

# Arkansas State University

## *College of Education*

### Conceptual Frameworks

Within the Arkansas State University (ASU) College of Education are mutually held beliefs and values evident throughout the objectives of each program. These values and beliefs are inherent in specific preparation programs and are related to the shared underpinnings of teaching and learning within each program's conceptual framework.

The mission of the initial level teacher education programs at Arkansas State University is to prepare future educators who manifest these commonly held beliefs and values about schools, students, families, and society. ASU preservice teachers must demonstrate specific knowledge, skills, and dispositions identified by P-12 professionals, the academic community of Arkansas State University, Specialty Area groups (SPAs), as well as state and national standards for the professions. Advanced programs reflect knowledge, skills, and dispositions relevant to specific academic areas as outlined by frameworks of each program.

As the community and society around ASU's College of Education at Arkansas State University has changed and grown, the faculty of advanced programs have carefully and thoroughly examined its professional role within this changing society. Greater awareness of diversity and the growing need to respond to diversity issues in a manner that allows incorporation of disparate groups into society's mainstream has become a major focus of our institution. Based upon these changing perspectives, the ASU Professional Education Programs have revisited and revised their conceptual frameworks in response to our changing society, changing demographics, and the need for increased parity and equity in education.

While the initial programs in teacher education adopted the *Learning to Teach/ Teaching to Learn* conceptual frameworks theme in the late 1990's, the model has evolved, changed, and developed into a more complex set of frameworks. **Revisions since 2004-2005** to the *Learning to Teach/Teaching to Learn* model addressed foundations and purposes which enable preservice teachers to respond to society's growing complexity. Within ASU's Professional Education Unit, all P-12, 7-12, P-4, and 4-8 programs for initial teaching licensure are under the umbrella of the *Learning to Teach/Teaching to Learn Model* (See Appendix A).

While the Professional Education Unit adopted *Learning to Teach/Teaching to Learn* as its broad framework for preservice teachers, the graduate programs within the College of Education determined that frameworks germane to each licensure and academic area would best be served through the development of relevant research-based frameworks. Therefore, program goals, objectives and outcomes in the advanced programs were developed based upon each program's frameworks. The mission and goals of the College of Education are supported and enhanced by these frameworks in the initial programs as well as by advanced program frameworks.

The Department of Educational Leadership, Curriculum & Special Education provides advanced programs for the preparation and licensure of school leaders and special education faculty. The standards of the Educational Leadership Constituency Consortium (ELCC Standards) serve as

the conceptual framework for the MSE in Curriculum and Instruction, the MSE in Educational Leadership, and the Ed. S. in Educational Leadership (See Appendix B). Outcomes are embedded throughout the performance-based activities designed to accomplish program goals. These standards are recognized by The National Policy Board for Educational Administration, as well as Arkansas State University, as the conceptual framework for advanced programs in Educational Leadership that prepare district and building level leaders, curriculum directors and supervisors.

The Gifted Education program, which is a part of the Department of Educational Leadership, Curriculum & Special Education, adopted the National Association for Gifted Children and Council for Exceptional Children's ten professional standards as its conceptual frameworks (See Appendix C). This program includes performance-based activities designed to promote the success of all students by instilling in candidates the capability and disposition to provide an optimal learning environment for individuals.

The Special Education advanced program, also a part of the Educational Leadership, Curriculum, and Special Education Department, developed a conceptual framework P-4 and 4-12 based upon the Council for Exceptional Children's (CEC) 10 professional standards. The model is performance-based and addresses knowledge, skills and dispositions relevant to standards and outcomes identified by CEC (See Appendix D).

The School Psychology initial licensure advanced program has as its goal to educate future school psychologists so that graduates have expert skills in assessment, intervention, consultation, research, program planning, and evaluation to work with students, teachers, administrators, parents, and other professionals. The program goals address the eleven domains recognized by the National Association of School Psychologists (See Appendix E).

***Supporting the Teaching/Learning Process*** is the conceptual framework model adopted by the Master of Science in Education Degree in School Counseling (See Appendix F). ***Supporting the Teaching/Learning Process*** frameworks are clearly outlined through goals and objectives relevant to its mission and outcomes. The appropriate professional standards established by the American School Counselor Association, the Association for Counselor Education and Supervision, and the Council for Accreditation of Counseling and Related Educational Programs are embedded within the ***Supporting the Teaching/Learning Process*** frameworks.

The Department of Teacher Education houses advanced programs in Early Childhood Education, Middle Level Education, and Reading. The conceptual framework model for these programs is ***Empowering Teachers as Leaders*** and has four broad frameworks: 1) Embracing Diversity; 2) Reflective Decision-Making; 3) Professional Community; and 4) Strengthening Pedagogy (See Appendix G). Faculty designed this framework: 1) to address the commonalities among programs; 2) to highlight the advanced programs' goals and outcomes; 3) to incorporate all specialty program area requirements; and 4) to meet the demands of changing societal demographics. The Conceptual Frameworks meet the needs of the unit and Specialty Programs Accreditations (SPAs).

# APPENDIX A

## Learning to Teach: Teaching to Learn

**Professionalism: The teacher candidate behaves in a professional, ethical, and legal manner.**

*The teacher candidate will model appropriate professional conduct by:*

- Demonstrating punctuality in all routines germane to the educational process
- Demonstrating responsible behavior in the presence of students, parents and faculty
- Demonstrating initiative in the teaching process
- Modeling ethical behavior in the presence of students, parents, and faculty

**Diversity: The teacher candidate utilizes a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential.**

*The teacher candidate will help all students learn by:*

- Demonstrating respect for differences among groups of people and individuals from varied backgrounds and geographical regions
- Communicating with students and families in ways that demonstrate understanding of and compassion for all family structures
- Addressing student diversity through, planning, selecting materials, and selecting/creating appropriate activities which include and enrich students' experiences and cultures
- Demonstrating an awareness of different learning styles and adapting instruction appropriate for all students
- Inviting all students to extend their thinking to achieve their highest potential

**Communication Skills: The teacher candidate demonstrates effective communication skills.**

*The teacher candidate demonstrates effective communication skills by:*

- Explaining learning goals, articulating instructional procedures, and sharing appropriate content with students
- Utilizing active listening skills, speaking clearly, writing clearly, and by providing positive feedback to students
- Utilizing a variety of means to communicate with diverse students
- Utilizing a variety of technology tools when communicating with students in the classroom, with parents or guardians, and the community
- Providing ongoing dialogue with parents or guardians concerning student learning

**Curriculum: The Teacher Candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.**

*The teacher candidate will plan and use curriculum appropriate to students, content and course objectives by:*

- Planning instruction which applies to state and national standards
- Planning and using a variety of instructional strategies
- Incorporating technology to support instruction, learning and assessment
- Utilizing a variety of practices to allow diverse learners to be successful
- Demonstrating that development, language, social interaction and culture influence thinking and learning of all students
- Integrating the curriculum with content areas, technology and life experiences as appropriate

**Subject Matter: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.**

*The teacher candidate understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students by:*

- Demonstrating an understanding of the central content and concepts of the subject matter
- Evaluating teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts
- Using explanations and representations that link curriculum to prior learning
- Developing and using curriculum that encourages students to see, question, and interpret ideas from diverse perspectives
- Engaging students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the disciplines

**Teaching Models: The teacher candidate implements a variety of teaching models.**

*The teacher candidate implements a variety of teaching models by:*

- Demonstrating competence with both inductive and deductive approaches to learning
- Ensuring appropriate individual instruction
- Creating effective learning environments which guide students in experiencing concepts, skills and problem-solving
- Facilitating increases in student knowledge and retention
- Guiding students in cooperative learning and in the development of positive human relationships
- Facilitating students' thinking processes and inquiry into concepts

**Classroom Management: The teacher candidate utilizes appropriate classroom management strategies.**

*The teacher candidate develops classroom management skills by:*

- Planning and managing instructional techniques prior to teaching
- Effectively using instructional time
- Helping students develop a sense of fairness and respect
- Establishing and maintaining rapport with students
- Communicating and demonstrating appropriate behavioral standards
- Searching for techniques to improve the learning environment

**Assessment: The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.**

*The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustment in learning activities by:*

- Utilizing individual and group, formal and informal assessment to determine prior knowledge and student attainment of the learning objective
- Utilizing assessment information to monitor, modify and/or adjust instructional strategies and curriculum needs based on student performance
- Adjusting assessment strategies to accommodate the diverse learning needs of students

**Reflective Teaching: The teacher candidate reflects on teaching and learning.**

*The teacher candidate develops reflective teaching skills by:*

- Planning and analyzing instructional techniques prior to teaching
- Collaborating and communicating with colleagues to share ideas, insights, and learning activities
- Analyzing his/her teaching techniques in order to build on strengths and improve areas for further growth
- Accepting responsibility for his/her actions
- Demonstrating receptiveness to supervision
- Analyzing the extent to which learning goals were met

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The National Center for History in the Schools at UCLA located on the web at <http://nchs.ucla.edu> contains the National Standards for United States and World history, a wealth of teaching materials, and the center sponsors institutes for history teachers.

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The National Archives, at [www.nara.gov](http://www.nara.gov), is home to digital government sources that enhance history and government lessons.

The Gilder Lehrman Institute of American History at Yale University, on the web at [www.gilderlehrman.org](http://www.gilderlehrman.org), provides access to primary source documents and sponsors institutes for teachers. The institutes provide teachers with the opportunity to study history with scholars in various fields of U.S. history and to gain practical insight into the integration of primary documents into history lessons.

The Public Broadcasting Corporation at [www.pbs.org](http://www.pbs.org) provides access to historical documentaries and accompanying web sites that contain pertinent primary documents related to almost every historical era in the history of the United States.

The Center for History and New Media sponsored by George Mason University located at <http://chnm.gmu.edu> leads the way in digital pedagogical training for history teachers at all levels of instruction.

## **Geography**

The leader in geography education is the National Geographic Society located at [www.nationalgeographic.com](http://www.nationalgeographic.com). The web site contains the National Standards for Geography and teaching resources for all grade levels.

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## **APPENDIX B**

### **Educational Leadership Conceptual Framework**

#### **MSE Degree in Educational Leadership,**

#### **MSE Degree in Curriculum and Instruction**

#### **Ed. S. Degree in Educational Leadership**

The mission of the College of Education (COE) is to generate and disseminate knowledge through teaching, research, and service and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society.

The Department of Educational Leadership, Curriculum & Special Education provides advanced programs for the preparation and licensure of school leaders and special education faculty. The standards of the Educational Leadership Constituency Consortium (ELCC Standards) serve as the conceptual framework for the MSE in Curriculum and Instruction, the MSE in Educational Leadership, and the Ed. S. in Educational Leadership. Outcomes are embedded throughout the performance-based activities designed to accomplish program goals. These standards are recognized by The National Policy Board for Educational Administration, as well as Arkansas State University, as the conceptual framework for advanced programs in Educational Leadership that prepare district and building level leaders, curriculum directors and supervisors.

These ELCC standards are designed to accomplish program outcomes that promote the success of all students by instilling in candidates the capability and disposition to:

1. Facilitate the development, adoption, articulation, and implementation of a school vision of learning;
2. Promote a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff;
3. Manage the organization, operations, and resources to promote a safe, efficient, and effective learning environment;
4. Collaborate with families and other community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Act ethically;
6. Influence the larger political, social, economic, legal, and cultural context.

## APPENDIX C

### Gifted Education Conceptual Framework

The mission of the College of Education (COE) is to generate and disseminate knowledge through teaching, research, and service and to apply that knowledge toward improving education and the quality of life for all individuals in a pluralistic and democratic society. Assisting in the accomplishment of this mission, the Department of Education Leadership, Curriculum, and Special Education (ELCSE) provides graduate programs for the preparation and licensure of school leaders, curriculum specialists, special education faculty, and facilitators/administrators of gifted education.

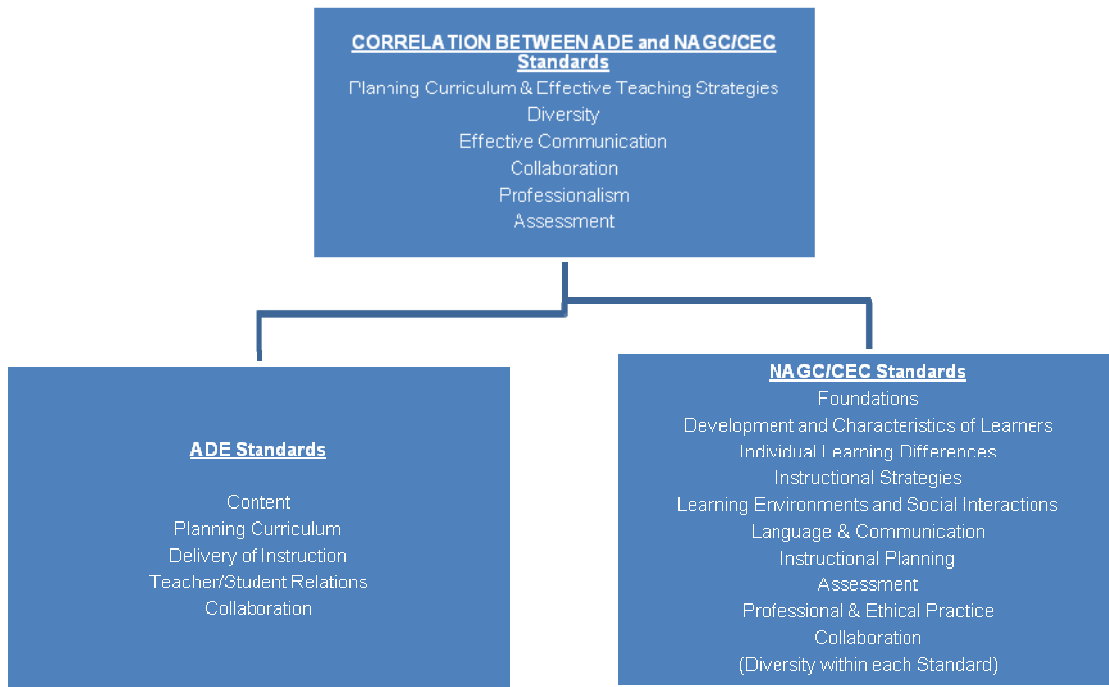
The *National Association for Gifted Children and Council for Exceptional Children's* 10 professional standards serve as the conceptual framework for the MSE in Gifted Education. These framework's standards are strongly correlated to the Arkansas Standards for Gifted Education.

These outcomes are embedded throughout the performance-based activities designed to accomplish the NAGC/CEC outcomes to promote the success of all students by instilling in candidates the capability and the disposition to provide an optimum learning environment for individuals with Exceptional Learning Needs in their least restrictive environment.

1. Educators of the gifted, talented, and creative understand the field as an evolving and changing discipline based on philosophies, evidenced-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education; they are knowledgeable and skilled in the foundations of gifted education.
2. Educators for gifted, talented, and creative know and demonstrate respect for their students first as unique human beings, understanding similarities and differences in human environment and the characteristics between and among individuals with and without exceptional learning needs.
3. Educators of the gifted, talented, and creative understand the effects that an exceptional condition can have on individual's learning in school and throughout life.
4. Educators for gifted, talented, and creative possess a repertoire of the evidence-based instructional strategies to individualize instruction for gifted individuals.
5. Educators for gifted, talented, and creative actively create learning environment for individuals with gifted learners that foster culture understanding, safety and emotional well-being, positive social interactions, and active engagement of gifted individuals.
6. Educators for gifted, talented, and creative understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language.

7. Educators for gifted, talented, and creative place decision-making and instruction at the center of special education practice, developing long-range individualized instructional plans, annual goals, and short-term objectives anchored in both general and gifted education curricula.
8. Educators for gifted, talented, and creative value assessment as integral to the decision-making and teaching of special education, and use multiple types of assessment information for a variety of educational decisions.
9. Educators for gifted, talented, and creative are guided by the profession's ethical and professional growth to provide optimum success for their learners.
10. Educators for gifted, talented, and creative routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.

The following shows a correlation between the Arkansas Standards for Gifted Education and NAGC/CEC Standards.



## APPENDIX D

### Special Education Conceptual Framework

#### P-4 and 4-12

The mission of the College of Education (COE) is to generate and disseminate knowledge through teaching, research, and service and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society. Assisting in the accomplishment of this mission, the Department of Educational Leadership, Curriculum, and Special Education (ELCSE) provides graduate programs for the preparation and licensure of school leaders and special education faculty.

The *Council for Exceptional Children's* 10 professional standards serves as the conceptual framework for the MSE in Special Education. These framework's standards are strongly correlated to the *Arkansas Standards for Special Education*.

These standards are embedded throughout the performance-based activities designed to accomplish the CEC outcomes to promote the success of all students by instilling in candidates the capability and disposition to provide an optimum learning environment for individuals with Exceptional Learning Needs (ELN) in their least restrictive environment by instilling in candidates the capability and disposition to meet the following standards:

1. Special Educators understand the field as an evolving and changing discipline based on philosophies, evidenced-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education; they are knowledgeable and skilled in the foundations of special education
2. Special Educators know and demonstrate respect for their students first as unique human beings, understanding similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN)
3. Special Educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life.
4. Special Educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.
5. Special Educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN.
6. Special Educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language.
7. Special Educators place decision-making and instruction at the center of special education practice, developing long-range individualized instructional plans, annual

goals, and short-term objectives anchored in both general and special education curricula.

8. Special Educators value assessment as integral to the decision-making and teaching of special education, and use multiple types of assessment information for a variety of educational decisions.
9. Special Educators are guided by the profession's ethical and professional practice standards, and continue a lifetime of professional growth to provide optimum success for their learners with ELN.
10. Special Educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.

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# APPENDIX E

## Conceptual Framework for School Psychology

### Mission

The mission of the school psychology program track is to educate future school psychologists so that graduates have expert skills in assessment, intervention (including prevention), consultation, research, and program planning, and evaluation to work with students, teachers, administrators, parents, and other professionals. Preparation is focused on comprehensive service delivery to meet the complex needs of the diverse clientele that is served. The structure of the program is based upon professional standards established by the National Association of School Psychologists. Program requirements are also consistent with licensure standards set by the Arkansas Department of Education and the Arkansas Psychology Board.

### Philosophy

The school psychology curriculum is rooted in the scientist-practitioner and ecological-behavioral models. Students are taught to be both consumers and producers of research. Professional accountability is stressed. Academic, social, and emotional functioning are seen as resulting from interactions between key behavior, personal, and environmental variables. Consistent with the National Association of School Psychologists and the Arkansas Department of Education, data-based decision making, assessment, intervention (including prevention), consultation, research, and program planning and evaluation are emphasized in addition to applicable laws, ethical principles, and codes of conduct. In accord with the National Association of School Psychologists Principles for Professional Ethics school psychologists act as advocates for their students/clients and at the very least do no harm. Program graduates are well educated in the problem-solving model. They are equipped to draw upon strong foundations in psychology and education when providing direct and indirect services to meet the academic, social, and emotional needs of all students.

### Goals

The program of study in school psychology is designed to graduate school psychologists who have the knowledge, skills, and dispositions to:

1. establish a professional identity as a school psychologist, and to perform their professional roles and functions in accord with relevant legislation and high ethical standards;
2. work effectively in a multicultural society with persons of varied cultures, language patterns, and abilities;
3. apply the knowledge base of school psychology to promote the educational and mental health needs of all students by utilizing empirically validated practices related to problem-solving, assessment, intervention (including prevention), and consultation;

4. provide leadership to promote the adoption and utilization of best practices in education and mental health services in classrooms, schools, and communities;
5. consume and contribute to the literature in school psychology in a scientifically sound manner; and
6. continue their professional development as school psychologists.

## **Objectives**

School psychology students receive education and training in the eleven domains recognized by the National Association of School Psychologists.

1. **Data-Based Decision Making and Accountability**
  - a. Program graduates will be able to administer, score, and interpret standardized assessments of intelligence, achievement, adaptive behavior, visual-motor functioning, social-emotional functioning, language, and auditory discrimination.
  - b. Program graduates will be able to gather relevant information on students' background, academic, social, and emotional functioning through reviews of relevant student records.
  - c. Program graduates will be able to gather relevant information on students' background, academic, social, and emotional functioning through interviews with parents, teachers, administrators, counselors and other school personnel.
  - d. Program graduates will be able to gather relevant information on students' background, academic, social, and emotional functioning through interviews with students.
  - e. Program graduates will be able to conduct functional assessments of academic, social, and emotional functioning.
  - f. Program graduates will be able to gather relevant information on students' academic, social, and emotional functioning, and the instructional environment through observations.
  - g. Program graduates will be able to use relevant information to make accurate determinations of students needs at the time of pre-referral, initial evaluations, and reevaluations.
2. **Consultation and Collaboration**
  - a. Program graduates will be able to consult with teachers, administrators, counselors, other school personnel, and outside professionals concerning students' academic, social, and emotional functioning; and work collaboratively with these constituent groups to accomplished academic, social, and emotional goals for students.
  - b. Program graduates will be able to lead, serve as a member of, or work with pre-referral teams to meet the needs of students at-risk for academic, social, and emotional problems.

- c. Program graduates will be able to lead, serve as a member of, or work with multi-disciplinary teams to meet the needs of students with special academic, social, and emotional needs.
  - d. Program graduates will be able to provide in-service training to school personnel to promote students academic, social, and emotional development.
- 3. Effective Instruction and Development of Cognitive/Academic Skills
  - a. Program graduates will be able to conduct authentic assessments of student academic progress such as curriculum-based assessments and measurements.
  - b. Program graduates will be able to develop effective instructional methods and academic interventions and assist others in implementing and evaluating these methods and interventions.
- 4. Socialization and Development of Life Skills
  - a. Program graduates will be able to develop effective interventions for students with social and emotional difficulties, and assist others in implementing and evaluating these interventions.
- 5. Student Diversity in Development and Learning
  - a. Program graduates will be able to serve the academic, social, and emotional needs of all students from preschool through high-school education.
  - b. Program graduates will be able to serve the academic, social, and emotional needs of students with special needs including students from both high and low incidence populations.
- 6. School and Systems Organization, Policy Development, and Climate
  - a. Program graduates will be able to apply relevant federal and state laws and policies, ethics, and codes of conduct to the practice of school psychology.
  - b. Program graduates will be able to apply local educational policies and practices to the practice of school psychology.
- 7. Prevention, Crisis Intervention, and Mental Health
  - a. Program graduates will be able to provide appropriate individual interventions to students.
  - b. Program graduates will be able to provide appropriate group interventions to students.

- c. Program graduates will be able to develop, implement, and evaluate effective programs in the areas of prevention, crisis intervention, and mental health.
8. Home/School/Community Collaboration
- a. Program graduates will be able to consult with parents concerning students' academic, social, and emotional functioning; and work collaboratively with parents to accomplished academic, social, and emotional goals for students.
  - b. Program graduates will be able to act as an advocate to address the academic, social, and emotional needs of children and adolescents in their homes and communities.
9. Research and Program Evaluation
- a. Program graduates will be consumers of relevant research.
  - b. Program graduates will be able to engage in research and program evaluation in a legal and ethical manner.
  - c. Program graduates will be able to design, implement, and evaluate effective academic, social, and emotional intervention programs in school and home settings.
  - d. Program graduates will be equipped to disseminate relevant research findings.
10. School Psychology Practice and Development
- a. Program graduates will be able to provide accurate and complete written reports and case documentation.
  - b. Program graduates will be able to provide recommendations in a form that is useful to parents, teachers, administrators, counselors, other school personnel, and outside professionals.
  - c. Program graduates will be able to identify personal needs for continuing education and professional development, and to pursue relevant opportunities to upgrade their knowledge and skills.
11. Information Technology
- a. Program graduates will be able to use the latest information technology applied to their profession including the Internet, electronic mail, electronic data bases, word processing, course shells, statistical and assessment software, Power Point presentation media, and graphing software.
12. Portfolio—All students will be required to submit a school psychology portfolio during their last semester of PSY 7823 Supervised Internship. All students are

strongly encouraged to initiate work on these requirements well in advance of their last semester of enrollment. For each student the portfolio must contain:

- a. the student's current curriculum vita;
- b. the student's completed Admission to Candidacy form;
- c. an example of the student's best scholarship (e.g., a paper or poster they presented at a state, regional, or national conference, a publication, their best paper submitted for a grade in one of their past courses);
- d. the student's practicum logs;
- e. the student's current internship logs;
- f. a comprehensive psycho-educational report/individual evaluation with recommendations from the student's practicum or internship with all client identifying information removed;
- g. an intervention case study from the student's practicum or internship that is consistent with best practices in assessment, intervention, and consultation. The case study must conform to the criteria required of students from non-NCATE accredited programs in order to obtain NCSP certification (see [www.nasponline.org](http://www.nasponline.org) for details);
- h. a summary of a school wide assessment, intervention, consultation, or prevention effort from the student's practicum or internship that includes an inservice educational component; and
- i. the student's score on the Praxis II School Psychology Specialty Exam.

## **APENDIX F**

### **SUPPORTING THE TEACHING/LEARNING PROCESS: A CONCEPTUAL FRAMEWORK FOR SCHOOL COUNSELOR TRAINING AND MODEL FOR EFFECTIVE COUNSELING PROFESSIONALS**

#### **Master of Science in Education Degree in School Counseling**

P-12 school counselors have an essential role in establishing learning environments that promote academic, personal/social, and career development of all students (Schmidt, 1996). To fill this role effectively, school counselors must have an educational and developmental orientation toward understanding their functions. Schmidt stated that school counselors develop different types of relationships with students “to prevent problems, develop human potential, and remedy difficult situations” (p. 3). They need to be highly trained professionals who offer specific skills in the context of comprehensive school guidance and counseling programs; these programs are based on developmental principles of growth (Gibson & Mitchell, 1995) and are designed to facilitate students’ self-understanding and self-development through both individual and group activities in P-12 school settings.

According to Myrick (1997), comprehensive school guidance and counseling programs include (1) activities for intervention in crisis situations, (2) activities for intervention to counter and remove identifiable deficiencies and barriers that inhibit students’ growth, (3) activities and programs for prevention of predictable risky behaviors and other challenges to students’ optimal development, and (4) programs that promote students’ self-understanding and development of the skills and qualities needed for success in academic endeavors and life experiences. In the “Missouri” model of comprehensive school guidance and counseling, Gysbers and Henderson (1994, 2000) identified four categories of program components including guidance curriculum, individual planning, responsive services, and system support. In the context of comprehensive school guidance and counseling programs, school counselors engage in a variety of practices (e.g., individual and small group counseling, classroom guidance, consultation and collaboration, coordination of projects and programs) to enhance the learning opportunities of all students.

To support the teaching/learning process effectively, school counselors must be interpersonally skilled leaders with a deep appreciation for the affective component of education. They have an understanding of the complex relationship between person and environment and know that social and emotional factors can and do impact student learning. They have a clear sense of their own identity as professional counselors and recognize that the differences between themselves and other professional counselors are matters of setting and orientation, not depth of training and level of expertise (Schmidt, 1999). Emerging professional school counselors must be uniquely prepared to design, implement, and evaluate a comprehensive school guidance and counseling program that is based on developmental principles of growth. Their training, therefore, must include not only the knowledge and skills required of all professional counselors but also understanding of the school community as the context for their work (Schmidt). Emerging professional school counselors also must be prepared “to promote comprehensive evaluation strategies and understandable, informative accountability information” (Baker, 2000, p. 299) and

to maintain legal and ethical standards in all that they do (Baker). They value the benefits they can derive from technological advancements and are prepared to use various technologies in their deliver of school counseling services to facilitate learning and involvement of all students (Schmidt).

The mission of the counselor education program at Arkansas State University is to train graduate students within the region as human service practitioners for settings that include college counseling, mental health counseling, school counseling, and student affairs in higher education institutions. The school counseling program area prepares entry-level school counselors who can effectively develop and implement comprehensive school counseling programs designed to maximize the academic, career, and personal/social potential of all P-12 students so that they may be successful in school and in life.

The structure of the School Counseling degree program is based upon professional standards for the practice of school counseling established by the American School Counselor Association ([ASCA]; Campbell & Dahir), the Association for Counselor Education and Supervision ([ACES]; ACES Executive Council, 1993; ACES Technology Interest Network, 1999), and the Council for Accreditation of Counseling and Related Education Programs ([CACREP]; 1988, 1994, 2001). This structure also is congruent with the Emerging Professional Model for master-level teacher education programs at Arkansas State University. Graduates of the MSE School Counseling degree program meet requirements for P-12 school counselor credentials in Arkansas and K-12 credentials in Missouri.

Preparation of the emerging school counselor includes development of a professional identity; study of social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, research and program evaluation, foundations of school counseling, contextual dimensions of school counseling (including programming, counseling and guidance, and consultation); and training in clinical skills adapted to the school setting. Goals and objectives of the School Counseling program represent basic preparation for school counseling practice with outcomes in the areas of professional identity, fundamental knowledge and skills, contextual dimensions, and empirical bases for practice.

## **SCHOOL COUNSELING PROGRAM GOALS AND OBJECTIVES**

**Goal #1:** *To produce graduates with strong professional identities who understand the importance of their professional roles.*

*Objective #1:* Candidates will demonstrate a strong professional identity as competent and ethical counselors or student affairs practitioners.

*Objective #2:* Candidates will demonstrate knowledge of history, philosophy, and current trends in the relevant area of specialization.

*Objective #3:* Candidates will demonstrate understanding of professional roles and functions in the relevant area of specialization, including similarities and differences with other professionals.

**Goal #2:** *To produce graduates who respect the importance of self-awareness, are committed to personal and professional development, and value the benefits of involvement in their respective professional organizations.*

*Objective #4:* Candidates will demonstrate understanding of relevant professional standards, credentialing, and professional organizations, including membership benefits, activities, services to members, and organizational structures.

*Objective #5:* Candidates will demonstrate understanding of how their personal characteristics and behavior impact their effectiveness in working with students, clients, consultees, and/or other relevant constituent groups. (See also Goal #5)

*Objective #6:* Candidates will demonstrate understanding of the importance of maintaining a life-long commitment to personal and professional development.

**Goal #3:** *To produce graduates with knowledge of relevant ethical and legal standards for practice and a commitment to behave with integrity in accordance with these standards.*

*Objective #7:* Candidates will demonstrate knowledge of policies, legislation, and ethical standards relevant to the area of specialization.

*Objective #8:* Candidates will recognize and resolve ethical and legal issues in accordance with professional standards and applicable laws relevant to the area of specialization.

*Objective #9:* Candidates will demonstrate understanding of the limitations of their training and skills.

**Goal #4:** *To produce graduates with knowledge of the systemic influences of social, cultural, and psychological factors on individuals, groups, families, and communities as well as demonstrated acceptance and respect for persons with diverse ideas, values, and behavioral practices.*

*Objective #10:* Candidates will demonstrate understanding of multicultural and pluralistic trends, including the characteristics and concerns of diverse groups and the implications of sociocultural, demographic, and lifestyle diversity.

*Objective #11:* Candidates will demonstrate respect for people of diverse backgrounds and beliefs, and the multicultural skills to practice effectively in a multicultural and diverse society. (See also Goal #7)

*Objective #12:* Candidates will demonstrate understanding of the way in which physiological, psychological, sociological, and environmental factors affect human behavior. (See also Goal #5)

**Goal #5:** *To produce graduates with foundational knowledge of human development, helping relationships, group work, career development, assessment, and research and program evaluation as well as specialized knowledge that is relevant and appropriate for their level of training and intended work setting.*

*Objective #5:* Candidates will demonstrate understanding of how their personal characteristics and behavior impact their effectiveness in working with students, clients, consultees, and/or other relevant constituent groups. (See also Goal #2)

*Objective #12:* Candidates will demonstrate understanding of the way in which physiological, psychological, sociological, and environmental factors affect human behavior. (See also Goal #4)

*Objective #13:* Candidates will demonstrate understanding of relevant theories of human growth, development, and transition across the lifespan, including the influence of social institutions on individual development.

*Objective #14:* Candidates will demonstrate understanding of developmentally appropriate individual, family, and group strategies for working with diverse populations.

*Objective #15:* Candidates will demonstrate understanding of major theories of counseling, consultation, interpersonal relationships, and the person-environment interaction, including both individual and systems perspectives.

*Objective #16:* Candidates will demonstrate understanding of the theories and principles of group dynamics, including types of groups, group leadership, group process components, group formation and development, and group members' roles and behaviors.

*Objective #17:* Candidates will demonstrate understanding of major career theories, career assessments and information systems, career counseling, guidance, and decision-making models, including understanding of the interrelationships among work, leisure, and others factors (e.g., multicultural and gender issues).

*Objective #18:* Candidates will demonstrate understanding of the psychometric characteristics of assessment instruments, including validity, reliability, and statistics related to score interpretation.

*Objective #19:* Candidates will demonstrate understanding of basic research methods and data analysis techniques, and the ability to interpret research findings in the professional literature. (See also Goal #7)

**Goal #6:** *To produce graduates who are developmental specialists with ability to assume leadership roles, collaborate with other professionals, and engage in advocacy to promote optimum development for all their constituents.*

*Objective #20:* Candidates will demonstrate appropriate leadership skills and understanding of the importance of advocating on behalf of the profession and its clientele.

*Objective #21:* Candidates will demonstrate ability to integrate their professional activities in the relevant institutional contexts through collaboration with other professionals in the institution.

*Objective #22:* Candidates will demonstrate knowledge of leadership, planning, staff selection and development, and budgeting as relevant to their professional roles.

**Goal #7:** *To produce graduates with appropriate administrative, counseling, consultation, group work, and referral skills and who can apply these skills effectively to develop programs and deliver services consistent with their level of training, work setting, and program area.*

*Objective #10:* Candidates will demonstrate understanding of multicultural and pluralistic trends, including the characteristics and concerns of diverse groups and the implications of sociocultural, demographic, and lifestyle diversity.

*Objective #11:* Candidates will demonstrate respect for people of diverse backgrounds and beliefs, and the multicultural skills to practice effectively in a multicultural and diverse society. (See also Goal #4)

*Objective #19:* Candidates will demonstrate understanding of basic research methods and data analysis techniques, and the ability to interpret research findings in the professional literature. (See also Goal #5)

*Objective #23:* Candidates will demonstrate ability to select, administer, and interpret needs assessments and evaluations of programs and services.

*Objective #24:* Candidates will demonstrate ability to select, administer, and interpret appropriate assessment and appraisal techniques such as environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods.

*Objective #25:* Candidates will demonstrate ability to report results of assessments, appraisals, and evaluations to the appropriate audiences.

*Objective #26:* Candidates will demonstrate skills in interviewing, referral, counseling, and consulting with diverse individuals and groups as appropriate to the area of specialization.

*Objective #27:* Candidates will demonstrate competence in the use of technology as relevant to their professional roles.

**Goal #8:** *To produce school counselors who can design, plan, organize, implement, manage and evaluate school counseling programs which comprise the personal and social, academic, and career domains for all P-12 students.*

*Objective #28:* Candidates will demonstrate knowledge of the foundations and contextual dimensions of school counseling that include (but are not limited to) the nature of P-12 school environments, the relationship of the school counseling program to the total school curriculum, and current issues in P-12 education.

*Objective #29:* Candidates will demonstrate understanding of the four elements of the ASCA National Model for School Counseling Programs (i.e., foundation, delivery system, management system and accountability system).

*Objective #30:* Candidates will demonstrate competence in planning, designing, implementing, and evaluating comprehensive developmental school counseling programs for P-12 settings.

*Objective #31:* Candidates will demonstrate appreciation for the importance of evidence-based intervention.

## **EVALUATION METHODS**

Emerging school counseling professionals are evaluated during their program of study for their mastery of content knowledge by performance on tests, papers, or projects for each course taken. Their professional school counseling skills are evaluated during Prepracticum and the supervised clinical experiences including practicum and internships during which they are required to provide counseling and consultation services to diverse populations. They are required to develop technical skills and use various forms of technology effectively in both content-based and clinical experiences. Throughout the program, candidates engage in reflective practices intended to develop the dispositions required for effective school counseling practice, and their reflections are stimuli for personal journal entries and discussions with faculty and peers. Overall mastery of the professional school counseling knowledge base and ability to apply that knowledge are evaluated by the comprehensive examination which is administered during a candidate's final enrollment period. Graduates are required to make a passing score on the Praxis II examination (#0420) in School Guidance and Counseling in order to obtain the school counselor endorsement to practice in either Arkansas or Missouri.

Candidates' perceptions of their levels of preparation for the school counseling profession are evaluated by the program exit survey which is completed during the term following graduation from the program. Follow-up studies of school counseling graduates and their employers are conducted at least once every three years with all graduates who have been out of the program for at least one year. Summary results of the exit surveys and follow-up studies are available in the department office to current candidates, program faculty, institutional administrators, and counseling practitioners in partner schools and other schools that participate in aspects of the clinical training sequence.

## PERFORMANCE OUTCOMES AND INDICATORS FOR THE MSE DEGREE IN SCHOOL COUNSELING

**Professional Identity.** The professional school counselor demonstrates understanding of historical trends in the school counseling profession, professional ethics, and professional roles and functions relevant to the school system as it exists in a multicultural and pluralistic society.

### KNOWLEDGE

Knows the history of the school counseling profession and understands its relevance in school systems as they exist in a multicultural and pluralistic society.

Knows the structure of professional organizations relevant to school counseling.

Knows the standards for preparation of professional school counselors and understands the professional credentialing process.

Understands ethical and legal standards relevant to school counseling.

Understands the school counselor's professional role and functions in relation to other school personnel.

Understands the importance of advocacy on behalf of the school counseling profession and its clientele.

### PERFORMANCE

Evaluates current issues and trends in school counseling in view of its history and of the influences of multiculturalism and pluralism.

Belongs to and engages in activities of the professional organizations relevant to school counseling.

Seeks and takes advantage of continuing education opportunities, including web-based resources, to maintain current knowledge and skills.

Promotes and applies ethical and legal standards in decision-making as a school counselor.

Fulfills the functional responsibilities associated with the school counselor role.

Advocates for improvements in school counseling practice and for the benefit of students.

### DISPOSITIONS

Appreciates the value of historical perspectives as a foundation for understanding current practices in a multicultural and pluralistic society.

Values the importance of professional organizations, training and credentialing standards, and the code of ethics as markers of one's professional identity.

Appreciates the diversity of roles and functions within the school setting and values the opportunity to advocate and contribute uniquely to the learning environment for students.

**Fundamental Knowledge and Skills.** The professional school counselor reflects mastery of a base of knowledge that includes human development, social and cultural influences, helping relationships, group work, career development, and assessment.

## KNOWLEDGE

- Understands the nature and needs of individuals at all developmental levels.
- Understands issues and trends associated with a multicultural and pluralistic society.
- Understands counseling and consultation processes in helping relationships.
- Understands group dynamics and methods of working with groups.
- Understands career development and related life factors.
- Understands individual and group approaches to assessment and evaluation.

## PERFORMANCE

- Selects and implements strategies that facilitate development and transition across the lifespan while enhancing capacities to cope with intrapersonal, interpersonal, and environmental factors as they affect normal and abnormal behavior.
- Selects and implements interviewing, assessment, and intervention strategies that are culturally and socially appropriate in view of the characteristics and behaviors of the client or consultee as well as one's own characteristics and behaviors.
- Applies knowledge of group dynamics and group counseling methods in a variety of group work approaches.
- Makes use of career development theory and technology in program planning, selection and use of information resources, selection and use assessment instruments and techniques, and selection of interventions to support career and educational decision-making and placement.
- Selects, administers, interprets, and uses assessment and evaluation instruments and techniques based on evidence of reliability, validity, and other psychometric issues.

## DISPOSITIONS

- Appreciates the importance of individual differences in development and facilitation of transitions.
- Appreciates the effectiveness and efficiency of working with groups.
- Appreciates the central importance of career and lifestyle development in effective life functioning.
- Appreciates the importance of ethics and legal considerations in the conduct of appraisal methods

**Contextual Dimensions.** The professional school counselor demonstrates understanding of the coordination of counseling program components as they relate to the total school community.

## KNOWLEDGE

- Understands the concept and parameters of a comprehensive, developmental school counseling and guidance program.
- Understands methods of integrating guidance curriculum into the total school curriculum.

- Understands methods of enhancing teamwork within the school community, including consultation with parents, teachers, administrators, support staff and community agency personnel.
- Understands helping approaches appropriate for the developmental stages and needs of children and adolescents, including referral for specialized help.
- Understands issues and trends which may affect the development and functioning of children and adolescents.

## PERFORMANCE

- Designs and implements a comprehensive, developmental school counseling and guidance program with an organized and planned curriculum.
- Clearly specifies goals, objectives, and activities consistent with the developmental stages and needs of students.
- Coordinates efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.
- Prepares a schedule reflecting appropriate time commitments and priorities in a comprehensive, developmental program that is both sequential and flexible.
- Uses technological resources to support the implementation and evaluation of the school counseling program.
- Uses peer helper programs when appropriate.

## DISPOSITIONS

- Appreciates the uniqueness and worth of each individual student while recognizing the necessity for interdependent functioning to promote living together within the common society.
- Believes that developmental school counseling programs are for all students.
- Believes that developmental school counseling programs are an integral part of the total educational process and are intended to promote student learning.
- Believes that developmental school counseling programs involve all school personnel, with school counselors providing specialized services and interventions consistent with their training and experiences.
- Believes that technology can be used to facilitate student development and promote student involvement in learning processes.

**Empirical Bases for Practice.** The professional school counselor applies scientifically-based knowledge in practice.

## KNOWLEDGE

- Understands basic research methods.
- Understands basic statistics and knows how to use technology in statistical manipulations.
- Understands basic principles, practices, and applications of needs assessment and program evaluation.

## PERFORMANCE

Summarizes, interprets, and evaluates research reports and other scholarly literature.

Uses surveys, interviews, and needs assessments to support program planning.

Uses program goals and objectives as the basis for program evaluation.

Uses computers for data management and analysis and for other aspects of program delivery.

Uses various forms of technology to disseminate appropriate information about programs.

## DISPOSITIONS

Values school counseling practice that is empirically sound.

Appreciates the importance of ethics and legal considerations in the conduct of inquiry methods.

**SUPPORTING THE TEACHING/LEARNING PROCESS**  
**Alignment of Performance Outcomes with Required Courses**

Master of Science in Education (MSE) Degree in School Counseling

<b>Performance Outcomes</b>	<b>Professional Identity</b>	<b>Fundamental Knowledge and Skills</b>	<b>Contextual Dimensions</b>	<b>Inquiry</b>
ELFN 6773 or PSY 6213				X
PSY 6113		X		
PSY 6513 or PSY 6523			X	X
PSY 6543		X		
PSY 6573		X	X	X
PSY 6613	X	X	X	
COUN 6013	X		X	X
COUN 6033		X		
COUN 6043		X		
COUN 6073	X	X	X	X
COUN 6123		X		
COUN 6203		X		
COUN 6213		X	X	
COUN 6223	X	X	X	X
COUN 6233	X	X	X	X
Elective				

## SUPPORTING THE TEACHING/LEARNING PROCESS

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APPENDIX G

Arkansas State University  
Department of Teacher Education



Masters of Science in Education Programs  
in Early Childhood Education, Middle Level and Reading

Conceptual Framework

## Strengthening Pedagogy

**Strengthening Pedagogy: The master's level candidates engage in strengthening pedagogy by providing leadership in the development, implementation and evaluation of learning experiences.**

*The master's level candidates strengthen pedagogy by:*

- Interpreting and applying appropriate theories and research which capitalize upon the developmental characteristics of all learners and supports instructional choices that will maximize student learning.
- Promoting a wide range of evidence-based instructional practices, including technology resources.
- Understanding the interdisciplinary nature of knowledge and making connections among content area curriculum and prior knowledge.
- Guiding critical dialogue of effective instructional practices which meet the varied needs of all learners.
- Mentoring other teachers through coaching techniques.
- Planning and implementing effective professional development for teachers.
- Sharing the research base, regardless of specialization, for the chosen curriculum and assessment methods.
- Promoting a student-centered, positive learning environment.

## Embracing Diversity

**Diversity: The master's level candidates embrace diversity by creating a positive learning environment that reflects an in-depth understanding of the structural factors that impact the lives of students.**

*The master's level candidates help all students learn by:*

- Understanding and demonstrating sensitivity to structural factors within society that affect the learning environment such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion.
- Developing strategies that build positive and productive relationships between schools, families, and communities.
- Planning, selecting materials, and creating classroom activities that reflect an in-depth understanding of multicultural education.
- Creating a learning environment that facilitates an ongoing discourse on issues of diversity that affect a school culture in order to meet the changing needs of all children.

## Reflective Decision Making

**Reflective Decision Making: The Master's Level Candidates employ reflective decision making to enhance professional performance.**

*The Masters Level Candidates will use reflective decision making by:*

- Determining the effectiveness of instructional practice through the appropriate use and selection of instructional assessments.
- Utilizing the evidence based rationale for strategies used to meet the needs of all learners.
- Determining the impact of student developmental and cultural background on readiness to learning.
- Evaluating their teaching practice using current research and theory
- Demonstrating a sense of efficiency through the application of reflection to practice

## Professional Community Collaboration

**The master's level candidate demonstrates a commitment to the quality of education while improving skills critical to collaborating in professional communities which include family, school, and the broader community.**

*The master's level candidates will model appropriate professional community collaboration by:*

- Interpreting and applying appropriate theories and research needed to perform their professional roles and to keep abreast of the field's changing base.
- Demonstrating a high level of skill in identifying the human, material and technological resources necessary to be effective within their professional role.
- Understanding the influences derived from family, school, and the broader community and how these contexts affect children's learning and development.
- Interacting with families and the community to improve the lives of students.
- Demonstrating of flexible varied skills needed to work collaboratively and effectively with stakeholders in professional roles.
- Applying ethical guidelines to public policy and advocacy issues in order to promote more caring, just and equitable communities of service to students and families.
- Using abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.

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