular Alignment

Candidates will demonstrate content expertise and ability to align content and curriculum to appropriate standards.

Goal/Outcome 5: Instructional & Assessment Methods

Candidates will demonstrate appropriate use of varied research-based teaching strategies and technologies to deliver effective lessons. Candidates will design and demonstrate appropriate use of varied assessments for promoting and measuring the learning of all students.

Goal/Outcome 6: Diversity Knowledge & Commitment

Candidates will understand and recognize differences in individuals who represent various categories of diversity. Candidates will demonstrate ability and commitment to promoting the intellectual and personal growth of all persons with whom they work or engage.

Goal/Outcome 7: Human Behavior, Motivation & Classroom Management

Candidates will use theoretical knowledge and research about learning and human behavior to create motivating learning experiences, manage the learning environment and respond appropriately to events.

Goal/Outcome 8: Field Experiences & Clinical Practice

Candidates will fully grasp the realities of the profession by applying principles, theories, and methods in diverse field-based and clinical experiences.

Goal/Outcome 9: Leadership & Service

Candidates will demonstrate a commitment to lead and serve in an ethical manner through interactions at the university and in community based programs or schools.

Goal/Outcome 10: Foundation for Continued Professional Development

Candidates will establish a foundation for continued professional growth and development.

SCHOOL OF EDUCATION

MISSOURI TEACHER STANDARDS AND QUALITY INDICATORS

Nine MoDESE Teacher Standards with related Quality Indicators are pursued in the professional preparation of teachers. These standards and quality indicators are addressed in all experiences and requirements in the Avila School of Education.

Standard 1: Content knowledge aligned with appropriate instruction

The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content Knowledge and Academic Language

1C1 The teacher candidate demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri.

Quality Indicator 2: Student Engagement in Subject Matter

1C2 The teacher candidate demonstrates content knowledge and the ability to use multiple subject specific methodologies for specific instructional purposes to engage students.

Quality Indicator 3: Disciplinary Research and Inquiry Methodologies

1C3 The teacher candidate understands how to engage students in the methods of inquiry and research in his or her respective discipline.

Quality Indicator 4: Interdisciplinary Instruction

1C4 The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.

Quality Indicator 5: Diverse Social and Cultural Perspectives

1C5 The teacher candidate demonstrates understanding of diverse cultural perspectives by creating and implementing lessons to introduce those perspectives, recognizing the potential for bias.

Standard 2: Student, Learning Growth and Development

The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and that support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, Social, Emotional and Physical Development

2C1 The teacher candidate knows and identifies child/adolescent developmental stages and can apply them to students.

Quality Indicator 2: Student Goals

2C2 The teacher candidate demonstrates knowledge on how to assist students in setting short- and long-term learning goals and self-reflect on their overall growth.

Quality Indicator 3: Theory of Learning

2C3 The teacher candidate applies knowledge of learning theory in all aspects of instructional design.

Quality Indicator 4: Differentiated Lesson Design

2C4 The teacher candidate recognizes diversity and the impact it has on education.

Quality Indicator 5: Prior Experiences, Learning Styles, Multiple Intelligences, Strengths, and Needs

2C5 The teacher candidate is able to plan lessons and learning activities to address a student's prior experiences, multiple intelligences, strengths, and needs in order to positively impact learning.

Quality Indicator 6: Language, Culture, Family and Knowledge of Community Values

2C6 The teacher candidate demonstrates an understanding that instruction should be connected to students' prior experiences and family, culture and community.

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Quality Indicator 1: Implementation of Curriculum Standard

3C1 The teacher candidate understands the components and organization of an effective curriculum, is able to create aligned learning experiences, can locate national and state standards, and is able to align them to learning outcomes.

Quality Indicator 2: Lessons for Diverse Learners

3C2 The teacher candidate understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives.

Quality Indicator 3: Instructional Goals and Differentiated Instructional Strategies

3C3: The teacher candidate knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to address the student needs in meeting curriculum objectives.

Standard 4: Critical Thinking

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

Quality Indicator 1: Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking

4C1 The teacher candidate can demonstrate knowledge of research-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher level thinking skills.

Quality Indicator 2: Appropriate Use of Instructional Resources to Enhance Student Learning

4C2 The teacher candidate demonstrates knowledge of current instructional resources to support complex thinking and technological skills.

Quality Indicator 3: Cooperative, Small Group and Independent Learning

4C3 The teacher candidate can demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group and independent learning.

Standard 5: Positive Classroom Environment

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

Quality Indicator 1: Classroom Management, Motivation, and Engagement

5C1 The teacher candidate knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning.

Quality Indicator 2: Management of Time, Space, Transitions, and Activities

5C2 The teacher candidate demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment.

Quality Indicator 3: Classroom, School, and Community Culture

5C3 The teacher candidate recognizes and identifies the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1: Verbal and Nonverbal Communication

6C1 The teacher candidate understands the importance of and develops the ability to use effective verbal and nonverbal communication techniques.

Quality Indicator 2: Sensitivity to Culture, Gender, Intellectual and Physical Differences

6C2 The teacher candidate develops sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in response to student communication.

Quality Indicator 3: Learner Expression in Speaking, Writing, and Other Media

6C3 The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening and other media ensuring it adheres to district policy.

Quality Indicator 4: Technology and Media Communication Tools

6C4 The teacher candidate develops skills in using a variety of technology media communication tools.

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate progress.

Quality Indicator 1: Effective Use of Assessments

7C1 The teacher candidate has knowledge of the development, use and analysis of formal and informal assessments.

Quality Indicator 2: Assessment Data to Improve Learning

7C2 The teacher candidate has knowledge of how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities.

Quality Indicator 3: Student-Led Assessment Strategies

7C3 The teacher candidate describes, explains and analyzes a variety of self and peer assessment strategies, understands the need to prepare students for the demands of particular assessment formats; can set their own learning goals; and is able to teach students to set learning goals.

Quality Indicator 4: Effective of Instruction on Individual/Class Learning

7C4 The teacher candidate develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions and using higher order questioning. The candidate uses analysis of data to determine the effect of class instruction on individual and whole class learning.

Quality Indicator 5: Communication of Students Progress and Maintaining Records

7C5 The teacher candidate can explain ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues, and administrators.

Quality Indicator 6: Collaborative Data Analysis Process

7C6 The teacher candidate demonstrates a capacity to engage in a collaborative classroom/department/school data analysis process.

Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-Assessment and Improvement

8C1 The teacher candidate understands strategies for reflecting on teaching practices to refine their own instructional process in order to promote growth and learning of students.

Quality Indicator 2: Professional Learning

8C2 The teacher candidate identifies and understands the use of an array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities for improving student learning.

Quality Indicator 3: Professional Rights, Responsibilities, and Ethical Practices

8C3 The teacher candidate is knowledgeable of and demonstrates professional, ethical behavior and is aware of the influence of district policies and school procedures on classroom structure.

Standard 9: Professional Collaboration

The teacher has effective working relationships with students, families, school colleagues, and community members.

Quality Indicator 1: Induction and Collegial Activities

9C1 The teacher candidate understands the importance of collegial activities in building a shared mission, vision, values, and goals; participates in collaborative curriculum and staff development meetings and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor to establish relationships in the school, district, and community.

Quality Indicator 2: Collaborating to Meet Student Needs

9C2 The teacher candidate understands school-based systems designed to address the individual needs of students by working with the cooperating teacher/supervisor to engage

with the larger professional community across the system to identify and provide needed services to support individual learners.

Quality Indicator 3: Cooperative Partnerships in Support of Student Learning

9C3 The teacher candidate recognizes the importance of developing relationships and cooperative partnerships with students, families, and community members to support of students' learning and well-being.

SCHOOL OF EDUCATION

INTASC STANDARDS

Ten professional standards from the Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), are pursued in the professional preparation of teachers. These standards are addressed in all experiences and requirements in the Avila School of Education.

The Learner and Learning

Standard #1: Learner Development

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.

Standard #2: Learning Differences

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.

Standard #3: Learning Environments

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.

Content Knowledge

Standard #4: Content Knowledge

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.

Standard #5: Application of Content

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.

Instructional Practice

Standard #6: Assessment

The teacher 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.

Standard #7: Planning for Instruction

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.

Standard #8: Instructional Strategies

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.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

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.

Standard #10: Leadership and Collaboration

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.

Teacher candidates may view the entire InTASC standard document at http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf.

SCHOOL OF EDUCATION PROGRAM EVALUATION

Avila's Education Programs are evaluated on a continuous basis both to assess the programs and to provide data for improvement of the programs. Evaluative data are solicited from:

1. Candidates currently enrolled in the programs,
2. Graduates / program completers of the programs,
3. Employers hiring graduates / program completers of the programs,
4. School of Education faculty and content area faculty,
5. Personnel in public and private schools and other agencies partnering with Avila for field-based and clinical experiences,
6. The Teacher Education Advisory Board and International Advisory Board,
7. The Missouri Department of Elementary and Secondary Education,
8. Council for the Accreditation of Educator Preparation (CAEP), and
9. The Higher Learning Commission.

In order to evaluate programs, candidate feedback is collected through electronically administered course evaluations each semester. In addition, summative evaluations are collected at exit, from recent alums, and from employers hiring program completers. Candidates are encouraged to bring any concerns and suggestions to their academic advisor or to the Dean in the School of Education. K-12 teachers, school district personnel and agency personnel who work with Avila's School of Education are asked to complete evaluations of candidates. Evaluative feedback is also sought from accrediting agencies, such as CAEP, the Missouri Department of Elementary and Secondary Education and the Higher Learning Commission.

Information from numerous sources provides the data for program planning and assessment and is considered a vital component of Avila University's School of Education strategic planning and budgeting processes.

CONCEPTUAL FRAMEWORK FOR EDUCATION PROGRAMS

Avila University History, Mission, Community Values and Purposes

Avila University History

The Avila educational experience is derived from the history of the Sisters of St. Joseph of Carondelet. **University history** dates back to the mid 1800's when the Sisters of St. Joseph arrived in the United States from France. Their mission since that time has been to work for the betterment of the dear neighbor. Therefore, Avila University has continued the tradition of the Sisters in developing its mission, community values, and purposes. Avila University has grown with academic excellence, transformational learning and inspirational leadership. The robed students at graduation personify the achievement of Avila University's mission, community values, and purposes. The Avila School of Education Conceptual Framework is based firmly upon the mission, community values and purposes embraced by the Sisters of St. Joseph of Carondelet.

Avila University Mission

Avila University, a Catholic University sponsored by the Sisters of St. Joseph of Carondelet, is a values-based community of learning providing liberal arts, professional, undergraduate and graduate education to prepare students for responsible life-long contributions to the global community.

Avila University Community Values

Avila University Community Values include:

- Excellence in teaching and learning
- The Catholic identity of the University
- The sponsorship and contribution of the Sisters of St. Joseph
- The worth, dignity, and potential of each human being
- Diversity and its expression
- Commitment to the continual growth of the whole person
- Interaction with and service to others

Avila University Purposes

Avila University strives to:

- Pursue academic excellence by providing an educational experience rooted in the Catholic tradition and in the spirit of the Sisters of St. Joseph, both of which emphasize collaboration, examination of social justice issues, responsiveness to the needs of others, and respect for the worth and dignity of each individual.
- Offer liberal arts and professional undergraduate and graduate programs grounded in scholarship with well-defined educational outcomes which emphasize Belief and Reason, Community Engagement, Creativity and Culture, Explorations of Nature, Global Studies, Interdisciplinary and Studies Social Justice and Civic Life.
- Strive for excellence through responsiveness to on-going assessment, evaluation, and self-reflection.

- Promote student learning by emphasizing teaching and learning strategies which actively engage the student in the learning process.
- Foster development of the whole person for life-long learning and service to the global community through curricular and co-curricular programs.
- Serve a community of learners with diverse backgrounds and needs by providing a variety of educational formats.
- Address the broader educational needs of the greater Kansas City area by exploring, initiating, and supporting partnerships within the community.

School of Education Mission, Purpose and Philosophy

The Conceptual Framework is also based upon the mission, purpose and philosophy articulated by the Avila School of Education.

School of Education Mission

The School of Education is committed to educating **innovative, adaptable** and **involved professionals**, who will provide service to a diverse and ever-changing population. Through value-based learning and authentic experiences, our graduates will be qualified, ethical and responsible contributors to the greater society.

School of Education Purpose

Avila teachers, leaders, and advocates--reflective practitioners prepared to impact a changing world.

School of Education Philosophy

The guiding philosophy for the School of Education at Avila University is the worth and potential of all students. We strive to prepare individuals to be caring, competent, and dedicated professional educators, leaders, and advocates who will provide excellent learning opportunities for their own students, mentees and constituents. We embrace the values of Avila University in fostering the intellectual, spiritual, and social growth of its members. Avila University provides an academic community dedicated to education in the liberal arts and professional areas, and it promotes community service and life-long learning. The School of Education reinforces the University's philosophy statement by preparing learners for teaching and for other people-oriented advocacy professions and careers. School faculty, staff and students strive to become responsible, articulate persons with strong academic preparation, professional competence and dedication to a life of service.

Development, Revision and Alignment of the Conceptual Framework to Standards

In the process of developing the Conceptual Framework, unifying goals or outcomes were fashioned by School of Education faculty, liaison representatives from each of the content disciplines in which teacher certification is offered, the Teacher Education Advisory Board, the

International Education Advisory Board, teachers from the School of Education's Teaching Excellence Team, School of Education alumni and current candidates in School of Education programs. These stakeholders and members of the professional community also assist the unit in revising the Conceptual Framework as research and practice in the field of education, leadership and advocacy evolves. The Avila School of Education Conceptual Framework is strongly reflective of current research, best practices and professional values and ethics brought forward by these stakeholders.

The Conceptual Framework provides a foundation to help candidates develop the knowledge, skills and professional dispositions to be successful educators and advocates. Ten goal or outcome statements serve as the foundation for the unit's Conceptual Framework. The goals/outcome statements are linked to the Missouri Teacher Standards and Quality Indicators as well as the Interstate Teacher Assessment and Support Consortium (INTASC) and the Council for the Accreditation of Educator Preparation (CAEP) standards. Assignments, projects and experiences in education courses and programs are aligned to the unit's Conceptual Framework. Individual course syllabi display these alignments.

Educational Philosophies Undergirding the Conceptual Framework

We believe that effective teaching, leading and advocating involves complex knowledge, skills and dispositions that must be displayed seamlessly. Teachers, leaders and advocates must be known as experts in their chosen fields of academic study and possess strong pedagogical expertise to deliver content in a manner well-received by students. They must understand the social and cultural contexts of their schools and communities and appropriately apply developmental and educational theories and principles to support learning. Educators must reflect on their practices and outcomes. They must manage learning environments judiciously and professionally. Additionally, they must display leadership skills and participate as life-long learners in professional learning opportunities. Teachers, leaders and advocates must serve as role models for students, parents, colleagues and other members of the educational community.

To help learners gain the necessary knowledge, skills and dispositions to shoulder these many responsibilities, the Avila School of Education draws most heavily from two educational philosophies, progressivism and social constructivism. These philosophies focus on the learner and promote knowledge acquisition through real-world experiences. They encourage students to create their own understandings (Schweitzer & Stephenson 2008; Hugg & Wurdinger, 2007). In addition, reflection and collaboration play key roles in learning as posited by these philosophies (Schweitzer & Stephenson 2008; Hugg & Wurdinger 2007).

Progressivism

A progressive educational philosophy suggests that knowledge is primarily constructed through experience (Breitborde & Swiniarski, 2006). We believe that the life experiences of learners contribute significantly to learning and are foundational for developing critical thinking and problem-solving abilities. Learning occurs best when learners are involved in real-world situations where theories can be applied. Learners must be active participants in their education and must engage in meaningful experiences (Hugg & Wurdinger 2007). Therefore, we believe opportunities to interact with students, parents, colleagues and others in schools and communities are essential in educating effective practitioners (Hixon & Hyo-Jeong, 2009). These real-world experiences must then become an extension of previous knowledge through reflection and collaboration with fellow students, mentors and professors. We believe that encouraging learners to reflect upon

their background knowledge and life experiences will help them derive greater meaning from their teaching and professional experiences (Schmidt, 2010). Reflection must become a habit of contemplation and action which can be applied throughout one's professional teaching career (Popkewitz, 2011).

To encourage reflection and make learning meaningful, we are committed to creating a participatory culture where faculty and learners engage in collaborative communities of inquiry, discussion, and reflection to deepen their understandings of how others learn (Zech, Gause-Vega, Bray, Secules, & Goldman, 2000). Learners engage in active learning as they apply educational theories to practices. Curriculum flows between the fundamental and the applied, between the theoretical and the practical, emphasizing the application of knowledge and the ability to interpret educational principles in complex and diverse learning environments (Glazer-Raymo, 2005).

Progressive education also thrives in collaborative environments where candidates engage in research, complete projects, discuss findings, process their understandings and debate outcomes. Faculty seek to create a climate where a balance of action and reflection exists (Schmidt, 2010). Hence, opportunities to work continually with children, youth, fellow teachers, community professionals and professors are plentiful in Avila School of Education programs. We believe this progressive environment helps learners develop into well-rounded and well-grounded professionals.

Constructivism

Constructivist principles also provide a philosophical foundation for School of Education programs. The constructivist approach does not encourage passive learning but rather supports real-world situations where learners test ideas and theories (Schweitzer & Stephenson, 2008). Hence, courses are purposefully designed to assess learners' prior knowledge, ask open-ended questions that require critical thinking and provide opportunities for extensive dialogues between learners and faculty. Learners are required to engage in authentic tasks, such as analyzing student work, collaboratively solving real-world cases, engaging in research projects and critiquing their own teaching and professional practices.

As well, the idea that learning occurs in a social environment has influenced our use of constructivism in education courses (Hodgkinson-Williams, Slay & Sieborger, 2008). Learners often participate in professional communities where structured conversations and reflection occur both in-person and via technology. In addition to professional communities of learning, it is important for learners to view their peers as important resource, as learners can learn not only from instructors, but from peer-to-peer interactions (Schweitzer & Stephenson, 2008). These collaborative communities help foster openness to change and create a sense of trust among learners.

With this in mind, educational and communication technologies are frequently in our programs. Incorporating technologies that promote contact and interaction between students and instructors enhances reflectivity in learners' experiences (Hixon & Hyo-Jeong, 2009). We believe teachers, leaders, and advocates must understand the ways technology facilitates interactions, strengthens problem-solving abilities and promotes information-seeking behaviors. Thus in keeping with constructivist approaches, we encourage learners to use technology to expand boundaries, connect students to real-world events, and guide students towards becoming independent learners (Teo et al., 2008). As well we believe teachers, leaders, and advocates must be aware of techniques such as videoconferencing and social learning which allow students to communicate and collaborate with others across the country and the world. We believe videoconferencing can be a powerful and innovative way to bring diverse perspectives into all

academic disciplines (Journell & Dressman, 2011). Thus practices such as these are often used in education programs.

We believe using technology to differentiate learning or personalize learning environments is valuable. Due to increasingly diverse contexts, teachers are challenged to find ways to meet the learning needs of their students based on style of learning or interests (Painter, 2009). When teachers use differentiated methods, students are encouraged to solve problems and use higher order thinking skills (Painter, 2009). Technology can aid in the development of these higher order thinking skills. The use of emerging technologies of many types allows teachers to extend learning beyond the classroom (Kara-Soteriou, 2009). We believe learners can take experiences with technology and integrate them into their current professional framework. (Taskin-Can, 2011).

The constructivist approach suggests that “because learners have experienced democratic and collaborative learning opportunities, they are more likely to internalize those practices and act on them as professionals” (Schweitzer & Stephenson, 2008). Learners’ ideas concerning best practice can be transformed when they move from traditional models of learning to progressive and constructivist models. By building upon progressive and constructivist principles, School of Education faculty continually encourage learners to use contemplation to improve their skills and move the profession forward (Cook-Sather, 2008).

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Program Structures Related to the Conceptual Framework

Undergraduate Teacher Candidates

At the undergraduate level, teacher candidates' first program component is comprised of a general education core in the liberal arts. Although an understanding of the humanities, science, mathematics, and the arts is intrinsically valuable to all individuals, it is especially important for teachers, who are expected to possess a broad and rich knowledge of the world. This core involves course work in the following areas: Social Justice and Civic Life, Creativity and Culture, Belief and Reason, Explorations of Nature, Community Engagement Designation Global Studies Designation, and Interdisciplinary Designation.

The second undergraduate teacher education program component, the academic major, helps prepare candidates with subject-area content expertise. In elementary and special education programs, candidates are required to complete dedicated courses in the multiple content areas they will teach. In middle school, secondary and K-12 programs, bridges are built between liberal arts faculty and School of Education faculty to ensure depth of content and knowledge of pedagogical techniques for communicating content in each discipline. A Content Area Liaison meets regularly with the School of Education faculty to ensure close communication. This partnership is also reinforced by shared advisement for K-12 art and secondary candidates. These candidates complete extensive course work in the content area they will be teaching.

The final undergraduate teacher education program component includes the professional education courses. Professional education courses cover multicultural educational foundations, developmental and educational psychology, exceptionalities, cultural diversity, English language learners, learning theories, instructional strategies and differentiation, literacy pedagogy,

classroom management, educational technology, health and safety issues in education, and consultation, collaboration and family engagement. Many professional education courses involve field-based placements and assignments. To conclude the professional education sequence candidates must complete the Final Clinical Experience and Seminar where they co-teach in a K-12 school under the guidance of a master teacher, and university supervisor. As part of the experience, candidates complete the Missouri Pre-service Teacher Assessment (MoPTA) which serves as a capstone assessment for the program.

Graduate Teacher Certification Candidates

Graduate level teacher certification candidates enter the programs with a great deal of liberal arts knowledge already in place since they have completed liberal arts cores as part of their undergraduate degrees earned at Avila University or from another university.

Before being admitted to Avila University, all graduate certification candidates are evaluated to ensure completion of college level liberal arts core classes. Candidates must have completed courses in English composition, speech, communication, and mathematics with a grade of “C” or better. Likewise, graduate level teacher certification candidates enter the programs with an academic major already in place. Possessing an undergraduate degree is a requirement for program entry. In elementary and special education programs, candidates are required to complete dedicated courses in the multiple content areas they will teach. These courses are taught by faculty with subject specific competency and pedagogical expertise in the areas. Most graduate level teacher certification candidates in K-12, middle and secondary programs seek certification in the same disciplines as their undergraduate majors. Thus for many graduate certification candidates, content area courses are complete. However, if remaining content courses are needed candidates may take these through the appropriate academic departments at Avila.

The final graduate certification program component includes the professional education courses. Professional education courses cover multicultural educational foundations, developmental and educational psychology, exceptionalities, cultural diversity, English language learners, learning theories, instructional strategies and differentiation, literacy pedagogy, classroom management, educational technology, health and safety issues in education, and consultation, collaboration and family engagement. Many professional education courses involve field-based placements and assignments. To conclude the professional education sequence candidates must complete the Final Clinical Experience or Internship and Seminar in a K-12 school. As part of the experience, candidates complete the Missouri Pre-service Teacher Assessment (MoPTA) which serves as a capstone assessment for the program.

Advanced Teacher Certification and Master’s Teacher Education Candidates

The Advanced Teacher Certification and Master’s Teacher Education programs are built upon two structural components. These structural components include pedagogical application courses and theory and research courses.

Courses in all advanced teacher certification and master’s teacher education programs include field-based experiences that must be completed in diverse settings. Although candidates may complete some field-based assignments in their own classrooms where they are hired as teachers of record, there are also field-based mechanisms to ensure that all candidates have exposure to diverse settings and learners.

There is a research requirement for advanced teacher certification and master's teacher education programs where candidates develop a school-based action research project intended to improve their practice and positively influence student learning. Candidates use their knowledge and skills to solve classroom issues and make well-informed curricular decisions.

The Teaching and Learning track within the master's program includes a required 18-hour focus upon curriculum, instruction, and theory. The remaining 15 hours of the 33-hour program is personalized to address areas of interest applicable to candidates' teaching specializations and professional development needs.

In the ELL/TESL track, the initial 21 hours are designed to fulfill Missouri state requirements for the advanced certificate in ELL. A candidate can complete the initial 21 hours, receive the advanced certificate and stop. A candidate may also choose to continue and complete the full master's degree. The candidate seeking a full master's degree must complete 6 hours focused on working with adult English language learners and 6 hours focused on career specialization. In the TESL master's program, some candidates are interested in working with adult audiences in community-based, university and abroad programs for teaching ESL.

Undergraduate International Advocacy Program

At the undergraduate level, students' first program component is comprised of a general education core in the liberal arts. Although an understanding of the humanities, science, mathematics, and the arts is intrinsically valuable to all individuals, it is especially important for learners who are aspiring professionals in careers advocating holistically for children and youth in and beyond educational settings. This liberal arts core involves course work in the following areas: Social Justice and Civic Life, Creativity and Culture, Belief and Reason and Explorations of Nature. It also requires students to complete courses with Community Engagement Designations, Global Studies Designations, and Interdisciplinary Designations.

The second program component, the major related courses, helps prepare advocates candidates to support the physical, emotional, social, and cognitive needs of children and youth across cultural contexts.

The final undergraduate international education program component includes the professional education courses. Professional education courses cover multicultural educational foundations, developmental and educational psychology, exceptionalities, cultural diversity, social marginalization, comparative structures and functions of education, intercultural teaching, global literacy, international education and school and community connections. Students will also complete several hour of electives relative to the program of study. These may include, but not limited to, courses in world cultures, family relations in other cultures, social justice, global health concerns, and social problems. Students in the international advocacy sequence will complete two field experiences.

Graduate International Advocacy and Leadership Program

The Master's in International Advocacy and Leadership program is built upon two structural components. These components include professional education courses and field based application.

The first program component is comprised of courses which focus on cross-cultural understanding, educational deficits, environmental concerns, and poverty and human rights issues which affect individuals and entire populations around the world. In this component,

students will recognize that events in one nation produce chain reactions in other countries. International leaders must understand how to make decisions and implement practices that have the global good in mind. This component of the program addresses the theoretical, methodological, critical issues associated with education and leadership around the world as well as in national settings where international audiences are present.

In the final component, students gain practical knowledge through project implementation, grant writing, field based service and evaluation. Students are required to complete a structured civic engagement experience. Students will apply knowledge gained from coursework to contribute to a child, youth or family serving agency or community organization. Students will also complete a culminating master's project which integrates field experiences with the opportunity to discuss and probe the broader aspects of international advocacy and culture.

Unit Assessment Systems & Decision Points Related to the Conceptual Framework

The unit's assessment system, including evaluation of the Conceptual Framework goals/outcomes, is intricately linked to the university-wide outcomes assessment process. The School of Education Assessment Coordinator and the School of Education Dean collect, analyze and report assessment information related to Conceptual Framework goals/outcomes and other data points to relevant constituents. Data is collected through multiple direct and indirect measures and analyzed on an ongoing basis for the purpose of advising individual candidates, improving programs, maximizing operations and making budgetary decisions.

The School of Education collects and disseminates assessment data about individual candidates. Advisors are presented with and study evaluations of individual candidates. For students in all programs, advisors complete GPA checks and review candidate performance on key assessments in courses. For those in initial teacher certification programs, advisors review admission to the School of Education applications, review admission to Final Clinical Experience application and examine professional dispositions assessments.

The School of Education also collects and analyzes internal assessment data providing information about the performance of groups in the various education programs. Course evaluations, Missouri General Education Assessment results, Missouri Content Assessment results and other measures are used for this purpose. Similarly, the School of Education collects external assessment data from field-based and clinical mentor surveys, alumni and employer surveys and from evaluative input provided by the Teacher Education and International Education Advisory Councils.

Assessment results are fed back into each program's planning process. Faculty members identify areas where changes and improvements are needed. Assessment results are shared with School of Education faculty at annual assessment meetings and with representatives from each of the teacher certification content areas at content area liaison meetings. Relevant assessment information is also shared with school and community partners and with the Teacher Education and International Advocacy Advisory Councils at periodic meetings. These dialogues and regular meetings with the Vice President of Academic Affairs help to determine the direction of ongoing assessment initiatives within the unit. The rigor of these assessment processes drives the unit to strive for continual improvement.

Transition Points for Initial Teacher Certification Candidates

There are four transition points where initial teacher certification candidates are reviewed. These include:

- Admittance to the University;
- Admittance to the School of Education;
- Admittance to Final Clinical Experience;
- Recommendation for Graduation and/or Licensure

Transition I: Admittance to the University

The university's customary undergraduate admission policies are described in the undergraduate catalogue. These policies are enforced by the School of Education. The Registrar and Admission Offices house initial application materials for undergraduate candidates. The Admission Office sends these materials (transcripts, application, ACT scores, etc.) to the School of Education and the candidate's advisor. For graduate initial teacher certification candidates, the program admission policies described in the graduate catalogue govern the process. Candidates seeking admission are evaluated by the Graduate Education Enrollment and Academic Advisor and the Director of Graduate Education to ensure mandatory requirements have been met. The Office of Graduate Education then makes the materials available to the advisor and faculty as needed.

Transition II: Admittance to the School of Education

Screening for admittance to the School of Education typically occurs during the sophomore year for undergraduate candidates. It often occurs during the second semester of study for graduate teacher certification candidates. In order for candidates to be recommended for admission to the School of Education they must have met a series of requirements outlined in the Admission to the School of Education policies and procedures published in the Teacher Candidate Handbook. These include:

Undergraduate Candidates

- Taking the ACT or SAT and submitted score to the School of Education (for traditional-aged students entering Avila as first year students)
- Completing at least 45-60 college/university hours
- Completing required hours of professional Education at Avila:
Elementary & Special Education – 12 hours **OR** Secondary & Middle School Education – 6 hours
- Achieving a cumulative GPA of 2.75 for ALL course work (from ALL colleges/universities)
- Achieving a cumulative GPA of 3.0 for all education (ED) courses (no grade below C).
- Achieving a cumulative GPA of 3.0 in content area courses (no grade below C)
- Receiving a passing score on each section of the Missouri General Education Assessment Exam (MoGEA)
- Achieving a grade of "C" or better in Rhetorical Discourse (Composition I), Rhetorical Argument (Composition II), Communication, & College Algebra
- Being recommended by ED 185 Practicum instructor and TEXT mentor
- Demonstrating professional dispositions for teaching as evidenced on Avila's evaluation forms

- Demonstrating good character, positive attitude, and dedication to teaching, based on faculty input from observations in classes, practicums, and assignments
- Favorable Liberal Arts recommendation from an Avila faculty member in a school other than Education.

Graduate Certification Candidates

- Taking six required hours of professional Education at Avila, including ED 585.
- Achieving a cumulative GPA of 2.75 for ALL course work (from ALL colleges).
- Achieving a cumulative GPA of 3.0 for all education (ED) courses (no grade below C).
- Achieving a cumulative GPA of 3.0 in certification/content area courses listed on the transcript evaluation.
- Achieving a grade of “C” or better in Composition I and II, Communication, & College Level Math course.
- Being recommended by ED 585 Practicum instructor and TEXT mentor
- Demonstrating professional dispositions for teaching as evidenced on Avila’s evaluation forms
- Demonstrating good character, positive attitude, and dedication to teaching, based on faculty input from observations in classes, practicums, and assignments.

Transition III: Admittance to the Final Clinical Experience

Screening for admittance to the Final Clinical Experience occurs the semester prior to Final Clinical Experience for both undergraduate and graduate certification candidates. For candidates to be recommended for admission to the Final Clinical Experience they must have met a series of requirements outlined in the Admission to Final Clinical Experience policies and procedures published in the Teacher Candidate Handbook. These include:

- Maintaining the following GPA’s:
 - Undergraduate Candidates
 - Cumulative GPA of at least 2.75
 - Education GPA at least 3.0 for all education courses with no grade below C.
 - Content area GPA of at least 3.0 with no grade below C.
 - Graduate Certification Candidates
 - Cumulative GPA of at least 2.75 (required for certification in Missouri)
 - Education GPA at least 3.0 for all education courses with no grade below C.
 - Content area GPA of at least 3.0 with no grade below C.
- Completing at least 95 semester hours (undergraduates only)
- Receiving a favorable written reference from a faculty member at Avila University and a business reference.
- Submitting electronically (and by the deadline) the Final Clinical Experience/Internship application and all other required forms.
- Demonstrating good character, positive attitude and dedication to the ethics of the teaching profession
- Receiving positive evaluations of professional dispositions.
- Taking and passing the Missouri Content Assessment (MoCA) before beginning the Final Clinical Experience.
- Obtaining a Missouri Substitute Teaching License

Transition IV: Recommendation for Graduation & Certification

The final transition in a candidate's program is to be recommended for graduation and/or certification. In order to complete this transition, the candidate must successfully complete Avila's state approved program, achieve a passing grade from Final Clinical Experience or Internship, receive positive recommendations from the cooperating teacher and university supervisor, achieve a passing score on the Missouri Content Assessment, achieve a passing score on the Missouri Pre-Service Teacher Assessment(MoPTA), complete the Application to Graduate (necessary for undergraduates only) and complete a certification appointment with the certification officer to finalize all facets of the certification application.

Transition Points for Advanced Teacher Certification and Masters Teacher Education Candidates

There are four transition points where Advanced Teacher Certification and Masters Teacher Education candidates are reviewed. These include:

- Admittance to the University;
- First Semester Progress Check;
- First Year Progress Check;
- Completion of Degree/Advanced Certificate

Transition I: Admittance to the University

Avila University's customary graduate admission policies are described in the Graduate Catalogue. Application materials are housed in the Graduate Education Office until candidates are admitted and registered for classes. Upon initial registration, a candidate's application materials are forwarded to the Office of the Registrar where they are kept for the duration of the candidate's program. Application requirements include:

- Official transcripts to verify degrees and graduate hours
- Recommendation/reference for graduate study
- Writing Sample
- Test of English as a Foreign Language (TOEFL) exam score if required
- Information session/personal interview
- Completion of the written application

At the completion of this initial transition, the advisor is notified and the candidate may take an introductory semester of courses.

Transition II: First Semester Progress Check

Screening for continued enrollment is completed at the end of the candidate's first semester. The progress check consists of the requirements stated below.

- GPA of 3.0 on a 4.0 scale
- Check for any grade of C or below
- Review of concerns expressed by faculty through a professional dispositions form.

A candidate who does not maintain the academic standard is dismissed from the program. Any candidate who earns a grade of C, or receives a professional dispositions form, is required to meet with the Director of Graduate Education. This meeting is designed to help the student plan for success in the program.

Transition III: First Year Progress Check

The first year completion check consists of the requirements stated below.

- GPA of 3.0 on a 4.0 scale
- Check for any grade of C or below
- Review of any concerns expressed by faculty through a professional dispositions form
- Completion of an Application for Graduation

A candidate who does not maintain the academic standards is dismissed from the program. Any candidate who earns a grade of C, or receives a professional dispositions form, is required to meet with the Director of Graduate Education. This meeting is designed to help the student plan for successful completion of the program. Through the MyAU portal, a candidate can track his/her progress in the Advanced Certificate and Master's programs.

Transition IV: Completion of Degree/Advanced Certificate

The final transition in a candidate's program is verification of successful completion of all degree requirements as stated in the Graduate Catalogue. When the Advanced Certificate course work and/or the Master's Degree course work is completed, the Director of Graduate Education notifies the office of Student Records and Registration. The Director of Student Records and Registration completes a second evaluation to verify completion of all requirements and posts the completion of the Advanced Certificate and/or Master's degree on the candidate's transcript. Through the MyAU portal, a candidate can track his/her progress in the Advanced Certificate and Master's programs.

Transition Points for International Advocacy Program

Transition I: Admittance to the University

The university's customary undergraduate admission policies are described in the undergraduate catalogue. These policies are enforced by the School of Education. The Registrar and Admission Offices house initial application materials for undergraduate candidates. The Admission Office sends these materials (transcripts, application, ACT scores, etc.) to the School of Education and the candidate's advisor.

Transition II: Yearly Grade Point Average Checks

Screening for continued enrollment is completed at the end each academic year. The following grade point averages must be maintained in order to remain in good academic standing.

- An overall grade point average of 2.00
- An Education grade point average of 3.00

A student who does not maintain the required grade point average will be placed on academic probation and have one semester to improve their GPA. If a student does not improve their GPA, the student will be dismissed from the program.

Transition III: Approval for Field Experiences

Students are required to serve in a community organization for the field placement requirement of a minimum of 120 hours. The field experience must be pre-planned with the course instructor and the advisor. Arranging a field placement is a shared responsibility for the student, the university supervisor and the community organization.

Students will complete pre-interviews with organization representatives prior to requesting placement. The placement will be finalized by the university instructor.

Placement pre-planning is required prior to enrollment in the field experience course.

Transition IV: Application to Graduate

The final transition in a student's program is verification of successful completion of all degree requirements as stated in the undergraduate catalogue. The student must complete a degree audit and a graduation application.

Transition Points for International Advocacy and Leadership Program

Transition I: Admittance to the University

Avila University's customary graduate admission policies are described in the Graduate Catalogue. Application materials are housed in the Graduate Education Office until students are admitted and registered for classes. Upon initial registration, a student's application materials are forwarded to the Office of the Registrar where they are kept for the duration of the student's program. Application requirements include:

- Official transcripts to verify degrees and graduate hours
- Recommendation/reference for graduate study
- Writing Sample
- Test of English as a Foreign Language (TOEFL) exam score if required
- Information session/personal interview
- Completion of the written application

When all application requirements are submitted, an admissions status letter is sent to the applicant. If admitted, the student must meet with the Director of Graduate education to complete registration for courses.

Transition II: First Year Progress Check

The first year completion check consists of the requirements stated below.

- GPA of 3.0 on a 4.0 scale
- Check for any grade of C or below
- Review of any concerns expressed by faculty through a professional dispositions form
- Review of progress toward degree completion

A student who does not maintain the academic standards is dismissed from the program. Any student who earns a grade of C, or receives a professional dispositions form, is required to meet with the Director of Graduate Education. This meeting is designed to help the student plan for

successful completion of the program. Through the MyAU portal, a student can track his/her progress in the International Advocacy and Leadership program.

Transition III: Approval for Field Experiences

Students are required to serve in a community organization for the field placement requirement of a minimum of 120 hours. The field experience must be pre-planned with the course instructor and the advisor. Arranging a field placement is a shared responsibility for the student, the university supervisor and the community organization. Students will complete pre-interviews with organization representatives prior to requesting placement. The placement will be finalized by the university instructor. Placement pre-planning is required prior to enrollment in the field experience course.

Transition IV: Completion of the Degree

The final transition in a student’s program is verification of successful completion of all degree requirements as stated in the Graduate Catalogue. Through the MyAU portal, a student can track his/her progress in the Master’s program. Students are required to submit a degree application. When the application is submitted, the Director of Student Records and Registration completes an audit of the records to confirm degree completion. Students are notified of the results of the degree audit.

Conceptual Framework Goals/Outcomes

All programs within the Avila School of Education share ten overarching goals/outcomes.

Goal/Outcome 1: Professional Communication

Candidates will demonstrate strong competencies in the communicative arts including exemplary use of oral, written, nonverbal, technological communication and group processing skills with professors, peers, professional colleagues, and external constituents.

Teacher Education Programs

<i>Missouri Teacher Standards and Quality Indicators</i>	<i>CAEP Standards</i>	<i>InTASC Core Teaching Standards</i>
6:1; 6:2; 6:3; 6:4	1.5	3f; 3g; 3h; 3i; 3m; 3q; 3r

International Advocacy Programs

<i>International Advocacy Student Learning Outcomes</i>	<i>NAFSA Knowledge, Skills, and Dispositions of Globally Competent Leaders</i>
1 (IA) 2 (IAL)	1, 6, 8

Knowledge Base & Supporting Research

In a contemporary teaching paradigm, the learner, teacher, parent and community collaborate to create a supportive learner-centered educational environment that empowers student success. In such a collaborative environment, mastery of verbal, non-verbal and technological communication skills are essential. There is consensus among educators, business leaders, and accrediting agencies that excellent written and oral communication skill, technological communication skill and the ability to work with others in teams are essential skills in the workplace (Bollag, 2005). The Council of Chief State School Officers (2011) best illustrated this point when they chose to identify communication and use of technology as two key cross-disciplinary skills that are interwoven throughout all ten of the INTASC Model Core Teaching Standards.

Additionally, students will need communication and technological skills to solve the problems of the future. They will need strong written and oral language skills to clearly and succinctly communicate with others (Sungur & Tekkaya, 1999). For students to develop mastery in the communicative arts, it is vital for teachers to exhibit competency, teach and model these skills to students, assess students' skills, remediate weaknesses and communicate effectively with parents and colleagues.

The United States will need over two million new **teachers** to prepare students with the traditional and technological communication skills required for success in a changing society that is increasingly influenced by globalization (Aust, Newberry, O'Brien & Thomas, 2005). Our new teachers will need to be fully prepared to collaborate with colleagues, parents and communities in the educational process. Communication, including active listening, is a critical component in effective collaboration and relationship building between families and education professionals (Lasky, 2000).

While the demand for teachers with proficiency is great, some **educators possess only** a limited understanding of how to use information technology in their teaching and with other constituents. This will not be sufficient to meet the needs of future students. As Bartels and Eskow (2010) state, "Federal and professional mandates call for increased family involvement in education, yet many teacher preparation programs do not teach skills necessary to engage families in a thorough or systematic manner." These skills will be critical both in preparing new teachers and in retaining teachers.

In a national survey of first and second year teachers, new teachers remind us that the transition from being a student to becoming teacher is a stressful one. Specifically, new teachers who did not feel they had acquired the communication skills to effectively deal with parents and to successfully negotiate the different communication styles and personalities of other adults in the school reported this to be a more stressful transition (Meister & Melnick, 2003).

Teacher education programs therefore must address this challenge by preparing teachers to be life-long learners who consistently integrate new knowledge and communication technologies into their classrooms (Tatkovic et al., 2006) and professional repertoires.

Assessment Measures

Goal 1: Professional Communication Assessment across Transitions		
<i>Initial Professional Teacher Certification Candidates</i>		
	Benchmark	Assessment Tool
I	<i>Bachelor's Degree seeking candidates:</i> ACT score of 20 (or SAT score of 940)	Application for Admission to the University
	<i>Graduate Certification candidates:</i> Demonstration of writing proficiency	Application for Admission to the Graduate Education program
II	"C" or better in Composition I, Composition II, and Communication prior to School of Education Admission	Application to the School of Education
	Demonstration of proper use of the English language in speaking and writing.	Instructor/Site Supervisor Recommendations completed in Practicum (ED 185/585)
	Demonstration of writing proficiency	Practicum (ED 185/585) writing assignment and remediation referral
ECA*	Demonstration of technological communication proficiency	Introduction to Educational Technology (ED 184/584) key assessment
	Demonstration of oral communication proficiency	Health & Safety in the Schools (ED 381/581) key assessment
	Demonstration of professional communication skills in a live classroom setting.	Final Clinical Experience form B, and Teacher Candidate summative assessment forms
III	Demonstration of professional communication skills in a practice interview process	Final Clinical Capstone Seminar (ED 494/594) practice interview evaluations
	Demonstration of professional writing proficiency in the context of instructional planning.	Score Task 1 of the Missouri Pre-Service Teacher Assessment (MoPTA).
	Candidate identification of growth in professional communication competency	Initial Professional Candidate Exit Survey
IV	Candidate identification of professional communication skills meeting workplace expectations	Initial Professional Candidate Alumni Survey
	Principal (Employer) identification of professional communication skills meeting workplace expectations	Initial Professional Candidate Principal's Survey
<i>Master's Program Teacher Education Candidates</i>		
	Benchmark	Assessment Tool
I	Demonstration of writing proficiency	Application for Admission to the Graduate Education program
	Documentation of technological communication proficiency	Instructional Technology and Professional Service Record
	<i>ELL/TESL Concentration Candidates only:</i> Demonstration of writing proficiency	Methods of Teaching ELL (ED 652) writing assignment and remediation referral
II	Demonstration of professional communication competency in a classroom setting	<i>Teaching & Learning Concentration Candidates only:</i> Theories of Learning (ED 615) key assessment <i>ELL/TESL Concentration Candidates only:</i> Modern Grammar & Linguistics (ED 651) key assessment
ECA*	Candidate identification of growth in technological communication competency	Instructional Technology & Professional Service Record – End of Program

III	<i>ELL/TESL Concentration Candidates only:</i> Demonstration of professional communication skills in a live classroom setting	ELL (ED 695) and TESL (ED 696) Practicum course Student Evaluation Forms completed by site supervisors and course instructors
	Candidate identification of growth in professional communication skills	Masters Candidate Exit Survey
IV	Employer identification of candidate growth in professional communication skills	Masters Candidate Employers Survey
International Advocacy Bachelor's Degree Candidates		
	Benchmark	Assessment Tool
I	<i>Bachelor's Degree seeking candidates:</i> ACT score of 20 (or SAT score of 940)	Application for Admission to the University
II	Grade of "C" or better in ED 322: Language & Literacy in the Global Context.	Grade checks conducted at the end of each semester.
ECA*	Demonstration of professional communication skills in an introductory field experience.	Field Experience I (ED 333) evaluation forms completed by instructor and host agency.
	Demonstrated understanding of language across cultures on designated course key assessment as evaluated on the designated rubric.	Key assessment for Language & Literacy in the Global Context (ED 322).
	Demonstration of growth in intercultural communication awareness on the Action Scale of the Cultural Intelligence Feedback Report.	The Cultural Intelligence Scale (CQ) is administered in ED 234 as a pre-test and ED 433 as a post-test.
III	Demonstration of professional communication skills as evidenced in a professional reference.	Professional reference form submitted with the approval for admit to the field experience sequence.
IV	Demonstration of professional communication skills in a culminating field experience.	Field Experience II (ED 433) evaluation forms completed by instructor and host agency.
	Candidate identification of growth in professional communication competency	IA Candidate Exit Survey
	Candidate identification of professional communication skills meeting workplace expectations	IA Candidate Alumni Survey
	Principal (Employer) identification of professional communication skills meeting workplace expectations	IA Candidate Employer's Survey
International Advocacy and Leadership Master's Degree Candidates		
	Benchmark	Assessment Tool
I	Demonstration of writing proficiency	Application for Admission to the Masters in International Advocacy and Leadership program.
II	Demonstration of professional communication skills in a field experience.	International Advocacy & Leadership Field Experience (ED 648) evaluation forms completed by instructor and host agency.
ECA*	Demonstration of professional communication skills on designated course key assessment as evaluated on the designated rubric.	Technology as a Tool for Global Education (ED 646), Grant Writing & Management for Education and Community Development (ED 647), and Language & Culture (ED 650) course key assessments.

III	Demonstration of professional communication skills as evidenced in a professional reference.	Professional reference form submitted with the request for approval for the field experience.
IV	Demonstration of professional communication skills as evidence in the Master's Project evaluation rubrics.	Master's project evaluation completed by multiple evaluators.
	Candidate identification of growth in professional communication skills	Masters IAL Candidate Exit Survey
	Employer identification of candidate growth in professional communication skills	Masters IAL Candidate Employers Survey

*ECA=Embedded Course Assessments

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Goal/Outcome 2: Critical Reflection & Decision Making

Candidates will exhibit critical reflection on practice and display exemplary decision making skills including higher level thinking, evaluative thinking and problem solving in both university classrooms and in field experiences.

Teacher Education Programs

<i>Missouri Teacher Standards and Quality Indicators</i>	<i>CAEP Standards</i>	<i>InTASC Core Teaching Standards</i>
4:1	1.2	4p; 5a; 5d; 5f; 5g; 5i; 5k; 5m; 6f; 8f; 8g; 9g

International Advocacy Programs

<i>International Advocacy Student Learning Outcomes</i>	<i>NAFSA Knowledge, Skills, and Dispositions of Globally Competent Leaders</i>
2 (IA) 4 (IAL)	5

Knowledge Base & Supporting Research

Educators are reflective practitioners who acknowledge that teaching is decision-making. Teachers must make daily, critical decisions which constantly change as the world changes. Their decisions impact what is taught, how information is organized and presented, how students are engaged, how learning is assessed, and how difficult situations are handled. The ability to make good decisions and the propensity to reflect upon teaching decisions and practices have been recognized as key elements in teaching success since the writings of Dewey (1933/1974a) and reinforced in subsequent twenty-first century writings (Marzano, 2000). Thus, it is essential for teachers to have time and many opportunities to make decisions, examine those decisions, and problem-solve on the basis of those decisions.

It is necessary for teachers to think critically (Dinkelman, 2003) about four levels of teaching: the complexities of the content, the complexities of the ever changing children and youth, the complexities of the changing environment, and the complexities present within themselves (Darling-Hammond & Baratz-Snowden, 2005).

According to Loewenberg-Ball (2000), the first level of teacher reflection is technical. At this level, teachers, as practitioners, must reflect upon the content itself emphasizing the application, analysis, synthesis and evaluation of vital disciplinary concepts and topics present in the ever changing classroom. Teachers must also learn to reflect upon the effectiveness or ineffectiveness of their teaching strategies and change accordingly. This is a skill which must be purposefully taught because many teacher candidates are unable to think about their own learning without practice (Kramarski & Michalsky, 2009). Teachers must also be able to accurately assess whether learners have achieved objectives and accurately reflect upon the quality of student work.

Second, as reflective practitioners, teachers must recognize how children think about their experiences (Stuart & Thurlow, 2000). Teachers must acknowledge the values, beliefs, attitudes, and unique knowledge students bring to situations. Reflection at this level is guided by concern for self-esteem, justice and equity. As teachers reflect upon challenging incidents, they are able to incorporate other perspectives and, in turn, become more accepting of, comfortable with, and socially effective in diverse contexts. (Yannuzzi, 2009). Teachers must recognize sources of new ideas and understandings and be willing to let diverse learners try out possible courses of action.

Third, teachers must be able to think on their feet within multifaceted, unpredictable, changing and simultaneous classroom environments (Kellner, 2005). They must problem-solve on the spur of the moment and yet be able to make sound decisions, respectful to all involved.

Additionally, teachers need to understand themselves to be able to think critically about their own actions and the actions of others (Stuart & Thurlow, 2000). Jersild (1955) asserts that teachers' understandings of others can be only as deep as the self-wisdom they possess when they look inside. If teachers cannot reflect upon how they think, feel, and behave and upon how they have grown, changed, and matured as teachers, they present hollow models for students and colleagues. Rather, as Ferraro (2000) emphasizes, it is the teachers' capacity to self-reflect about moral and ethical dimensions of practice, which differentiates practitioners from mere technicians. Teachers must consciously and continually reflect upon their own biases, values, and outcomes of their decisions to be able to make adjustments for changing situations.

Assessment Measures

Goal 2: Critical Reflection & Decision-Making Assessment across Transitions		
<i>Initial Professional Teacher Certification Candidates</i>		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	<i>Bachelor's Degree seeking candidates: Score of medium or high on the reasoning competencies of the Missouri General Education Assessment Exam</i>	Missouri General Education Assessment Score Reports
	<i>2.75 overall GPA</i>	Application to the School of Education
ECA	Demonstration of critical reflection & decision-making proficiency	Psychology of the Exceptional Child (ED 235/535) and General Methods & Differentiated Learning (ED 315/515) key assessments
	Candidate identification of gains in thinking skills as a result of course completion	Course Evaluation Summaries
III	Demonstration of critical reflection and decision-making skills in a live classroom setting	Teacher Candidate summative assessment forms
	Demonstration of higher level thinking skills in the context of instructional planning	Score on the Missouri Pre-Service Teacher Assessment (MoPTA).
IV	Candidate identification of growth in critical reflection & decision-making competency	Initial Professional Candidate Exit Survey
	Candidate identification of critical reflection & decision-making skills meeting workplace expectations	Initial Professional Candidate Alumni Survey
	Principal (Employer) identification of critical reflection & decision-making skills meeting workplace expectations	Initial Professional Candidate Principal's Survey
<i>Master's Program Teacher Education Candidates</i>		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>

II	Demonstration of critical-thinking and decision-making skills in class assignments.	Key Assessment Form Target Questions for specified courses <i>Teaching & Learning Concentration Candidates only:</i> Theories of Learning (ED 615) <i>ELL/TESL Concentration Candidates only:</i> Materials, Design & Assessment ELL (ED 654)
ECA	Demonstration of critical reflection & decision-making proficiency in key assessments.	<i>Teaching & Learning Concentration Candidates only:</i> Theories of Learning (ED 615) key assessment <i>ELL/TESL Concentration Candidates only:</i> Materials, Design & Assessment ELL (ED 654) key assessment
	Candidate identification of gains in thinking skills as a result of course completion	Course Evaluations
III	Demonstration of critical-thinking and decision-making skills in class assignments.	Key Assessment in Effective Instruction (ED 684) – <i>Teaching & Learning Candidates only</i>
	<i>ELL/TESL Concentration Candidates only:</i> Demonstration of professional critical thinking and decision-making skills in a live classroom setting	ELL (ED 695) and TESL (ED 696) Practicum course Student Evaluation Forms completed by site supervisors and course instructors
IV	Candidate identification of growth in professional communication skills	Masters Candidate Exit Survey
	Employer identification of candidate growth in professional communication skills	Masters Candidate Employers Survey
International Advocacy Bachelor's Degree Candidates		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	Maintenance of a 2.00 overall grade point average and 3.00 education grade point average.	Grade point average reviews completed at the end of each academic year.
ECA*	Demonstration of appropriate critical thinking and decision making skills in an introductory field experience.	Field Experience I (ED 333) evaluation forms completed by instructor and host agency.
	Demonstration of critical thinking and decision-making proficiency on designated course key assessment as evaluated on the Critical Thinking VALUE Rubric.	Comparative Structures & Functions of Education (ED 301) course key assessment.
	Candidate identification of gains in thinking skills as a result of course completion	Course Evaluation Summaries
III	Demonstration of appropriate critical thinking and decision making skills as evidenced in a professional reference.	Professional reference form submitted with the approval for admit to the field experience sequence.
IV	Demonstration of appropriate critical thinking and decision making skills in a culminating field experience.	Field Experience II (ED 433) evaluation forms completed by instructor and host agency.
	Candidate identification of growth in critical reflection & decision-making competency	IA Candidate Exit Survey
	Candidate identification of critical reflection & decision-making skills meeting workplace expectations	IA Candidate Alumni Survey
	Employer identification of critical reflection & decision-making skills meeting workplace expectations	IA Candidate Employer's Survey

International Advocacy and Leadership Master's Degree Candidates		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	Grade of "B" or better in ED 643.	Grade checks completed at the end of each semester.
ECA*	Candidate identification of gains in thinking skills as a result of course completion	Course Evaluation Summaries
	Demonstration of critical thinking and decision making skills on listed course key assessment as evaluated on the designated rubric.	Law & Politics for Human Rights & Social Justice Educators (ED 643) course key assessment.
III	Demonstration of appropriate critical thinking and decision making skills as evidenced in a professional reference.	Professional reference form submitted with the approval for admit to the field experience.
IV	Candidate identification of growth in professional communication skills	Masters IAL Candidate Exit Survey
	Employer identification of candidate growth in professional communication skills	Masters IAL Candidate Employers Survey

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Yannuzzi, T. (2009). Teaching the “person” students become: New challenges in continuing adult and professional education. *Journal of Continuing Higher Education*, 57(3), 159-167.

Goal /Outcome 3: Professional Dispositions

Candidates will demonstrate appropriate professional dispositions toward self, peers, professional colleagues, and external constituents. Candidates’ professional dispositions will foster positive human relationships and demonstrate respect for the profession and the responsibilities it entails.

Teacher Education Programs

<i>Missouri Teacher Standards and Quality Indicators</i>	<i>CAEP Standards</i>	<i>InTASC Core Teaching Standards</i>
9:3	1.4, 3.3	2l; 2m; 2n; 7q; 9l; 10q

International Advocacy Programs

<i>International Advocacy Student Learning Outcomes</i>	<i>NAFSA Knowledge, Skills, and Dispositions of Globally Competent Leaders</i>
3 (IA) 2 (IAL)	11, 12

Knowledge Base & Supporting Research

Successful teachers must display exemplary professional dispositions which might be found inherently within a person but which are more often taught as part of a preparation or advanced preparation program. Even those whose professional dispositions naturally tend to be compatible with the teaching profession need to be made aware of the many dispositions-related issues they may encounter in the career. Teachers are expected to model the best in professional demeanor, appearance, reliability, timeliness and attitudes as they have tremendous power in the eyes of the school community and the students. They must “set the highest standard for best practice” (Tichenor & Tichenor, 2009) as teachers may be the most positive role model in the lives of many of their students. Teachers are held to high expectations by the community for these reasons.

In addition to high expectations for professional dispositions, teachers must be willing to make the welfare of their students a top priority and maintain composure in all school related situations (Tichenor & Tichenor, 2009). A teacher must provide a safe environment for his or her students. Included in this safety is providing clear and consistent rules in the classroom (Bosworth, 2011) and identifying at-risk students. A classroom that is based on respect and communication with students and parents helps to create a feeling of community and decreases bullying (Mirsky, 2011). In addition to providing a safe classroom environment, teachers must be willing to participate in school safety drills, remain current on emergency preparedness expectations, and if the need arises, be willing to protect their students with little or no regard to personal safety. Preparedness and the ability to maintain calmness in extremely stressful situations is essential for students’ sense of safety in the classroom.

Teachers must also make daily decisions and judgments based on principles, morals and ethics (Sileo, Sileo & Pierce, 2008) in order to deal fairly with students and families. In addition teachers must be mindful of their own personal values and aware of the ways in which they express those values through their teaching (Willemse, Lunenberg & Korthagen, 2008) and in their participation in learning communities. They must exude positive attitudes about connecting with families and strengthening family/school relationships. In order to maintain positive relationships with the families and school community, the teacher must become aware of and support the values, ethical standards and expectations of the school community, rather than advancing one's own personal views. Schools are learning communities which require collaborative and effective professional partnerships among teachers, students and families. Effective teachers must therefore model positive attitudes about facilitation and participation in school communities (Toomey, Chapman, Gaff, McGilp, Walsh, Warren & Williams, 2005) while recognizing their ability to use their own life experiences to broaden their students' perspectives, while respecting local values. Finally, teachers must encourage families to understand that their participation is critical for school success (Baum & Swick, 2008).

So as to be most successful in creating learning communities, effective teachers must strive to understand the cultural differences within their schools and classrooms in order to display respect, make meaningful connections and communicate effectively. The professional teacher demonstrates a voracious appetite to learn about and become integrated into the school community through work with colleagues, administrative and professional faculty and staff, as well as volunteers, community members and business people. Students believe their teachers to be knowledgeable and qualified when these relationships with the community are present. (Risko, 2012)

As an integral member of the community, professional teachers must also use technology efficiently and ethically for instruction, as well as guidance of student learning. Online collaboration tools are an excellent way for teachers to participate in professional development. Using technology to build collegial support for professional development can help alleviate the recurring issues of teacher isolation, teacher retention, and teacher collaboration (Grossman & Arnold, 2011). With the use of technology, however, comes responsibility. Teachers must be aware of the ramifications of using technology for purposes such as social networking. Similarly, teachers must understand the realities of their online identity and the visibility of this identity within the community (Foulger, Ewbank, Kay, Popp & Carter, 2009). Social networking can lead to unintentional crossing of the lines of privacy, confidentiality and professionalism. Teachers need to become highly sensitized to these issues as they can become the undoing of the very best teacher.

Finally, and perhaps most importantly, teachers must model the best of learning behaviors themselves. True "learning" is evidenced by a change in behaviors and teachers must demonstrate this ability to learn and grow. Based on the impact of their instruction on student learning, the feedback they may get from an administrator, instructional coach or any person charged with the task of professional development must lead to improvements in educating youth and working as partners with colleagues and parents. This constant need to improve can be frustrating to some and teachers must be willing to take criticism and become a better teacher. Teachers must ask questions and reflect on their teaching. (Moseley & Ramsey, 2008) The willingness and ability to be "coached" by others, to learn from reflective teaching, and to eventually become leaders in teaching will ensure continued growth as a truly "professional" educator.

When looking at the wide array of professional dispositions, teachers must consider multiple factors. Do they have the desire to become part of a school community? Are they willing to be a

role model and held to a high standard of conduct? Is the safety of their students a top priority? Are they willing to be a life-long learner? These professional dispositions are critical to creating model educators.

Assessment Measures

3: Professional Disposition Assessment across Transitions		
<i>Initial Professional Teacher Certification Candidates</i>		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	Demonstration of appropriate professional dispositions in field placements	Instructor/Site Supervisor Recommendations completed in Practicum (ED 185/585)
	Demonstration of appropriate professional dispositions in Practicum (ED 185/585)	Professional Disposition form completed by course faculty
	Satisfactory presentation of professional dispositions appropriate for the workplace	Missouri Educator Profile (MEP) results
ECA	Demonstration of appropriate professional dispositions in General Methods & Differentiated Learning (ED 315/515); Reading Practicum (ED 386/586); and Special Methods (ED 455/555)	Professional Dispositions form completed by course faculty
III	Satisfactory presentation of professional dispositions appropriate for the workplace	Missouri Educator Profile (MEP) results
	Demonstration of appropriate professional dispositions in a practice interview process	Final Clinical Capstone Seminar (ED 494/594) practice interview evaluations
	Demonstration of appropriate professional dispositions in a live classroom setting	Final Clinical Experience form B and Teacher Candidate summative assessment forms
IV	Candidate identification of awareness of professional dispositions necessary in the workplace	Initial Professional Candidate Exit Survey
	Candidate identification of professional dispositions meeting workplace expectations	Initial Professional Candidate Alumni Survey
	Principal (Employer) identification of candidate professional dispositions meeting workplace expectations	Initial Professional Candidate Principal's Survey
<i>Master's Program Teacher Education Candidates</i>		
	Benchmark	Assessment Tool
I	Documentation of appropriate professional dispositions	Letter of recommendation submitted during admission process
II	Demonstration of appropriate professional dispositions	Professional Disposition forms submitted by any member of the faculty regarding a candidate
ECA	Demonstration of appropriate professional dispositions in Effective Instruction (ED 684) for Teaching & Learning concentration candidates or ELL/TESL Practicum (ED 695/696) for ELL/TESL Concentration candidates	Professional Disposition form completed by course faculty
III	Demonstration of appropriate professional dispositions	Professional Disposition forms submitted by any member of the faculty regarding a candidate

	<i>ELL/TESL Concentration Candidates only:</i> Demonstration of appropriate professional dispositions in a live classroom setting	ELL (ED 695) and TESL (ED 696) Practicum course Student Evaluation Forms completed by site supervisors and course instructors
IV	Candidate identification of professional dispositions meeting workplace expectations	Masters Candidate Exit Survey
	Employer identification of candidate professional dispositions meeting workplace expectations	Masters Candidate Employers Survey
International Advocacy Bachelor's Degree Candidates		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	"C" or better in Field Experience I (ED 333) and Field Experience II (ED 433)	Grade checks conducted at the end of each semester.
ECA*	Demonstration of professionalism in an introductory field experience.	Field Experience I (ED 333) professional disposition forms completed by instructor and host agency.
	Demonstration of growth in professionalism on the Strategy and Drive Scales of the Cultural Intelligence Feedback Report.	The Cultural Intelligence Scale (CQ) is administered in ED 234 as a pre-test and ED 433 as a post-test.
III	Demonstration of professionalism as evidenced in a professional reference.	Professional reference form submitted with the approval for admit to the field experience sequence.
IV	Demonstration of professional dispositions in a culminating field experience.	Field Experience II (ED 433) professional dispositions forms completed by instructor and host agency.
International Advocacy and Leadership Master's Degree Candidates		
	Benchmark	Assessment Tool
I	Documentation of appropriate professional dispositions	Letter of recommendation submitted during admission process
II	Demonstration of appropriate professional dispositions	Professional Disposition forms submitted by any member of the faculty regarding a candidate
ECA*	Demonstration of appropriate professional dispositions in International Education and Leadership Field Experience (ED 648) .	Professional Disposition form completed by course faculty and host agency.
III	Demonstration of professionalism as evidenced in a professional reference.	Professional reference form submitted with the approval for admit to the field experience.
IV	Candidate identification of professional dispositions meeting workplace expectations	Masters IAL Candidate Exit Survey
	Employer identification of candidate professional dispositions meeting workplace expectations	Masters IAL Candidate Employers Survey

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Goal/Outcome 4: Content Expertise & Standards Based Curricular Alignment

Candidates will demonstrate content expertise and ability to align content and curriculum to appropriate standards.

Teacher Education Programs

<i>Missouri Teacher Standards and Quality Indicators</i>	<i>CAEP Standards</i>	<i>InTASC Core Teaching Standards</i>
1:1; 1:2; 1:3; 1:4; 1:5; 3:1	1.1; 1.3	4a; 4b; 4c; 4e; 4h; 4i; 4k; 4l; 4n; 4o; 4r; 5b; 5q; 5r; 7a; 7g

International Advocacy Programs

<i>International Advocacy Student Learning Outcomes</i>	<i>NAFSA Knowledge, Skills, and Dispositions of Globally Competent Leaders</i>
7 (IA) 1, 6 (IAL)	2, 13

Knowledge Base & Supporting Research

Content mastery is essential. Mastering fundamental skills is necessary in order for teachers to develop higher levels of learning. These skills are also necessary for teachers to amass the pedagogical content knowledge required to teach across disciplines and grade levels. Thus, excellent teaching is rooted in strong content knowledge (Kolis & Dunlap, 2004). Teachers need to create curriculum so that it develops and enhances students' content knowledge. In addition to strong content knowledge, research shows that teachers must be able to put theory into practice (Aleccia, 2011). It is not enough to have a strong knowledge base. Teachers must be able to use that base to teach effectively. In addition, we can stimulate motivation by showing our students the content's real-world connections by involving students in activities that inspire creative applications. Applying new knowledge, especially in relevant and meaningful situations where the impact of the activity is visible and tangible, is perhaps the most powerful way to demonstrate the importance of course content (McClure, 2005).

Both research and expert opinion state that a rigorous, standards-based, grade-and content-level-aligned curriculum is one of the key components of high-performing schools (Zavadsky, 2006, p. 69-70). When strongly aligned and articulated, state standards and assessments can provide a clear and coherent set of expectations for students and educators. (Case & Zucker, 2005; Council of Chief State School Officers, 2002, 2006; Kulm, Wilson & Kitchen, 2005; Resnick, Rothman, Slattery & Vranek, 2003; Center For Comprehensive School Reform and Improvement, 2009). Likewise, curriculum alignment often has been cited as one of the most powerful strategies for improving student achievement (Cawelti & Protheroe, 2003; Center For Comprehensive School Reform and Improvement, 2006; Edvantia, 2005; Kercheval & Newbill, 2001; Shannon & Bylsma, 2004; Skrla, Scheurich, & Johnson, 2009; Squires, 2009; Virginia Department of Education, 2000).

The current educational climate emphasizes meeting rigorous state standards and passing high-stakes assessments, combined with the use of data-based decision making. It creates new challenges and opportunities for teachers and school districts as they seek to align written curriculum with state standards and assessments (Blank, 2004; Clarke, Stowe, Ruebling & Kayona, 2006). It is thus clear that new and seasoned teachers alike must have the ability to align content and curriculum to appropriate standards.

Assessment Measures

Goal 4: Content Expertise & Standards-Based Curricular Alignment Assessment across Transitions		
<i>Initial Professional Certification Candidates</i>		
	Benchmark	Assessment Tool
I	<i>Bachelor's Degree seeking candidates:</i> ACT score of 20 (or SAT score of 940)	Application for Admission to the University
	<i>Graduate Certification candidates:</i> Completed Bachelor's degree with 3.00 content GPA	Application for Admission to the Graduate Education program
II	<i>Bachelor's Degree seeking candidates:</i> Satisfactory completion of the Missouri General Education Assessment Exam	Missouri General Education Assessment (MoGEA) Score Reports
	3.00 GPA in education coursework for all candidates and 3.00 content GPA for middle & secondary education	Application to the School of Education
ECA	Demonstration of standards-based curricular alignment and content competency	Key assessment for General Methods & Differentiated Learning (ED 315/515)
	Candidate identification of gains in content knowledge as a result of course completion	Course Evaluations
III	Articulation of content knowledge in a practice interview process	Final Clinical Capstone Seminar (ED 494/594) practice interview evaluations
	Demonstration of content knowledge and standards-based curricular alignment in the context of instructional planning	Score for Task 3 of the MoPTA.
	Demonstration of appropriate use of instructional and assessment methods in a live classroom setting	Final Clinical Experience evaluation form B and the Teacher Candidate Summative assessment forms.
IV	Completion of State Exit Exam required for certification area at or above the Missouri cut score	Missouri Pearson Content Exam score reports
	Candidate identification of growth in content area and curricular alignment skills	Initial Professional Candidate Exit Survey
	Candidate identification of content and standards knowledge meeting workplace expectations	Initial Professional Candidate Alumni Survey
	Principal (Employer) identification of candidate content and standards knowledge meeting workplace expectations	Initial Professional Candidate Principal's Survey
<i>Master's Program Candidates</i>		
	Benchmark	Assessment Tool
I	Completed Bachelor's degree with 3.00 GPA	Application for Admission to the Graduate Education program
II	3.00 GPA maintained throughout program	Advising Check
	"C" or better in all coursework. Only one "C" allowed for program continuation.	Advising Check
ECA	Demonstration of content knowledge	Key assessments for Advanced Curriculum Development (ED 630) – Teaching & Learning concentration candidates or Language Acquisition & Development (ED 561) – ELL /TESL Concentration candidates
	Candidate identification of gains in content knowledge as a result of course completion	Course Evaluations
I II	3.00 GPA maintained throughout program	Advising Check

	"C" or better in all coursework. Only one "C" allowed for program continuation.	Advising Check
	<i>ELL/TESL Concentration Candidates only:</i> Demonstration of content knowledge in a live classroom setting	ELL (ED 695) and TESL (ED 696) Practicum course Student Evaluation Forms completed by site supervisors and course instructors
IV	Candidate identification of growth in content and standards knowledge	Masters Candidate Exit Survey
	Employer identification of candidate content and standards knowledge growth	Masters Candidate Employers Survey

International Advocacy Bachelor's Degree Candidates

	Benchmark	Assessment Tool
I	<i>Bachelor's Degree seeking candidates:</i> ACT score of 20 (or SAT score of 940)	Application for Admission to the University
II	Grade of "C" or better in ED 229 and ED 234.	Grade checks conducted at the end of each semester.
ECA*	Candidate identification of gains in content knowledge as a result of course completion.	Course Evaluations
	Demonstration of advocacy and child development knowledge on designated course key assessment as evaluated on the designated rubric.	Developmental and Educational Psychology (ED 229) and Social Marginalization in Education (ED 234) course key assessments.
	Demonstration of growth in professionalism on the CQ Knowledge Scale of the Cultural Intelligence Feedback Report.	The Cultural Intelligence Scale (CQ) is administered in ED 234 as a pre-test and ED 433 as a post-test.
III	A 2.00 overall grade point average and 3.00 education grade point average.	Grade point average reviews completed at the time of Approval for Field Experience.
IV	Candidate identification of growth in content area and curricular alignment skills	IA Candidate Exit Survey
	Candidate identification of content and standards knowledge meeting workplace expectations	IA Candidate Alumni Survey
	Principal (Employer) identification of candidate content and standards knowledge meeting workplace expectations	IA Candidate Employer's Survey

International Advocacy and Leadership Master's Degree Candidates

	Benchmark	Assessment Tool
I	Completed Bachelor's degree with 3.00 GPA	Application for Admission to the Graduate Education program
II	"C" or better in all coursework. Only one "C" allowed for program continuation.	Grade checks conducted at the end of each semester.
ECA*	Demonstration of content knowledge pertinent to field of international education and leadership	Education in Conflict & Post-Conflict Settings (ED 645) course key assessment.
	Candidate identification of gains in content knowledge as a result of course completion	Course Evaluations
III	3.00 grade point average in all program coursework.	Grade point average check conducted at the time of application to the field experience.

IV	Demonstration of key content knowledge pertinent to the field of international education and leadership as evidenced in the Master's Project evaluation rubrics.	Master's project evaluation completed by multiple evaluators.
	Candidate identification of growth in content and standards knowledge	Masters IAL Candidate Exit Survey
	Employer identification of candidate content and standards knowledge growth	Masters IAL Candidate Employers Survey

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Goal/Outcome 5: Instructional & Assessment Methods

Candidates will demonstrate appropriate use of varied research-based teaching strategies and technologies to deliver effective lessons. Candidates will design and demonstrate appropriate use of varied assessments for promoting and measuring the learning of all students.

Teacher Education Programs

Missouri Teacher Standards and Quality Indicators	CAEP Standards	InTASC Core Teaching Standards
3:2; 3:3; 4:2; 4:3; 7:1; 7:2; 7:3; 7:4	1.2; 1.3	1a; 1b; 2a; 2b; 2c; 2d; 2e; 2g; 3b; 4d; 4f; 5c; 5j; 5l; 5o; 6a; 6b; 6c; 6d; 6e; 6g; 6h; 6i; 6j; 6k; 6l; 6m; 6n; 6o; 6p; 6q; 6r; 6s; 6t; 6v; 7b; 7c; 7d; 7f; 7h; 7k; 7l; 8a; 8b; 8d; 8e; 8k; 8l; 8r; 9h

International Advocacy Programs

<i>International Advocacy Student Learning Outcomes</i>	<i>NAFSA Knowledge, Skills, and Dispositions of Globally Competent Leaders</i>
6 (IA) 7 (IAL)	4, 6

Knowledge Base & Supporting Research

Teacher preparation programs must ensure that teachers have a sound grasp of research-based instructional strategies appropriate for the grade levels and content areas they will be teaching. It is well documented that subject knowledge is important to teaching; however, research also indicates that pedagogical knowledge has a strong effect in terms of learning outcomes (King-Rice, 2003; Cross & Rigden, 2003; Darling-Hammond, 2006). Teachers who possess extensive subject knowledge, employ many differentiated teaching strategies, and skillfully manage the classroom, are the highest rated practitioners among students (McKenzie, 2003).

Effective teachers must use a wide repertoire of teaching models, depending on the learners' abilities and traits, instructional situations, previous assessment data, and goals to be accomplished. Teachers must recognize that they are "confronting not only conventional notions of diversity but also of intellect, which manifests itself in different learning styles" (Carson, 2009). Consequently, it is vital for teaching candidates to see many different teaching strategies modeled in university classrooms. It is also necessary for them to have many opportunities to observe and use differentiated teaching strategies in their field-based and clinical experiences. Research findings indicate that using a variety of teaching methods increases the probability that student interest will be maintained and that higher achievement gains will be made (Feiman-Nemser, 2001). Thus, teachers must consider variety when planning all lessons (Carson, 2009). Teacher candidates must plan for variety as they work with students in K-12 schools.

In addition to using varied instructional methods, an effective teacher must use both summative and formative assessments to measure student learning and to drive the instructional decision making process. Teachers must assess to gather evidence of student learning that will inform instructional decisions in ways that maximize learning (Stiggins, Arter, Chappuis & Chappuis, 2004). Carefully developed and administered assessments are critical to evaluating student learning and instructional success. It is only by using assessment evidence that one can tell if what was taught was actually learned (Popham, 2011). Educational researchers suggest that, "When properly designed and appropriately used, assessment procedures can contribute to more effective instruction and greater student learning" (Waugh & Gronlund, 2013).

Educational research identifies stress related to classroom management as the most influential factor in failure among novice teachers (Athanasos & Achinstein, 2003). Even with a strong foundation of content knowledge and differentiated teaching strategies, teachers will be unable to facilitate and promote learning unless they are able to effectively manage the classroom. It is vital that teachers provide a safe, orderly and positive classroom environment in which students learn to their fullest potential. Hence, it is necessary to provide teaching candidates with the training to use a wide repertoire of prevention strategies as well as behavior and classroom management techniques. Novice teachers need to have implemented and learned from pre-service classroom management opportunities (Monroe, Blackwell & Pepper, 2010). It is essential to help teachers base their approaches on research-based practice and responsiveness to individual and cultural differences (Weinstein & Curran, 2004).

Assessment Measures

Goal 5: Instructional & Assessment Methods Assessment across Transitions		
<i>Initial Professional Teacher Certification Candidates</i>		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	3.00 GPA in education coursework for all candidates	Application to the School of Education
ECA	Demonstration of instructional and assessment methods competency	Key assessment for Tests & Measurements (ED 245/545)
III	Articulation of pedagogy and assessment knowledge in a practice interview process	Final Clinical Capstone Seminar (ED 494/594) practice interview evaluations
	Demonstration of instructional and assessment methods knowledge in the context of instructional planning	Scores for Tasks 2, 3, and 4 of the MoPTA.
	Demonstration of appropriate use of instructional and assessment methods	Final Clinical Experience evaluation form B and Teacher Candidate summative assessments.
IV	Completion of State Exit Exam required for certification area at or above the Missouri cut score	Missouri Content Assessment score reports
	Candidate identification of instructional and assessment methods knowledge appropriate for the workplace	Initial Professional Candidate Exit Survey
	Candidate identification of instructional and assessment methods knowledge adequate for the workplace	Initial Professional Candidate Alumni Survey
	Principal (Employer) identification of candidate instructional and assessment methods knowledge appropriate for the workplace.	Initial Professional Candidate Principal's Survey
<i>Master's Program Teacher Education Candidates</i>		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	3.00 GPA maintained throughout program	Advising Check
	"C" or better in all coursework. Only one "C" allowed for program continuation.	Advising Check
ECA	Demonstration of instructional and assessment methods knowledge in the context of instructional planning	Key assessments for Effective Instruction (ED 684) – Teaching & Learning concentration candidates or Methods of Teaching ELL (ED 652) –ELL/TESL Concentration candidates
III	3.00 GPA maintained throughout program	Advising Check
	"C" or better in all coursework. Only one "C" allowed for program continuation.	Advising Check
	<i>ELL/TESL Concentration Candidates only:</i> Demonstration of content knowledge in a live classroom setting	ELL (ED 695) and TESL (ED 696) Practicum course Student Evaluation Forms completed by site supervisors and course instructors
IV	Candidate identification of growth in instructional and assessment methods knowledge	Masters Candidate Exit Survey

	Employer identification of candidate growth in instructional and assessment methods knowledge	Masters Candidate Employers Survey
International Advocacy Bachelor's Degree Candidates		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	"C" or better in International Teaching Skills, Methods, and Assessments (ED 311).	Grade checks completed at the end of each semester.
ECA*	Candidates will demonstrate the ability to create developmentally appropriate lessons for varied audiences.	Key assessments for International Teaching Skills, Methods, and Assessments (ED 311).
III	Demonstration of appropriate use of instructional and assessment methods	Field Experience I (ED 333) evaluation forms completed by instructor and host agency.
IV	Demonstration of appropriate use of instructional and assessment methods	Field Experience II (ED 433) evaluation forms completed by instructor and host agency.
	Candidate identification of instructional and assessment methods knowledge appropriate for the workplace	IA Candidate Exit Survey
	Candidate identification of instructional and assessment methods knowledge adequate for the workplace	IA Candidate Alumni Survey
	Principal (Employer) identification of candidate instructional and assessment methods knowledge appropriate for the workplace.	IA Candidate Employer's Survey
International Advocacy and Leadership Master's Degree Candidates		
	Benchmark	Assessment Tool
I	Completed Bachelor's Degree with a 3.00 grade point average.	Application for Admission to the Graduate Education program.
II	"C" or better in all coursework. Only one "C" allowed for program continuation.	Grade checks conducted at the end of each semester.
ECA*	Demonstration of instructional and assessment knowledge pertinent to field of international education and leadership	Informal and Non-formal Education (ED 644) course key assessment.
III	3.00 grade point average in all program coursework.	Grade point average checks conducted at the time of application to the field experience.
IV	Demonstration of appropriate use of instructional and assessment methods in a field agency.	International Education and Leadership Field Experience (ED 648) evaluation forms completed by instructor and host agency.
	Demonstration of key content knowledge pertinent to the field of international education and leadership as evidenced in the Master's Project evaluation rubrics.	Master's project evaluation completed by multiple evaluators.
	Candidate identification of growth in instructional and assessment methods knowledge	Masters IAL Candidate Exit Survey
	Employer identification of candidate growth in instructional and assessment methods knowledge	Masters IAL Candidate Employers Survey

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Goal/Outcome 6: Diversity Knowledge & Commitment

Candidates will understand and recognize differences in individuals who represent various categories of diversity. Candidates will demonstrate ability and commitment to promoting the intellectual and personal growth of all persons with whom they work or engage.

Teacher Education Programs

<i>Missouri Teacher Standards and Quality Indicators</i>	<i>CAEP Standards</i>	<i>InTASC Core Teaching Standards</i>
2:4; 2:5; 2:6; 3:2; 3:3; 5:3	1.1	1h; 2f; 2h; 2i; 2j; 2k; 2o;4i; 4m; 4q; 5p; 6u; 7i; 7j; 7n; 8p; 9e; 9i

International Advocacy Programs

<i>International Advocacy Student Learning Outcomes</i>	<i>NAFSA Knowledge, Skills, and Dispositions of Globally Competent Leaders</i>
4, 7 (IA) 2, 3 (IAL)	1, 3, 7, 9

Knowledge Base & Supporting Research

Diversity is a fundamental construct in education. In any given classroom or school there is a range of diversity (Pugach, Blanton, & Florian, 2012, p. 235): differences in gender, race, ethnicity, culture, social class, language, cognition, physical (dis)ability, sexuality, and/or religion among the teachers and students. There may be substantial and multidimensional differences within any participant group associated with schools – students, colleagues, administrators, and parents – that candidates must recognize and respect in order to leverage such diversity to effectively teach all students. For example, while approximately 83% of full-time elementary and secondary teachers nationally are white, about 45% of their students identify themselves as members of a different ethnic/racial group (Aud, et al., 2011), a factor that may greatly impact cultural identity within the membership of the classroom. Another critical factor, language, directly impacts teaching and learning in countless classrooms. Consider that the nation experienced a 57% increase in English language learners in the school population between 1995 and 2005 (Rueda & Stillman, 2012), and the trend toward greater diversity linked with education continues (Au & Raphael, 2000; Munoz, 2012). In school districts in the local community the incidences of any given category of diversity typically associated with historically underserved populations may be even higher than national data would indicate. This is of particular importance to Avila teacher candidates.

Darling-Hammond (2000) explained that teachers who are well prepared for the challenges of teaching in multifaceted learning environments are more likely to be maintained in the profession and more likely to maintain service to the profession. Avila University’s foundation in social justice is apparent in the School of Education field-based and clinical experiences. The diversity of partnering schools, both socio-economically and ethnically, allow teacher candidates opportunities to prepare “for the rising heterogeneity and the changing demographics of U.S. classrooms” (Rueda & Stillman, 2012, p. 245). Teacher candidates engage in field experiences in locations that embody multidimensional diversity to support candidate ability as successful program graduates to “build on the language, culture, and background knowledge and experience all students bring with them to school to support their learning” (Cochran-Smith & Dudley-Marling, 2012, p. 240).

Teacher candidates must use their field-based and clinical experiences to learn how to communicate effectively and interact appropriately with all constituents on a daily basis. They must be provided with on-going opportunities to develop professional relationships with students, parents, families, administrators, colleagues, and community partners. When communicating, not only must teachers understand cultural differences and perspectives, they must consider the needs and preferences created by these perspectives (Baum & Swick, 2008). They must be willing to explore multiple points of view regarding, age, gender, culture, lifestyle, and socioeconomic status since the children and youth they teach, and their parents, will represent a host of backgrounds. Increased experiences with children who function at different skill and ability levels will also lead pre-service teachers to a deeper understanding and acceptance of diversity (McDonald & Randolph, 2004).

Additionally, teachers must understand the powerful and pervasive nature of school cultures so that their individual teaching philosophies are not automatically subsumed into the existing culture. Rather, they must be able to effectively communicate their ideas and beliefs in such a way that they have the opportunity to influence school culture for the good and shape the school's future (Goodman, 2006). In addition, teachers must prepare their students to live in a diverse world. Educators must “provide diversity experiences for their students to help them develop cultural skills as well as cultural knowledge and understanding of similarities and differences between/among cultures” (Keengwe, 2010).

Exhibition of appropriate professional dispositions toward self and others, as representatives of the teaching profession, is essential when dealing with constituents. Educators should be viewed as models of flexibility and tolerance within the community. Since teachers are often held to a higher standard of behavior because they work with children (Helterbran, 2008), their image within the community should resonate appreciation of differing perspectives and the ability to understand the backgrounds and experiences of others. Effective educators create experiences that cultivate curiosity, encourage open-mindedness, and prepare students to participate in the democratic process (Jenlink & Jenlink, 2006) by exhibiting nurturing and respectful dispositions and behaviors to all school constituents they encounter in any educational setting.

Assessment Measures

Goal 6: Diversity Knowledge & Commitment Assessment across Transitions		
<i>Initial Professional Teacher Certification Candidates</i>		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	Demonstration of appropriate diversity commitment in Practicum (ED 185/585)	Professional Disposition form completed by course faculty
ECA	Demonstration of diversity knowledge and commitment	Key assessment for Multicultural Foundations of Education (ED 287/587)
	Demonstration of appropriate diversity commitment in General Methods & Differentiated Learning (ED 315/515)	Professional Disposition form completed by course faculty
III	Demonstration of diversity knowledge and commitment in the context of instructional planning	Score on Task 1 of the MoPTA.
	Demonstration of diversity knowledge in a live classroom setting.	Final Clinical Experience evaluation form B and Teacher Candidate Summative Assessment forms

IV	Candidate identification of diversity knowledge appropriate for the workplace	Initial Professional Candidate Exit Survey
	Candidate identification of diversity knowledge adequate for the workplace	Initial Professional Candidate Alumni Survey
	Principal (Employer) identification of candidate diversity knowledge and commitment appropriate for the workplace.	Initial Professional Candidate Principal's Survey
Master's Program Teacher Education Candidates		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	"B" or better in Advanced Curriculum Development (ED 630) - Teaching & Learning concentration candidates or Advanced Literature for Youth (ED 656) –ELL/TESL Concentration candidates	End of Semester Grade Check
ECA	Demonstration of diversity knowledge and commitment in key assessments.	Key assessments for Advanced Curriculum Development (ED 630) - Teaching & Learning concentration candidates or Advanced Literature for Youth (ED 656) – ELL/TESL Concentration candidates
III	Demonstration of appropriate diversity knowledge and commitment in clinical experience	Instructor/Site Supervisor Recommendations completed in Effective Instruction (ED 684) – Teaching & Learning Concentration candidates or ELL/TESL Practicum (ED 695/696) – ELL/TESL Concentration candidates
IV	Candidate identification of growth in diversity knowledge and commitment	Masters Candidate Exit Survey
	Employer identification of candidate growth in diversity knowledge and commitment	Masters Candidate Employers Survey
International Advocacy Bachelor's Degree Candidates		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	"C" or better in Social Marginalization in Education (ED 234), Psych of the Exceptional Child (ED 235), and Multicultural Foundations of Education (ED 287).	Grade checks completed at the end of each semester.
ECA*	Demonstration of diversity knowledge and commitment	Key assessments in Social Marginalization in Education (ED 234), Psych of the Exceptional Child (ED 235), and Multicultural Foundations of Education (ED 287).
	Demonstration of personal motivation to functional effectively in culturally diverse settings as evidence on the CQ Drive scale on the Cultural Intelligence Feedback Report.	The Cultural Intelligence Scale (CQ) is administered in ED 234 as a pre-test and ED 433 as a post-test.
III	Demonstration of appropriate diversity commitment in a field placement.	Professional Disposition forms completed by course faculty and host agency in Field Experience I (ED 333)
IV	Demonstration of appropriate diversity commitment in a field placement.	Professional Disposition forms completed by course faculty and host agency in Field Experience II (ED 433)

	Candidate identification of diversity knowledge appropriate for the workplace	IA Candidate Exit Survey
	Candidate identification of diversity knowledge adequate for the workplace	IA Candidate Alumni Survey
	Principal (Employer) identification of candidate diversity knowledge and commitment appropriate for the workplace.	IA Candidate Employer's Survey
International Advocacy and Leadership Master's Degree Candidates		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	"B" or better in Cultural Sensitivity & Global Citizenry (ED 641) and Gender Considerations in Global Education and Advocacy (ED 642)	Grade checks conducted at the end of each semester.
ECA*	Demonstration of diversity knowledge and commitment in course key assessments.	Key assessments for Cultural Sensitivity and Global Citizenry (ED 641) and Gender Considerations in Global Education and Advocacy (ED 642)
III	Demonstration of appropriate diversity knowledge and commitment as evidenced in a professional reference.	Professional reference form submitted with the approval for admit to the field experience.
IV	Demonstration of appropriate diversity knowledge and commitment in a field experience.	International Advocacy and Leadership Field Experience (ED 648) evaluation forms completed by instructor and host agency.
	Candidate identification of growth in diversity knowledge and commitment	Masters IAL Candidate Exit Survey
	Employer identification of candidate growth in diversity knowledge and commitment	Masters IAL Candidate Employers Survey

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Goal/Outcome 7: Human Behavior, Motivation & Classroom Management

Candidates will use theoretical knowledge and research about learning and human behavior to create motivating learning experiences, manage the learning environment and respond appropriately to events.

Teacher Education Programs

<i>Missouri Teacher Standards and Quality Indicators</i>	<i>CAEP Standards</i>	<i>InTASC Core Teaching Standards</i>
2:1; 2:3; 2:5; 2:6; 5:1; 5:2; 5:3	1.1	1d; 1e; 1f; 1i; 1j; 3a; 3c; 3d; 3d; 3i; 3j; 3k; 3o; 3p; 5s; 8c; 8j; 8n; 8s

International Advocacy Programs

<i>International Advocacy Student Learning Outcomes</i>	<i>NAFSA Knowledge, Skills, and Dispositions of Globally Competent Leaders</i>
4 (IA) 4 (IAL)	7, 12

Knowledge Base & Supporting Research

In order to be a reflective practitioners prepared to impact a changing world, prospective teachers need to be knowledgeable of current learning theories (Gredler, 2001) and understand how to apply the core tenets of these theories as they facilitate learning in the classroom (Washburn-Moses, 2006). Pre-service teachers must also be able to use current research in order to “know

what works, how it works, and under what circumstances it works” (NRC, 2002, p. 67). Furthermore, teachers need to know about their students’ attitudes, beliefs and how they learn in order to develop teaching strategies to reach all students (Malie & Akir, 2012).

Teachers must understand the importance of putting students at the forefront in the learning process. They must encourage students to construct their own understandings and experiment with their own learning (Rakes, Fields & Cox, 2006). Teachers must be masters at reading students’ behaviors and seeking out and reflecting on the causes for it. Research has shown that in order to effectively manage classroom behavior, teachers must have a solid theoretical background in various techniques such as arrangement of the classroom environment to minimize distractions, use of praise, and token economies (Simonsen, Fairbanks, Briesch, Myers & Sugai, 2008). Further, they must understand that motivation is critical for learning (Schweindle, Meyer & Turner, 2006) especially when working with diverse students (McCabe, 2006). Candidates must also learn about the concerns associated with extrinsic motivation as expressed by Covington (2009), Kaufman & Beghetto (2009), and Kohn (2006). According to these researchers overuse of extrinsic reinforcements may mean that behavioral change is temporary, students may become more materialistic and extrinsic reinforcements may lessen intrinsic motivation.

Teachers must understand that new learning depends on prior experiences and existing background knowledge. What is already known has much to do with what and how much will be learned (Gredler, 2001). Teachers must effectively tap into this storehouse of prior knowledge and build upon it to enhance learning. Teachers must realize that especially in this quickly changing world, learning is enhanced when students find relevance in the material and methods and have some way to directly apply the information to their own lives.

Teachers must also realize that learning is enhanced by social interaction. Thus, they must strive to make classrooms comfortable and stimulating places to learn--places where diverse groups of students become a community of learners. Teachers must create physical environments that encourage learning and reduce challenging behaviors (Guardino & Fullerton, 2010). There must also be attention given to authentic problems as they provide opportunities for learners to work collaboratively and provide extra opportunities for social interaction (Kordaki, 2009). In addition, teachers must orchestrate educational situations where students feel safe and assured that their ideas will be considered, accepted and valued. Thus, teachers must be well versed at incorporating cooperative learning principles into the classroom and be skilled in preparing students to handle changing experiences (Utley, 2006).

With the increase of diverse populations in American schools, teachers must understand how individual differences and abilities impact learning. They must understand the specific learning challenges that exceptionalities, (Ervin, et al., 2006; Yell, Shriner & Katsiyannis, 2006) ethnic diversity, language diversity (Godley, et al., 2006), and socioeconomic diversity present for students (Nieto, 2006). They must be skilled in reading signs of distress as well as recognizing and affirming successes. They must use well-rounded and multifaceted strategies which meet the learning needs of all students.

Teachers must understand that student learning is increased when students are empowered. Thus, teachers must create environments in which young people serve as communicators of knowledge. Students need to be afforded opportunities to make choices, to be “experts” on topics, and to teach others what they know well. In an environment where students feel empowered to share their experiences, students can make personal connections to the subject being taught (Sheppard, 2010).

Finally, teachers must actively encourage students to consider the learning strategies that work for them. They must promote metacognitive reflection about all that happens in the classroom. Students need to practice the skill of metacognition through instruction and practice. Effective teachers understand that these elements are critical to enhancing student learning (Gredler, 2001).

Assessment Measures

Goal 7: Human Behavior, Motivation & Classroom Management		
Assessment across Transitions		
<i>Initial Professional Teacher Certification Candidates</i>		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	Demonstration of awareness of human behavior, motivation, and classroom management strategies.	Instructor/Site Supervisor Recommendations completed in Practicum (ED 185/585)
ECA	Demonstrated knowledge of student engagement and classroom management principles.	Key assessment for Managing the Learning Environment (ED 419/519)
	Appropriate application of classroom management and student engagement strategies in a clinical placement	Instructor/Site Supervisor Evaluation completed in General Methods & Differentiated Learning (ED 315/515)
III	Demonstration of human behavior, motivation, and classroom management techniques in the context of instructional planning	Score on Task 1 of the MoPTA.
	Demonstration of diversity knowledge in a live classroom setting.	Final Clinical Experience evaluation form B, Teacher Candidate summative assessment forms, and Professional Disposition Form
IV	Candidate identification of student engagement and classroom management strategies and knowledge appropriate for the workplace	Initial Professional Candidate Exit Survey
	Candidate identification of proficiency in student engagement and classroom management strategies and knowledge necessary in the workplace	Initial Professional Candidate Alumni Survey
	Principal (Employer) identification of candidate application of student engagement and classroom management strategies appropriate for the workplace.	Initial Professional Candidate Principal's Survey
<i>Master's Program Teacher Education Candidates</i>		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	"B" or better in Theories of Behavior (ED 617) - Teaching & Learning concentration candidates or Language and Culture (ED 650) –ELL/TESL Concentration candidates	End of Course Grade Check
ECA	Demonstrated knowledge of student engagement and classroom management principles	Key assessments for Theories of Learning (ED 615) and Theories of Behavior (ED 617) - Teaching & Learning concentration candidates or Language and Culture (ED 650) – ELL/TESL Concentration candidates
III	"B" or better in Theories of Learning (ED 615) - Teaching & Learning concentration candidates	End of Course Grade Check

	Appropriate application of classroom management and student engagement strategies in a clinical placement	Instructor/Site Supervisor Evaluations completed in ELL/TESL Practicum (ED 695/696) – ELL/TESL Concentration candidates only
IV	Candidate identification of growth in student engagement and classroom management strategy knowledge	Masters Candidate Exit Survey
	Employer identification of candidate growth in application of student engagement and classroom management principles	Masters Candidate Employers Survey

International Advocacy Bachelor's Degree Candidates

	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	"C" or better in Developmental and Educational Psychology (ED 229) and Intercultural Teaching Skills, Methods, and Assessment (ED 311)	Grade checks completed at the end of each semester.
ECA*	Demonstration of appropriate human behavior understanding and ability to engage participants in programs appropriately.	Field Experience I (ED 333) evaluation forms completed by instructor and host agency.
	Demonstrated knowledge of engagement strategies and human behavior across developmental stages.	Key assessments for Developmental and Educational Psychology (ED 229) and Intercultural Teaching Skills, Methods, and Assessment (ED 311)
III	Demonstrated understanding of human behavior principles.	Professional reference form submitted with the approval for admit to the field experience sequence.
IV	Demonstration of appropriate human behavior understanding and ability to engage participants in programs appropriately.	Field Experience II (ED 433) evaluation forms completed by instructor and host agency.
	Candidate identification of human engagement and management strategies appropriate for the workplace	IA Candidate Exit Survey
	Candidate identification of proficiency in human engagement and management strategies necessary in the workplace	IA Candidate Alumni Survey
	Employer identification of candidate application of human engagement and management strategies appropriate for the workplace.	IA Candidate Employer's Survey

International Advocacy and Leadership Master's Degree Candidates

	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	Grade of "B" or better in Informal and Non-Formal Education (ED 644)	Grade checks completed at the end of each semester.
EC A*	Demonstrated knowledge of engagement strategies appropriate to the field.	Key assessment for Informal and Non-Formal Education (ED 644)
III	Demonstrated understanding of human behavior and motivational strategies.	Professional reference form submitted with the approval for admit to the field experience.

IV	Demonstration of appropriate human behavior understanding and ability to engage participants in programs appropriately.	International Advocacy and Leadership Field Experience (ED 648) evaluation forms completed by instructor and host agency.
	Candidate identification of growth in student engagement and classroom management strategy knowledge	Masters IAL Candidate Exit Survey
	Employer identification of candidate growth in application of student engagement and classroom management principles	Masters IAL Candidate Employers Survey

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Goal/Outcome 8: Field Experiences & Clinical Practice

Candidates will fully grasp the realities of the profession by applying principles, theories, and methods in diverse field-based and clinical experiences.

Teacher Education Programs

Missouri Teacher Standards and Quality Indicators	CAEP Standards	InTASC Core Teaching Standards
8:1; 8:3; 9:2	1.1; 2.3	9b; 9c; 9g; 9l; 9o

International Advocacy Programs

International Advocacy Student Learning Outcomes	NAFSA Knowledge, Skills, and Dispositions of Globally Competent Leaders
5 (IA) 6 (IAL)	7, 13

Knowledge Base & Supporting Research

Teacher education candidates report that the diverse experiences they encounter in field-based placements are instrumental in helping them frame their understanding of teaching (Mueller, 2006). Field-based experiences in K-12 schools are vital in a teacher preparation program for many reasons. Too frequently novice teachers encounter reality shock when they leave the university and take on full responsibilities in a classroom. They often fail to recognize the connections between their course work and what they must do on a daily basis. For this reason, on-site field-based experiences need to be woven throughout all stages of the teacher preparation program; and students need opportunities to reflect upon and process experiences at field-based and clinical sites in order to make connections between theory and practice. Teaching candidates need to be able to apply what they have learned in an authentic setting, to gradually take on the full responsibilities of teaching through co-teaching and to process their experiences with able mentors. Research states: "When developing a new skill, applying pedagogy to practice should occur early. Successful skill attainment occurs when the learning process is divided into transparent, manageable pieces and when students know expected competencies and have opportunities to practice skills sequentially" (Trautwein & Ammerman, 2010). Only then will they leave the university feeling confident and ready to face the changing and challenging realities of the classroom.

Early and frequent field-based experiences prepare teacher candidates for employment by giving them chances to observe first-hand how master teachers behave in the classroom, with parents, and in relationships with colleagues. These experiences permit students to observe principles, theories, and methods being practiced by seasoned professionals (Corcoran & Leahy, 2003). Field-based experiences also aid students in knowing whether they wish to pursue teaching as a career before they are required to engage in actual teaching experiences. Early and frequent field-based experiences also help teaching candidates transition from the role of student to the role of teacher. For these reasons, field-based experiences must be required early in a teacher preparation program and continued on a regular basis throughout their teacher preparation.

As teacher candidates move further into their programs of study, sustained and frequent field-based and clinical experiences are necessary. Mid-level field-based experiences allow teaching candidates to take on instructional responsibilities with individual students, with groups of students and with a whole class. These experiences provide chances to design curriculum, try out instructional techniques, implement classroom and behavior management strategies, practice administering various assessments, make decisions based on data, reflect upon performance and obtain feedback from students and professionals. Additionally, mid-level field-based experiences completed with diverse learners help prospective teachers implement techniques they have learned for differentiating instruction. They are able to practice teaching students of different ethnic, language, socioeconomic, gender, and religious backgrounds (Kunzman, 2003; Obidah & Howard, 2005; Moir, 2006; Godley, Sweetland, Wheeler, Minnici & Carpenter, 2006). In addition, involvement with students of different backgrounds assists teacher candidates in examining their own preconceived ideas and possible misconceptions to become "culturally responsive" practitioners (Morton & Bennett, 2010).

Culminating clinical experiences are critical in helping teaching candidates bring together their knowledge of content, curriculum, child development, classroom management, assessment, and professionalism in an authentic environment. By assuming full responsibilities in the classroom, teacher candidates are able to make connections, see developmental progress and make adjustments in the same manner as a traditional classroom teacher. These experiences can transform into more successful teaching practices in the future (Haverback & Parault, 2008). In Final Clinical Experience, the capstone course, teacher candidates are able to work collaboratively to plan and implement successful practices, participate in meetings and

conferences and assume the auxiliary duties of teachers. Co-Teaching experiences provide a comprehensive and rigorous experience for teacher candidates, allows cooperating teachers the ability to remain actively involved in the classroom and enhances the quality of learning for P12 students...as well as showing significant achievement results for K-12 students (Heck & Bacharach, 2010).

Finally, through field-based and clinical experiences, all teacher candidates encounter the less tangible, but equally important, ethical, moral, and character-driven obligations and standards of the profession (Harris, 2003; Stuart & Thurlow, 2000). This knowledge is crucial to their success as educators.

Experienced teachers, seeking advanced certificates, also need the opportunity to practice what they have learned. They can benefit from action research and structured opportunities to practice and reflect upon their uses of new techniques in their own classrooms (Mitchell, Reilly & Logue, 2009). By extending the partnerships established between teacher candidates, mentor teachers, and university supervisors during the co-teaching semester to the beginning teacher's career, many everyday problems encountered by the new teacher and negatively impacting retention of good teachers, can be confronted within a supportive network.

Assessment Measures

Goal 8: Field Experiences & Clinical Practice Assessment across Transitions		
<i>Initial Professional Teacher Certification Candidates</i>		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	Placement in appropriate field placements to provide exposure to an authentic classroom environment	Contextual Analysis of field placement completed in Practicum (ED 185/585)
ECA	Demonstrated awareness of appropriate classroom practices	Key assessment for Reading Practicum (ED 386/586) – Elementary and Special Education candidates and Special Methods (ED 455/555) – Middle and Secondary Education candidates
	Appropriate application of classroom strategies in a clinical placement	Instructor/Site Supervisor Evaluation completed in General Methods & Differentiated Learning (ED 315/515)
III	Reflection on clinical experiences to inform instructional planning and practice	Overall score on the MoPTA.
	Appropriate application of classroom strategies in a clinical placement	Final Clinical Experience evaluation form B and Teacher Candidate summative assessments.
IV	Candidate rating of the usefulness of field experiences and clinical practices in their development as an educator	Initial Professional Candidate Exit Survey
	Candidate rating of the usefulness of field experiences and clinical practices in their development as an educator	Initial Professional Candidate Alumni Survey
	Principal (Employer) rating of the preparedness of candidates due to field experiences and clinical practice	Initial Professional Candidate Principal's Survey

Master's Program Teacher Education Candidates		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	"B" or better in Theories of Behavior (ED 617) and Theories of Learning (ED 615)- Teaching & Learning concentration candidates	End of Course Grade Check
	Placement in appropriate clinical experiences to provide authentic classroom engagement – ELL/TESL Concentration candidates only	Demographic data on placement site for clinical experiences completed in Materials, Design & Assessment (ED 654) and Methods of Teaching ELL (ED 652)
ECA	Demonstrated knowledge of appropriate classroom practices	Key assessments for Theories of Learning (ED 615) and Theories of Behavior (ED 617) - Teaching & Learning concentration candidates or ELL/TESL Practicum (ED 695/696) –ELL/TESL Concentration candidates
III	Placement in clinical site providing exposure to audiences with diverse backgrounds and learning needs.	Demographic data on placement site for clinical experiences completed in Effective Instruction (ED 684) – Teaching & Learning Concentration candidates and ELL/TESL Practicum (ED 695/696) – ELL/TESL Concentration candidates
IV	Candidate rating of the usefulness of field experiences and clinical practices in their development as an educator	Masters Candidate Exit Survey
	Employer rating of the preparedness of candidates due to field experiences and clinical practice	Masters Candidate Employers Survey
International Advocacy Bachelor's Degree Candidates		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	"C" or better in Field Experience I (ED 333) and Field Experience II (ED 433)	Grade checks completed at the end of each semester.
ECA*	Candidates will demonstrate the ability to reflect on professional experiences for the purpose of self-assessment.	Key assessment for Field Experience I (ED 333)
III	Candidates demonstrated readiness to fully engage in field experiences in a professional reference.	Professional reference form submitted with the approval for admit to the field experience.
	Candidate demonstration of professional motivation and readiness to engage in field experiences.	Application for admit to the field experience.
IV	Candidates will demonstrate the ability to reflect on professional experiences for the purpose of self-assessment.	Key assessment for Field Experience II (ED 433)
	Candidate rating of the usefulness of field experiences in their development as a professional.	IA Candidate Exit Survey
	Candidate rating of the usefulness of field experiences in their development as a professional.	IA Candidate Alumni Survey
	Employer rating of the preparedness of candidates due to field experiences.	IA Candidate Employer's Survey

International Advocacy and Leadership Master's Degree Candidates		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	"B" or better in Law and Politics for Human Rights & Social Justice Educators.	Grade checks completed at the end of each semester.
ECA *	Candidates will demonstrate the ability to reflect on professional experiences for the purpose of self-assessment.	Key assessment for International Advocacy and Leadership (ED 648)
III	Candidates demonstrated readiness to fully engage in field experiences in a professional reference.	Professional reference form submitted with the approval for admit to the field experience.
	Candidate demonstration of professional motivation and readiness to engage in field experiences.	Application for admit to the field experience.
IV	Candidate rating of the usefulness of field experiences in their development as a professional.	Masters IAL Candidate Exit Survey
	Employer rating of the preparedness of candidates due to field experiences.	Masters IAL Candidate Employers Survey

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Goal/Outcome 9: Leadership & Service

Candidates will demonstrate a commitment to lead and serve in an ethical manner through interactions at the university and in community based programs or schools.

Teacher Education Programs

<i>Missouri Teacher Standards and Quality Indicators</i>	<i>CAEP Standards</i>	<i>InTASC Core Teaching Standards</i>
7:5; 9:1; 9:2; 9:3	1.3; 1.4; 1.5	3n; 4g; 7e; 7m; 7o; 7p; 10a; 10b; 10c; 10d; 10e; 10f; 10h; 10i; 10j; 10k; 10p; 10r

International Advocacy Programs

<i>International Advocacy Student Learning Outcomes</i>	<i>NAFSA Knowledge, Skills, and Dispositions of Globally Competent Leaders</i>
5 (IA) 3, 4 (IAL)	7, 9, 13

Knowledge Base and Supporting Research

Leadership capacity is about creating conditions within a school for growth, self-renewal, development and distribution of leadership (Williams, 2009). Schools are no longer led by administrators alone (Vaughn & Bos, 2012). Rather, skillful school leaders employ all of their faculty and staff in making decisions to bring about desired change and school success (Williams, 2009). Teachers' responsibilities in making educational and policy decisions beyond the classroom therefore require that they understand their professional roles and responsibilities (Russell & Airasian, 2012). Teachers must be prepared to take on leadership roles such as chairing committees, sponsoring clubs, leading professional development initiatives, mentoring others, sharing knowledge and skills or in other opportunities within the school (Chesley & Jordan, 2012; Phelps, 2008).

In order for teachers to become successful school leaders, they must establish their beliefs, strengths and weaknesses and decide how to act upon them (Charles, 2011). Research states that an essential component of teacher preparation programs should be to examine those beliefs through field experiences and substantive professional reflection (Alhina, 2012; Phelps, 2008). Awareness of these beliefs allows teachers to decide in what capacities they will become leaders.

Also essential in creating school leaders is the opportunity to observe and participate in leadership roles during clinical experiences. This participation allows pre-service teachers first-hand knowledge of how becoming part of the school's leadership team brings about change. It also allows pre-service teachers the opportunity to work with diverse students and staff in a capacity outside of the classroom. Additionally, it allows pre-service teachers the opportunity to learn how to lead ethically and within the vision of the school.

Assessment Measures

Goal 9: Leadership & Service Assessment across Transitions		
<i>Initial Professional Teacher Certification Candidates</i>		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	Documentation of baseline level of professional engagement	Application to the School of Education
	Demonstration of professionalism in Practicum (ED 185/585)	Professional Disposition form completed by course faculty
	Demonstration of professionalism in field placements	Instructor/Site Supervisor Recommendations completed in Practicum (ED 185/585)
ECA	Demonstration of professionalism in field placements	Instructor/Site Supervisor Evaluation completed in General Methods & Differentiated Learning (ED 315/515)
	Demonstration of appropriate professional dispositions in General Methods & Differentiated Learning (ED 315/515); Reading Practicum (ED 386/586); and Special Methods (ED 455/555)	Professional Dispositions form completed by course faculty
	Candidate identification of personal leadership skills demonstrated in the classroom setting.	Course Evaluations
III	Demonstration of professionalism in a practice interview process	Final Clinical Capstone Seminar (ED 494/594) practice interview evaluations
	Demonstration of professionalism in clinical experience	Final Clinical Experience evaluation forms B, Teacher Candidate Summative Assessment forms, and Professional Dispositions form
	Reflection on clinical experiences to inform instructional planning and practice	Score on Task 4 of the MoPTA.
IV	Candidate rating of their leadership and service readiness	Initial Professional Candidate Exit Survey
	Candidate rating of their leadership and service practice	Initial Professional Candidate Alumni Survey
	Principal (Employer) rating of the leadership and service of candidates	Initial Professional Candidate Principal's Survey
<i>Master's Program Teacher Education Candidates</i>		
	Benchmark	Assessment Tool
I	Demonstrated propensity for professional growth and development.	Professional reference submitted with the Application for Admission to the Master's degree program.
	Documentation of baseline level of professional engagement	Instructional Technology and Professional Service Record
II	<i>No specific evaluative tool employed at this point</i>	<i>None</i>

ECA	Candidate identification of personal leadership skills demonstrated in the classroom setting.	Course Evaluations
III	Candidate identification of growth in leadership and service	Instructional Technology & Professional Service Record – End of Program
IV	Candidate rating of readiness for enhanced leadership and service in the workplace	Masters Candidate Exit Survey
	Employer rating of the preparedness of candidates to assume leadership and service roles in the workplace	Masters Candidate Employers Survey
International Advocacy Bachelor's Degree Candidates		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	"C" or better in Field Experience I (ED 333) and Field Experience II (ED 433)	Grade checks completed at the end of each semester.
ECA*	Candidates will demonstrate the ability to assess their skill set in the context of a community organization and the population it serves.	Key Assessment for Field Experience I (ED 333) and Field Experience II (ED 433)
	Demonstrated ability to assess their skill set in the context of a community organization and the population it serves.	Field Experience I (ED 333) evaluation forms completed by instructor and host agency.
III	Demonstrated capacity to lead and serve diverse populations.	Professional reference form submitted with the approval for admit to the field experience sequence.
IV	Demonstrated ability to assess their skill set in the context of a community organization and the population it serves.	Field Experience II (ED 433) evaluation forms completed by instructor and host agency.
	Candidate rating of their leadership and service readiness.	IA Candidate Exit Survey
	Candidate rating of their leadership and service practice.	IA Candidate Alumni Survey
	Employer rating of the leadership and service of candidates.	IA Candidate Employer's Survey
International Advocacy and Leadership Master's Degree Candidates		
	Benchmark	Assessment Tool
I	Demonstrated propensity for professional growth and development.	Professional reference submitted with the Application for Admission to the Master's degree program.
II	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
ECA*	Candidates will demonstrate the ability to assess their skill set in the context of a community organization and the population it serves.	Key Assessments for International Advocacy and Leadership Field Experience I (ED 648) and Master's Project Seminar in International Advocacy and Leadership (ED 649)
III	Demonstrated capacity to lead and serve diverse populations.	Professional reference form submitted with the approval for admit to the field experience sequence.

IV	Demonstrated ability to assess and adapt their skill set in the context of a community organization and the population it serves.	International Advocacy and Leadership Field Experience (ED 648) evaluation forms completed by instructor and host agency.
	Demonstration of leadership and service capacity pertinent to the field of international education and leadership as evidenced in the Mater's Project evaluation rubrics	Master's project evaluation completed by multiple evaluators.
	Candidate rating of readiness for enhanced leadership and service in the workplace	Masters IAL Candidate Exit Survey
	Employer rating of the preparedness of candidates to assume leadership and service roles in the workplace	Masters IAL Candidate Employers Survey

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Goal/Outcome 10: Foundation for Continued Professional Development

Candidates will establish a foundation for continued professional growth and development.

Teacher Education Programs

<i>Missouri Teacher Standards and Quality Indicators</i>	<i>CAEP Standards</i>	<i>InTASC Core Teaching Standards</i>
8:1; 8:2; 8:3	1.2	9a; 9b; 9c; 9d; 9j; 9k; 9m; 9n; 9o; 10l; 10m; 10n; 10o; 10s; 10t

International Advocacy Programs

<i>International Advocacy Student Learning Outcomes</i>	<i>NAFSA Knowledge, Skills, and Dispositions of Globally Competent Leaders</i>
3, 5 (IA) 5 (IAL)	2, 9, 11

Knowledge Base & Supporting Research

The definition of “professionalism” has changed within the field of education. Today there is a new paradigm of professionalism that incorporates the impact of our rapidly changing world. In the future a teacher must be able to use metacognitive skills to support moment-to-moment decision making during instruction (Coleman, Gallagher, & Job, 2012). Darling-Hammond and colleagues (2009) also affirm this new paradigm of professionalism by referring to effective professional learning as needing context. They suggest that professional learning requires an intensive classroom focus derived from collaboration. Therefore, teachers need to plan for and engage in continuing professional growth through collaboration in order to be adequately prepared for learners of the future.

According to the National Board for Professional Teaching Standards, “Professionals possess expert knowledge, but often confront unique, problematic situations that do not lend themselves to formulaic solutions . . . Professionals deal with urgent human problems: matters of life and death, justice, hope and opportunity” (2002). To assist in the creation and maintenance of professional educators who will be prepared to facilitate future learning in the K-12 arena, continuous learning opportunities in the areas of scholarship of teaching and learning, metacognition and decision-making will be necessary in teacher preparation and advanced level teaching programs.

Many teachers do not know how to design and support technology-rich learning environments. Due to a new generation of learners who spend an average of “seven hours and 38 minutes using entertainment media each day, primarily outside of the classroom” (“Kaiser Foundation”, 2010) novice and veteran teachers will need to know how to communicate and generate learning within these information and media rich environments. Grunwald Associates’ study (2010) regarding infusing technology and digital media within course design reported that higher levels of student learning, and engagement occurred when teachers intentionally designed student learning to incorporate information and media technologies. However, without intentional professional learning in this area, there will be little or no effect on student learning.

Finally, teachers must be able to use technological tools to complete administrative tasks within the school environment including writing reports, creating a two-way vehicle of communication, and to inform future practice. Hence, participating in professional development aimed at increasing one’s knowledge and experiences in the use of data and technology will become more critical with time (Stiggins, 2002).

Engstrom and Danielson (2006) define teacher leaders as those professionals who simultaneously teach students in addition to affecting the field of education beyond their classroom walls. Teacher candidates also need to take advantage of professional development opportunities to prepare them for the leadership roles they could assume as team members, veteran teacher, and mentors. Teacher leaders experience personal and professional satisfaction, a reduction in isolation, a sense of instrumentality, and new learning which spills over into their teaching (Barth, 2001). Although leadership is an important role there are times when leading can be challenging. “Drawing information from a variety of resources is one way leaders get through difficult times and challenging circumstances” (Kaufman & Ring, 2011). Participating in professional development in these areas is also important and beneficial for new and novice teachers.

Finally, Mielke and Frontier (2012) remind us that we should keep improvement in mind. Comprehensive frameworks for evaluation require a multitude of opportunities to gain expertise through deliberate practice (Mielke & Frontier, 2012). Emphasis on growth of pedagogical theory

and content accountability require learning to continue through individual and networking options. Educational reform policies encourage the need for “professional development activities that enhance teacher qualifications” (Onchwari & Keengwe, 2010). In many states permanent certification is not an option. Continuing education is a requirement for continued employment and advancement. Many schools and districts encourage and/or mandate graduate level study for practicing teachers. Banner (2004) suggests that broadening the instructor’s intellectual horizons does much to improve the quality of teaching thus supporting the importance of persistent continuing education for quality teaching.

Assessment Measures

Goal 10: Foundation for Continued Professional Development Assessment across Transitions		
<i>Initial Professional Teacher Certification Candidates</i>		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	Documentation of baseline level of professional engagement	Application to the School of Education
	Demonstration of professionalism in Practicum (ED 185/585)	Professional Disposition form completed by course faculty
ECA	Demonstration of a foundation for continued professional growth and development	Key assessments for Consultation, Collaboration, & Family Engagement courses (ED 364/564; ED 365/565; ED366/566)
	Demonstration of appropriate professional dispositions in General Methods & Differentiated Learning (ED 315/515); Reading Practicum (ED 386/586); and Special Methods (ED 455/555)	Professional Dispositions form completed by course faculty
	Candidate identification of readiness to use feedback to improve learning	Course Evaluations
III	Reflection on clinical experiences to inform instructional planning and practice	Score on Task 4 of the MoPTA.
	Demonstration of professionalism in clinical experience	Form B & Professional Dispositions form
	Demonstration of readiness to accept feedback and reflect upon performance in a practice interview process	Final Clinical Capstone Seminar (ED 494/594) practice interview evaluations
IV	Candidate identification of continued education intentions	Initial Professional Candidate Exit Survey
	Candidate identification of continued education pursuits	Initial Professional Candidate Alumni Survey
	Principal (Employer) rating of the commitment to professional development demonstrated by candidates	Initial Professional Candidate Principal’s Survey
<i>Master’s Program Teacher Education Candidates</i>		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
ECA	Candidate identification of readiness to use feedback to improve learning	Course Evaluations

III	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
IV	Candidate identification of continued development pursuits	Masters Candidate Exit Survey
	Employer rating of the commitment to professional development demonstrated by candidates	Masters Candidate Employers Survey
International Advocacy Bachelor's Degree Candidates		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	Maintenance of a 2.00 overall grade point average and a 3.00 education grade point average.	Grade point average reviews conducted at the end of each semester.
ECA*	Candidates will demonstrate an understanding of the responsibility for professionals to engage in continual professional growth and development.	Key Assessment for Field Experience I (ED 333), School & Community Connections (ED 430), and Field Experience II (ED 433)
	Candidate identification of readiness to use feedback to improve learning	Course Evaluations
III	Maintenance of a 2.00 overall grade point average and a 3.00 education grade point average.	Grade point average reviews completed at the time of Approval for Field Experience.
IV	Demonstration of professionalism in field experiences.	Field Experience I (ED 333) and Field Experience II (ED 433) professional disposition and performance evaluation forms completed by instructor and host agency.
	Candidate identification of continued education intentions	IA Candidate Exit Survey
	Candidate identification of continued education pursuits	IA Candidate Alumni Survey
	Employer rating of the commitment to professional development demonstrated by candidates	IA Candidate Employer's Survey
International Advocacy and Leadership Master's Degree Candidates		
	Benchmark	Assessment Tool
I	<i>No specific evaluative tool employed at this point</i>	<i>None</i>
II	"B" or better in Grant Writing & management for Education and Community Development (ED 647)	Grade checks completed at the end of each semester.
ECA*	Candidates will demonstrate a commitment to continual professional growth and development.	Key Assessment for Grant Writing & management for Education and Community Development (ED 647)
	Candidate identification of readiness to use feedback to improve learning	Course Evaluations
III	Maintenance of a 3.00 overall grade point average	Grade point average reviews completed at the time of Approval for Field Experience.
IV	Demonstration of professionalism in field experience.	International Advocacy & Leadership Field Experience I (ED 648) professional disposition and performance evaluation forms completed by instructor and host agency.

Candidate identification of continued development pursuits	Masters Candidate Exit Survey
Employer rating of the commitment to professional development demonstrated by candidates	Masters Candidate Employers Survey

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Conclusion

The Avila University School of Education Conceptual Framework is a shared vision identifying the overarching goals/outcomes needed for all learners to become *reflective practitioners prepared to impact a changing world*. The conceptual framework is predicated on Avila University's mission, community values, and purposes and on the School of Education's mission, purpose, and philosophies.

Course assignments and projects, program components and assessments aligned to the Conceptual Framework form an integrated whole that can be described as a high quality,

coherent, sequential, consistent with institutional, state and national standards and supportive of best practices. Learners who complete Avila School of Education programs are *reflective practitioners prepared to impact a changing world* because they have participated in learning experiences that prepare them with the knowledge, skills and dispositions to face contemporary challenges in education. They are teachers, leaders and advocates with high ethical standards who are able to act as change agents in the diverse and challenging environments of the twenty-first century.

To download a copies of the forms referred to in this document, contact the School of Education main office.

Some information has been adapted from the Pre-service Teacher Handbooks from Lindenwood University, Northwest Missouri State University, and William Jewel College.