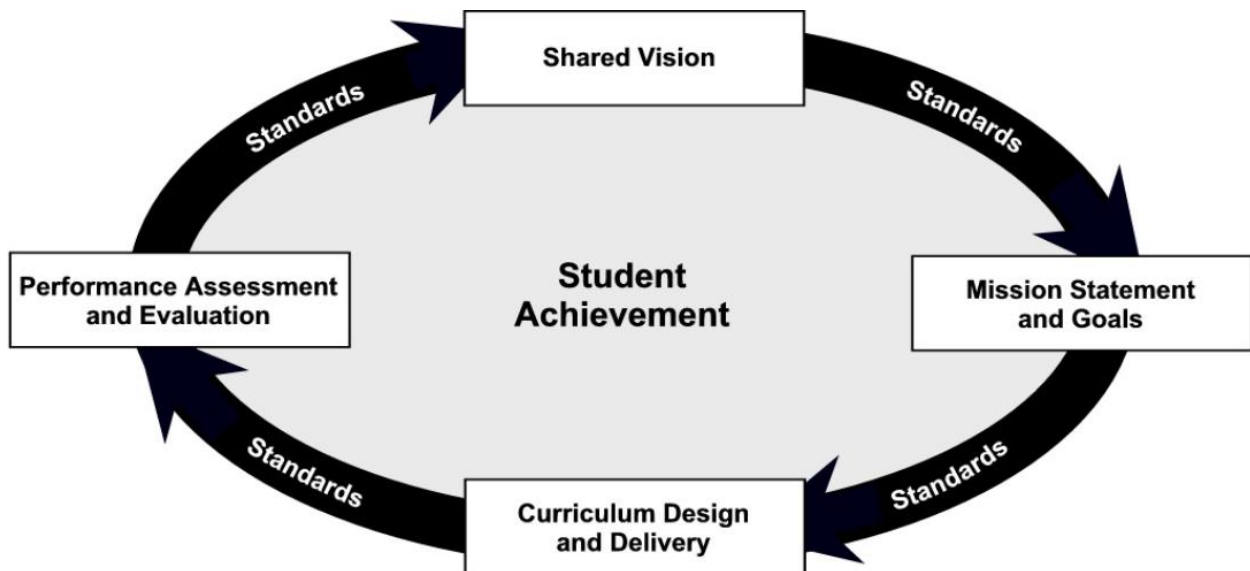**Valdosta State University**
**College of Education**
**Conceptual Framework**

**Introduction**

After the PSC/NCATE visit of 1995 the College of Education reviewed 35 descriptions of conceptual frameworks that were available on the internet. It also evaluated the components of its conceptual framework as developed for the 1995 accreditation visit. The work of evaluating the 1995 conceptual framework was pursued with the goal of identifying a conceptual framework that met both the intent and spirit of adopting a concept that could be used to unify the various aspect of the college's programs. To achieve the goal of having a viable conceptual framework that was inclusive of all College of Education departments, faculty members, programs, and activities the following graphic presentation was developed. A description of what this graphic means to the college, an explanation of the standards adopted by program area, the initial and advanced COE conceptual framework principles for teacher preparation, a conceptual framework bibliography, the university and college mission statements, and a two-page conceptual framework description follows.



*Developing Professionals Through Standards-Based Practice*

**Refinement of the Conceptual Framework**

The conceptual framework for the College of Education (COE) has evolved through systematic review, dialogue, and evaluation. The Executive Committee, the Curriculum Reform

Committee, the Teacher Education Council, and departmental Advisory Committees have all participated in reviewing the conceptual framework. In addition, faculty and candidates have been surveyed concerning elements of the conceptual framework and student teachers complete an evaluation to determine how well their programs have prepared them to address standards related to the conceptual framework.

Factors that have encouraged this ongoing examination of the conceptual framework include the rapidly changing dynamics of our society, the pace at which knowledge is changing and discovered, and the critical need to identify teaching and learning strategies that are effective for all students. These factors call for a shift in practices related to the preparation of teachers for the 21st century. Comprehensive efforts to reform current educational systems have been called for by numerous policymakers and organizations concerned with improving education (Carnegie Forum on Education and the Economy, 1986; Holmes Group, 1986, 1996; National Commission on Teaching and America's Future [NCTAF], 1996).

**Conceptual Framework Process**

The College of Education's Conceptual Framework now encompasses a process of ***Developing Professionals Through Standards-Based Practice.*** This phrase describes the commitment of the college and its collaborative partners to articulate a shared vision in preparing educators to work effectively in P-12 schools. This vision is manifested through promoting teaching as a profession and using standards as a means to educate candidates to act as professionals. In the college the term conceptual framework refers to the process of relating all components of teacher preparation and support programs to standards. The term "standards" refers to sets of statements of what professionals should know and be able to do as described by educational groups or professional organizations (the term principles is sometimes substituted for standards). The college's commitment to the conceptual framework is evidenced through its dedication to ensure that programs are designed using accepted standards; individual courses address specific standards; coursework objectives, activities, and assessments are related to standards; field experiences are related to the standards, candidates are assessed using standards; and programs are evaluated using standards.

**Educator as Professional**

Whereas teaching has been defined as a quasi-profession (Darling-Hammond, 1999) due to the lack of professional standards, mature professions such as medicine, nursing, architecture, accounting, and law have a long history of using standards for quality assurance. In education the lack of standards has led to "bureaucratic rather than professional controls over teaching" (Darling-Hammond, pg. 10, 1999). The National Commission on Teaching and America's Future, (1996) states that "Standards for teaching are the linchpin for transforming current systems of preparation, licensing, certification, and on-going development so that they better support student learning" (pg. 67). The college is committed to using standards to ensure that all aspects of its operation contribute significantly to developing professionals who are of the highest caliber and who are prepared to meet the challenges of providing services to enrich the lives of a diverse student population. Faculty members and administrators use mutually agreed upon and adopted sets of standards to develop a shared vision of professional practice. Standards guide the college's mission and goals as well as planning for continuous improvement.

**Criteria for Adopting Standards**

Quality educational standards describe what professionals should know and be able to do in the learning environment, in addition to describing the academic content, behaviors, and instructional processes necessary to promote effective learning. Professional organization standards should provide the basis for coherence among the diverse elements of programs of study. Faculty members reviewed various standards that could be adopted to guide programs in the college. They were encouraged to critically review standards to ensure that the standards to be selected were appropriate to guide the work of preparing professionals in their area. If the standards did not fully articulate desired characteristic faculty members could adapt or revise the standards to better address the needs of the candidates and program. Many professional organizations are in fact in the process of revising and improving standards to make them more performance-based. When sets of standards where reviewed to determine what standards should be adopted for individual programs the following criteria were considered essential. It was agreed upon that appropriate standards must:

- describe professionals who would demonstrate proficiency in positively impacting student achievement and education in our region.
- reflect appropriate knowledge bases and best educational practices.
- be specific enough so objectives can be measured throughout the program of study.
- articulate a commitment to diversity and the preparation of professionals capable of ensuring that all students learn.
- make explicit the professional commitments and dispositions that professionals in the field are supposed to acquire.
- be useful in identifying the strengths and weaknesses of programs through ongoing evaluation.
- be useful in identifying the strengths and weaknesses of graduates through follow-up evaluation.
- reflect the unit's commitment to the integration of technology to enhance candidate and student learning.

**Current Standards**

The college is committed to the implementation of education programs that address standards of excellence in the professional development of educators. An adaptation of the Interstate New Teacher Support and Assessment Consortium (INTASC) standards is used for all initial education programs (the ten principles were adapted to include references to technology). Education graduate programs for teachers address the principles of the National Board for Professional Teaching Standards (NBPTS). Other graduate programs address appropriate professional standards. Each education program is in the process of developing a comprehensive assessment system with multiple forms of assessment that demonstrate how standards are being met. In addition, education programs address the following standards from professional organizations:

American Speech-Language-Hearing Association (ASHA)
Association for Educational Communications and Technology (AECT)
Association for Childhood Education International (ACEI)
Council for Exceptional Children (CEC)
Interstate School Leadership Licensure Consortium (ISLLC)
International Reading Association (IRA)
National Association of Schools of Art and Design (NASAD)
National Association of Schools of Music (NASM)
National association for Sports and Physical Education (NASPE)
National Association of School Psychologists (NASP)

National Council for the Social Studies (NCSS)
National Council of Teachers of English (NCTE)
National Council of Teachers of Mathematics (NCTM)
National Middle School Association (NMSA)
National Science Teachers Association (NSTA)

**Standards-Based Practices**

The Association of Teacher Educators (ATE) has indicated that "Standards provide benchmarks for measuring quality and certifying competence. " According to Pearson (1994), in educational settings the term standard can be described by the following four main metaphors:

- a vision or framework of values
- criteria for or level of a performance
- an engine of reform or a goal
- a contract defining responsibilities or opportunities

Standards provide direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The standards adopted by programs ensure that the needs of unique discipline requirements are met, and also ensure that consistent and sufficient standardized content is maintained throughout programs. Specific examples of how the conceptual framework is infused throughout the curriculum, instruction, field experiences, clinical practice, assessments, and evaluation include:

- programs have identified appropriate standards.
- syllabi include references to standards.
- candidate assessments and evaluation are based on standards.
- electronic portfolios are based on standards.
- Course/Instructor evaluations include items based on standards.
- field experience and internship evaluations address standards.
- student teaching evaluations address standards.
- program improvement evaluations address standards.
- graduate follow-up surveys address standards.

**Faculty as Professional Role Models**

Teachers in today's schools have an obligation to demonstrate exemplary professional knowledge, skills, and dispositions to meet the needs of an increasingly diverse student population. Education faculty in turn must develop programs that are clearly linked to standards

that can be demonstrated through performance assessments to prepare candidates for this obligation. Faculty must also ensure that the acquisition of the knowledge, skills, and dispositions associated with standards are addressed throughout all aspects of programs of study. All education programs in the college are currently in the process of moving to ensure that the knowledge, skills, and dispositions are not isolated from practice but in fact are demonstrated through the positive impact on K-12 student achievement.

**Assessment Activities**

True professionals are continuously engaged in collective learning and problem solving. This is particularly true in the area of candidate assessment. A goal for each program area in the college includes impacting achievement for all students. In order to accomplish this goal additional emphasis is being placed on performance assessment. The conceptual framework provides the central focus for what we do and is the guiding direction for performance assessment activities. In order to ensure that our graduates have the capacity to positively impact achievement, they are regularly assessed using performance outcomes. The college has begun an extensive process of identifying and evaluating all current candidate outcomes and current modes of candidate assessment, to improve outcomes based on careful analysis of standards and creating authentic, performance based assessments. The movement to performance-based outcomes has significantly influenced individual programs. For example during the student teaching experience, students' proficiency related to each standard is objectively measured in order for each student to be warranted when (s)he begins the induction period. Candidate electronic portfolios are designed based on standards as a vehicle to document the candidate's performance.

**Summary**

The college has taken leadership in aligning its education programs with standards as enunciated by national professional organizations, working in close collaboration with arts and sciences faculty and P-12 educators. As the college's education programs have moved toward a results oriented approach to program development, refinement, and evaluation the support of its professional community has been invaluable. Faculty in the Colleges of Education, Arts and Sciences, and Fine Arts have joined our public school partners in addressing the accountability

issues of our state and nation and focusing on high levels of learning for all students. The college is committed to addressing the essential identified needs of public schools in its 41 county service area through preparing its candidates to work in a diverse, global society and to become technologically adept through standards-based teacher education.

## Program Standards

The following section identifies the standards that have been adopted by each program area. Programs will regularly review the adopted standards to determine if they continue to be appropriate as revised by the respective professional organizations.

## Department of Adult and Career Education   (ACE)

### Business Education

The Business Education program in the Department of Adult and Career Education at the initial level has adopted the INTASC principles for beginning teachers. These principles are referred to in all syllabi. Currently, candidate performance is measured based on these principles. These principles were adopted because they cover the essential competencies for all beginning teachers, are nationally accepted, and endorsed by NCATE and PSC. In addition, the program faculty members ensure that courses address the National Association for Business Teacher Education (NABTE) standards as documented in the standards matrix.

The advanced Business Education program has adopted the NBPTS propositions. These propositions are referred to in all syllabi. Program faculty members are currently reviewing additional National Board Standards and also ensure that graduate courses address the National Association for Business Teacher Education (NABTE) standards as documented in the standards matrix.

The NABTE standards for Business Education are the only professional standards available for business education programs, but they have not been submitted to NCATE and are not currently on the list of approved standards. The NABTE publishes program standards for both initial and advanced programs in Business Education. NABTE is the institutional division of the National

Business Education Association (NBEA). The current standards were published in 1997; NABTE has published standards for Business Teacher Education Programs since 1947. The standards are revised every five years; the current standards are scheduled to be revised in 2002.

**Technical, Trade and Industrial Education**

The Technical, Trade and Industrial Education program in the Department of Adult and Career Education at the initial level has adopted the INTASC principles for beginning teachers. These principles are referred to in all syllabi. Currently, candidate performance is measured based on these principles. These principles were adopted because they cover the essential competencies for all beginning teachers, are nationally accepted, and are endorsed by NCATE and PSC. There are no professional organization standards for technical, trade and industrial education programs.

The advanced Adult and Career Education program has adopted the NBPTS propositions. These propositions are referred to in all syllabi. Program faculty members are currently reviewing additional National Board Standards.

**Department of Curriculum and Instructional Technology (C&IT)**

**Curriculum and Instruction**

During semester conversion, faculty in the Department of Curriculum and Instructional Technology found that there were no approved professional organization standards specifically addressing curriculum/instruction studies. Therefore, the Curriculum and Instruction doctoral program was redesigned using selected standards from the Association for Educational Communication and Technology (AECT) and from the Curriculum Guidelines for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors and Supervisors prepared by the National Policy Board for Educational Administration for the Educational Leadership Constituent Council. C&IT faculty members are reviewing current national standards in hopes of identifying one set for curriculum/instruction studies. The Department of Curriculum and Instructional Technology adopted the NBPTS propositions for this program. All syllabi refer to these propositions.

**Instructional Technology**

The Instructional Technology Master,s (initial) and Specialist (advanced) programs were designed to meet the standards of the Association for Educational Communication and Technology (AECT). These standards are nationally accepted and endorsed by NCATE and PSC. The department adopted AECT standards for two reasons: 1) AECT,s definition of instructional technology matches that of the faculty – "Instructional Technology is the theory and practice of design, development, utilization, management and evaluation of processes and resources for learning." (AECT, 1994), and 2) AECT standards cover essential competencies for the various positions of instructional technologists (media specialists, technology coordinators, instructional designers, etc.) through five domains (design, development, utilization, management, and evaluation). These domains form the conceptual framework upon which the program was developed. (For full explanations of the department's framework, see three domains documents in the IT Resources section at http://education.valdosta.edu/info/cait/ ) In Fall, 2000, folios for the initial and advanced programs were submitted for review. Both were approved by AECT. Additionally, the C&IT faculty has correlated the curriculum of both programs with the International Society for Technology in Education (ISTE) standards, also accepted and endorsed by NCATE and PSC. Candidate performance measures are based on both AECT and ISTE
standards.

**Department of Early Childhood and Reading Education (ECRE)**

**Bachelor of Science in Early Childhood Education**

The Bachelor of Science in Early Childhood Education program adheres to the COE conceptual framework principles that embrace the INTASC principles. The program emphasizes an interrelated curriculum of content, methods and technology. Three extensive sequenced field experiences in addition to student teaching provide opportunities for teacher candidates to apply knowledge and develop teaching skills. The INTASC standards are addressed in all syllabi, and candidate performance is measured based on these standards. These standards were adopted

because they address the essential competencies for all teacher candidates, are nationally accepted, and are endorsed by NCATE and PSC. The department continues to address program needs and are developing program improvements to meet the Association for Childhood Education International Standards (ACEI).

**Masters in Education in Early Childhood Education P-3 Option**

The Masters in Education in Early Childhood Education P-3 Option builds upon the professional core knowledge in the undergraduate program of study. Courses are based on the NAEYC Standards, as well as the COE's Conceptual Framework. The COE's Conceptual Framework is addressed on all syllabi and candidate performance is based on these standards.

**Masters in Reading Education**

The Masters in Reading Education is based on the competencies outlined by the International Reading Association (IRA) in the 1998 edition of Standards for Reading Professionals – Revised. This IRA approved program of study contains syllabi that references content, assessments, and outcomes to IRA Standards. Students completing the program of study demonstrate proficiency in knowledge and beliefs about reading, assessment and instruction, and organizing and enhancing a reading program.

**Education Specialist in Early Childhood Education**

The Education Specialist in Early Childhood Education is a recently COE approved program of study based on NBPTS. All syllabi contain outcomes and assessments based on the NBPTS, and student performance is based on these standards.

**Department of Educational Leadership   (EDL)**

**Educational Leadership**

Under the umbrella of the Georgia Board of Regents' Principles for the Preparation of Educators (1998, 2001), the M.Ed. Educational Leadership Program has adopted the Standards for School Leaders developed by the Interstate School Leaders Licensure Consortium (1996). Integrated into these principles is the content of the Professional Standards Commission's Georgia Leadership Standards (GLS), the National Policy Board for Educational Administration's Principals for our Changing Schools, the NCATE Educational Leadership Constituency Council's Advanced Programs in Educational Leadership, and the Nine Components of School Reform as incorporated in the 1998 Federal Comprehensive School Reform Demonstration Act. A matrix was completed comparing program requirements to these multiple sets of standards.

The ISLLC standards are reflected in all syllabi, and candidate performance is measured against the knowledge, dispositions, and skills found in the standards. The department selected these standards after considering the needs of area schools and candidates, and with the assistance of the department's advisory committee, students, and graduates. Based on this and faculty input, the department added a seventh standard to the adopted six ISLLC standards. Standard seven addresses the competencies needed to use inquiry to solve educational problems. Taken together, the program standards include the competencies necessary for beginning school administrators and are nationally recognized. Additionally, they are performance based allowing candidates to demonstrate the knowledge, skills, and dispositions required of successful practitioners.

The ISLLC standards have also been adopted for the Ed.S. program in Educational Leadership and are referred to by all syllabi. Curriculum areas, specifically the capstone experiences, are under review in the Ed.S. program. Program assessment for the Ed.S. is under development as curricular changes are made.

**Department of Kinesiology and Physical Education (KPE)**

**Physical Education Teacher Education Program - Initial Level**

The College of Education as a unit has adopted the INTASC principles for beginning teachers as its framework, so, to date, the teacher education program in the Department of Kinesiology and Physical Education has done the same at the initial level. References to those principles remain in all the syllabi and form the framework for candidate performance.

During semester conversion in 1997-98, the KPE pedagogy faculty expressed concerns about the lack of approved professional organization standards specific to the teaching of physical education in the schools. So beginning in the fall of 1998, we began deliberations about the classroom nature of the INTASC principles. A committee was activated and charged with the rephrasing of the principles to render them more applicable to physical education without altering their intent. This was done in the spring of 1999 (see below). Meanwhile, as a result of continuing and regular deliberations of the department Teacher Education Steering Committee, it was decided that the standards of the National Association for Sport and Physical Education (NASPE) for Initial Preparation of Physical Education Teachers were more specific to physical education and more appropriate to the mission of the program. The NASPE standards are listed as having NCATE approval. The current standards were established in 1995 and the guidelines published in 1996.

Following up on its recommendation, the Teacher Education Steering Committee embarked upon the task of bringing the curriculum into alignment with the NASPE standards. The result was a substantial revision of the entire curriculum. The proposed curriculum was presented for approval as per institutional policy. Final approval was obtained in June 2000. Because of sequencing issues for students accepted into the program under the earlier curriculum, the new program had to be phased in gradually.

**Physical Education Teacher Education Program - Advanced Level**

The advanced (T-5) Physical Education program adopted the five propositions of the National Board for Professional Teaching Standards (NBPTS) for the teaching of physical education. One

or more of these propositions are referred to in every syllabus and documented in the standards matrix included in the KPE Program Information file. The department is moving toward national certification.

The folio is currently a work in progress with expected submission to NASPE by the summer of 2002. Meanwhile, each program faculty member is responsible for designing their respective courses to address the NASPE standards. This is documented in the standards matrix included in the KPE Program Information file. This matrix demonstrates the alignment of objectives, learning experiences, and assessment activities for each outcome pertinent to a given standard.

## INTASC Principles

**Adapted for the Initial Teacher Education Program in Physical Education**

**Department of Kinesiology & Physical Education**

THE TEACHER OF PHYSICAL EDUCATION:

understands the central concepts, tools of inquiry, and structure of physical education, and can create learning experiences that foster active inquiry, collaboration, and supportive interaction in the classroom, in the gymnasium, and on the playing field. (**Principle #1**)

understands how students learn and develop, and provides learning opportunities that support their cognitive, affective, and psychomotor/physical development. (**Principle #2**)

understands how students differ in their approaches to learning and creates instructional opportunities that are appropriate for physical education, and adapted to learners who are diverse in terms of cultural background, emotional maturity, cognitive ability, and physical capabilities. (**Principle #3**)

understands and uses a variety of instructional strategies, including the use of technology, to encourage students' development of critical thinking and problem solving while engaging in gross motor activities. (**Principle #4**)

understands individual and group motivation, and uses this understanding to create enjoyable learning opportunities that encourage positive social interaction, active engagement in learning, and self-motivation. (**Principle #5**)

uses knowledge of effective verbal and nonverbal communication and demonstration techniques, including technology, as well as a variety of feedback practices, to foster a life-long interest in the pursuit of healthful life styles. (**Principle #6**)

utilizes both short and long term planning for instruction based upon knowledge of subject matter, the students, the community, available resources, and curriculum goals. (**Principle #7**)

understands and uses formal and informal assessment strategies to evaluate and ensure the continuous cognitive, affective, and psychomotor/physical development of the learner. (**Principle #8**)

is a reflective practitioner who continually evaluates, using qualitative and quantitative resources, the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow. (**Principle #9**)

fosters relationships with school colleagues, families, businesses, and community agencies to support student learning and well-being. (**Principle #10**)

## Department of Middle Grades and Secondary Education (MGSE)

**Middle Grades Education**

The Middle Grades Education program in the Department of Middle Grades and Secondary Education at the initial level has adopted the INTASC principles for beginning teachers. These principles are referred to in all syllabi. Currently candidate performance is measured based on these principles. These principles were adopted because they cover the essential competencies for all beginning teachers, are nationally accepted, and endorsed by NCATE and PSC. In addition, the program faculty members ensure that courses address the National Middle School Association (NMSA) standards as documented in the NMSA program review.

The advanced Middle Grades Education programs have adopted the NBPTS propositions. These propositions are referred to in all syllabi. Program faculty members expand propositions to specific NBPTS standards for content concentrations of candidates. Program faculty members also ensure that graduate courses address the National Middle School Association standards as documented in the NMSA program review.

**Secondary English Education**

The Secondary English Education program in the Department of Middle Grades and Secondary Education at the initial level has adopted the INTASC principles for beginning teachers. These principles are referred to in all syllabi. Currently candidate performance is measured based on these principles. These principles were adopted because they cover the essential competencies for all beginning teachers, are nationally accepted, and endorsed by NCATE and PSC. In addition, the program faculty members ensure that courses address the National Council of Teachers of English standards as documented in the standards matrix.

**Secondary Mathematics Education**

The Secondary Mathematics Education program in the Department of Middle Grades and Secondary Education at the initial level has adopted the INTASC principles for beginning teachers. These principles are referred to in all syllabi. Currently candidate performance is measured based on these principles. These principles were adopted because they cover the essential competencies for all beginning teachers, are nationally accepted, and endorsed by NCATE and PSC. In addition, the program faculty members ensure that courses address the National Council of Teachers of Mathematics standards as documented in the standards matrix.

**Secondary Social Studies Education**

The Secondary Social Studies Education programs in the Department of Middle Grades and Secondary Education at the initial level has adopted the INTASC principles for beginning teachers. These principles are referred to in all syllabi. Currently candidate performance is measured based on these principles. These principles were adopted because they cover the essential competencies for all beginning teachers, are nationally accepted, and endorsed by NCATE and PSC. In addition, the program faculty members ensure that courses address the National Council for the Social Studies standards as documented in the standards matrix.

**Secondary Science Education**

The Secondary Science Education programs in the Department of Middle Grades and Secondary Education at the initial level has adopted the INTASC principles for beginning teachers. These

principles are referred to in all syllabi. Currently candidate performance is measured based on these principles. These principles were adopted because they cover the essential competencies for all beginning teachers, are nationally accepted, and endorsed by NCATE and PSC. In addition, the program faculty members ensure that courses address the National Science Teachers Association standards as documented in the standards matrix.

**Advanced Programs**

The advanced Secondary Education programs have adopted the NBPTS propositions. These propositions are referred to in all syllabi. Program faculty members expand propositions to specific NBPTS standards for content majors of candidates.

## Department of Special Education and Communication Disorders (SPECD)

**Special Education Program**

There are five program tracks in Special Education within the Department of Special Education and Communication Disorders. The program tracks in Mild Disabilities, Mental Retardation, and Early Childhood Special Education are approved by the Council for Exceptional Children (CEC). The program tracks in Interrelated Special Education/Early Childhood and Deaf and Hard of Hearing were developed and approved through the department, college, university and Board of Regents within the past year and have been submitted to the Professional Standards Commission. They will be submitted for accreditation with the Council for Exception Children in 2003 when all other programs must again be reviewed by the Council. Each of these programs is a five-year degree program with the students completing the BSEd as a pre-professional degree then moving directly into the MEd program. Upon successful completion of the MEd program they are recommended for certification. The programs were all developed based on a combination of the standards of the Council for Exceptional Children and INTASC principles. The advanced Special Education program is based on CEC and NBPTS standards and propositions. The advanced program has two tracks, one in general special education and one in communication disorders.

**Communication Disorders Program**

The Communication Disorders program in the Department of Special Education and Communication Disorders is accredited by the American Speech-Language- Hearing Association (ASHA). ASHA accredits only graduate programs; therefore, the undergraduate program in Communication Disorders is a pre-profession program just as the special education programs are. That is, candidates are not recommended for certification after completion of the BSEd program. Once candidates successfully complete the MEd program, they are recommendation for certification to the PSC. Recently, ASHA approved alignment of their professional standards with CEC, NCATE, and INTASC and plan to develop this alignment over the upcoming years. Certainly because the program in Communication Disorders is already developed around the College's modified INTASC standards and propositions, it is anticipated that Valdosta State University's program will assist in the leadership of this transition. The next accreditation review for the Communication Disorders program from ASHA will be in 2006. The advanced Communication Disorders program is based on the NBPTS propositions. This program level, the EdS degree, is not reviewed by ASHA but adheres to the same development protocol as the Special Education program.

**Department of Psychology and Counseling (P&C)**

**School Counseling**

The M.Ed. School Counseling Program in the Department of Psychology and Counseling has adopted the standards established by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and we shall submit a portfolio to CACREP for approval in 2003. Various standards and directives from the Georgia Professional Standards Commission and the Georgia Board of Regents are also addressed. Included in the VSU program standards are national standards developed by the American School Counseling Association (ASCA) that

specifically address the training of school counselors. In addition, we are a companion school of The Education Trust and the program standards address the philosophy of this organization.

The department selected these standards after careful consideration of the needs of P-12 schools and candidates, the profession, program candidates, and comments of its advisory committee. The department program standards include the competencies deemed necessary for beginning school counselors and are based on nationally recognized standards. These standards are performance based and ensure that candidates possess and demonstrate the knowledge, skills, and dispositions necessary to be effective practitioners. Throughout their program of study candidates complete 875 hours of field experience. The standards are addressed in syllabi and candidate outcomes are assessed based on these standards. The program is developing its assessment system for the emerging performance based program.

The current standards, curriculum, and outcomes of the Ed.S. in School Counseling are being reviewed and will be revised in the near future. Preliminary data suggests that the School Counselor's M.Ed. program in place now is solid and that the Ed.S. program must develop the leadership, research, and supervision skills to advance the knowledge and skill level of its candidates. CACREP and ASCA offer standards for the entrance level only (M.Ed.); therefore, national standards are not available for the Ed.S. level of training. After reviewing other programs nationally that offer the Ed.S., discussions with the advisory committee, and assessing previous VSU Ed.S. and M.Ed. graduates, including surveys of former candidates and supervisors, the department will use the data to complete the revision of its Ed.S. in School Counseling.

**School Psychology**

The School Psychology Program in the Department of Psychology and Counseling adopted the standards established by the National Association of School Psychologists (NASP) and has offered a program approved by NASP and the Georgia Professional Standards Commission (PSC), since its inception in 1988. Various standards and directives from the Georgia Board of Regents are also addressed.

The department selected the NASP standards after careful consideration of the needs of P-12 schools and program candidates. NASP is a recognized specialty professional association by NCATE and is the only association involved in approving sub-doctoral level school psychology programs. The department's program standards include the competencies judged necessary for school psychologists and are based on nationally recognized standards promulgated by NASP. These standards are performance based and ensure that candidates possess and demonstrate the knowledge, skills, and dispositions necessary to be effective practitioners. The standards are addressed in syllabi and candidate outcomes are assessed, based on these standards. The program continues to develop its assessment system for the emerging performance based program.

After successful completion of the Ed.S. School Psychology Degree Program at Valdosta State University and PRAXIS II, graduates from Valdosta State University may qualify for School Psychology Certification by the Georgia Professional Standards Commission (PSC) and the Nationally Certified School Psychologist (NCSP) designation.

**Valdosta State University**
**College of Education**
**Conceptual Framework**

**COE Conceptual Framework Principles for Initial Teacher Preparation**
**(Adapted from INTASC Principles)**

**Principle 1**   The teacher understands the central concepts, tools of inquiry, and structures of the *fields of knowledge s/he* teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Principle 2**   The teacher understands how children learn and develop, and *provides* learning opportunities that support their intellectual, social, and personal development.

**Principle 3**   The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Principle 4**   The teacher understands and uses a variety of instructional strategies, *including the use of technology,* to encourage students' development of critical thinking, problem solving, and performance skills.

**Principle 5**   The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Principle 6**   The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques, *including technology,*  to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Principle 7**   The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Principle 8**   The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Principle 9**   The teacher is a reflective practitioner who continually evaluates, *using qualitative and quantitative resources*, the effects of his/her choices and actions on others (students, *families*, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Principle 10**  The teacher fosters relationships with school colleagues**, *families, businesses***, and agencies in the larger community to support students' learning and well-being.

*\* Changes are in italics.*

**COE Conceptual Framework Principles for Advanced Teacher Preparation**
**(Adopted from NBPTS Propositions)**

**(1) Teachers Are Committed to Students And Their Learning**
　　　　Fundamental to the teacher's credo is the belief that all students can learn.

(1.a)　Teachers Recognized Individual Differences In their Students and Adjust Their Practice
Accordingly
　　　　To respond effectively to individual differences, teachers must know many things about
　　　　the particular students they teach.

(1.b)　Teachers Have an Understanding of How Students Develop and Learn
　　　　In addition to particular knowledge of their students, teachers use their understanding of
　　　　individual and social learning theory, and of child and adolescent development theory, to
　　　　form their decisions about how to teach.

(1.c) Teachers Treat Students Equitably
　　　　As stewards for the interests of students, accomplished teachers are vigilant in ensuring
　　　　that all pupils receive their fair share of attention, and that biases based on real or
　　　　perceived ability differences, handicaps or disabilities, social or cultural background,
　　　　language, race, religion, or gender do not distort relationships between themselves and
　　　　their students.

(1.d)　Teachers' Mission Extends Beyond Developing the Cognitive Capacity of Their Students
　　　　Teachers are concerned with their students' self-concept, with their motivation, with the
　　　　effects of learning on peer relationships, and with the development of character,
　　　　aspiration and civic virtues.

**(2)　Teachers Know The Subjects They Teach And How To Teach Those Subjects To**
**Students**
　　　　If one cardinal precept of teaching is a commitment to the welfare and education of
　　　　young people, the other is a commitment to subject matter.

(2.a)　Teachers Appreciate How Knowledge in Their Subjects is Created, Organized and Linked
to Other Disciplines
　　　　Teachers in command of their subject understand its substance - factual information as
　　　　well as its central organizing concepts - and the ways in which new knowledge is created,
　　　　including the forms of creative investigation that characterize the work of scholars and
　　　　artists.

(2.b)　Teachers Command Specialized Knowledge of How to Convey a Subject to Students
　　　　Knowledge of subject matter is not synonymous with knowledge of how to reveal content
　　　　to students so they might build it into their systems of thinking.

(2.c)　Teachers Generate Multiple Paths to Knowledge

Knowledgeable teachers are aware that there is value in both structured and inductive learning.

**(3) Teachers Are Responsible For Managing and Monitoring Student Learning**
Professional teachers hold high expectations for all students and see themselves as facilitators of student learning.

(3.a) Teachers Call on Multiple Methods to Meet Their Goals
Accomplished teachers know and can employ a variety of generic instructional skills - how to conduct Socratic dialogues, how to lecture, how to oversee small cooperative learning groups.

(3.b) Teachers Orchestrate Learning in Group Settings
Teachers know how to manage groups of students.

(3.c) Teachers Place a Premium on Student Engagement
Facilitating student learning is not simply a matter of placing young people in educative environments, for teachers must also motivate them, capturing their minds and hearts and engaging them actively in learning.

(3.d) Teachers Regularly Assess Student Progress
While teachers are not always the central actors in their student's educational experiences, they are ultimately responsible for the creation and maintenance of those experiences and bear a considerable responsibility for what students learn at school.

(3.e) Teachers are Mindful of Their Principal Objectives
Teachers also know about planning instruction - identifying and elaborating educational objectives, developing activities to help meet their goals and drawing upon resources that will serve their purposes.

**(4) Teachers Think Systematically About Their Practice And Learn From Experience**
As with most professions, teaching requires an open-ended capacity that is not acquired once and for all.

(4.a) Teachers are Continually Making Difficult Choices That Test Their Judgment
The demands of teaching often present stiff challenges that do not lend themselves to simple solutions.
(4.b) Teachers Seek the Advice of Others and Draw on Education Research and Scholarship to Improve Their Practice
Aware that experience is not always a good teacher, proficient teachers search out other opportunities that will serve to cultivate their own learning.

**(5) Teachers Are Members Of Learning Communities**

Teachers most commonly is regarded as the daily conduct of lessons and the provision of learning experiences.

(5.a)  Teachers Contribute to School Effectiveness by Collaborating with Other Professionals
Teaching is often portrayed as the implementation of policy and curriculum development by others - as following orders.

(5.b)  Teachers Work Collaboratively with Parents
Teachers share with parents the education of the young.

(5.c)  Teachers Take Advantage of Community Resources
Professional teachers cultivate knowledge of their school's community as a powerful resource for learning.

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**College of Education Mission**

The College of Education proudly maintains a commitment to providing an education for future professionals in rural South Georgia. This commitment began with the inception of Valdosta State as an institution of higher education in 1906. The College of Education draws its population primarily from the surrounding forty-one counties, which represent 34 percent of the total area of the state and contain 12 percent of the state's population. Acting as a learning community, the College of Education strives to meet the needs and aspirations of the population it serves. The College of Education is organized into the following eight departments:

Adult and Career Education

Curriculum and Instructional Technology

Early Childhood and Reading Education

Educational Leadership

Kinesiology and Physical Education

Middle Grades and Secondary Education

Psychology and Counseling

Special Education and Communication Disorders

**Framework for Excellence Philosophy**

We, as faculty members, administrators, and staff of the College of Education, envision an educational system where students fully participate in and take responsibility for their own learning process, where interdisciplinary and inter-institutional collaboration is the norm, and where technology is fully integrated into the learning process. We also seek to create an environment that promotes the full development of human potential, supports the conviction that all individuals are capable of learning, and prepares professionals to meet the needs of all learners.

**Mission Statement**

The College of Education provides quality instruction through offering comprehensive degree programs in the liberal arts, pre-professional, and professional service areas at the associate, baccalaureate, masters, specialist, and doctoral levels. In addition to a primary focus on

preparing future teachers and other professionals, faculty members of the College of Education also maintain a commitment to engaging in the scholarly pursuits of research and service for the advancement and sharing of knowledge.

**Vision**

An agreed upon vision provides focus and direction for the members of an organization. The College of Education dedicates its resources and expertise to:

*Developing Professionals Through Standards-Based Practice*

**College of Education Goals**

The College of Education defines and seeks to ensure excellence in fulfilling its mission by maintaining a positive vision for the future of education and developing goals to achieve this vision. The following goals support the mission and vision of the College of Education:

**Curriculum**

**1.** Implement standards-based programs that prepare individuals for roles as professional educators and human resource specialists through the development and assessment of the knowledge, dispositions, skills, and ethics necessary to become effective practitioners in a variety of contexts.

**2.** Systematically assess performance-based outcomes to ensure service professionals and educators are capable of meeting the needs of all learners.

**3.** Maintain state-of-the-art technology and facilitate its application and integration by professionals and educators.

**Effectiveness**

**4.** Systematically review degree programs based on state and national standards and participate in continuous self-study for the purpose of determining the effectiveness of current programs and practices and initiating improvements.

**5.** Engage in strategic planning activities to guide the College of Education in addressing identified needs.

## Collaboration

**6.** Maintain collaborative relationships with educators at all levels and with members of the community to promote educational excellence.

## Professional Development

**7.** Support faculty and professionals by offering enriching professional development activities.

**8.** Encourage individuals to develop healthful lifestyles as a life-long process.

**9.** Conduct research and grant projects that address issues at the regional, state, and national levels and disseminate project results.

## Facilities

**10.** Provide facilities to ensure appropriate office, instructional, and laboratory space.

## Faculty and Students

**11.** Recruit and retain qualified, diverse faculty members who are committed to instructional effectiveness, academic integrity, research, and service.

**12.** Provide an effective recruitment and academic advising program which meets the needs of all students and encourages the participation of underrepresented groups.

**Valdosta State University Mission**

Since 1913, Valdosta State University has been a major provider of educational services for South Georgia. The beauty and consistency of its Spanish Mission style of architecture are indicative of its dedication to serving the region's heritage while developing programs and services to enhance its future.  Within the context of the University System's mission and vision, Georgia Southern University and Valdosta State University share core characteristics as regional universities. While these two universities both embody the common characteristics presented below, variations in their purposes, histories, traditions, and settings allow each to focus on its own distinctiveness and accomplishments.

The core characteristics include:

a commitment to excellence and responsiveness within a scope of influence defined by the needs of a specific region of the state and by particularly outstanding programs or distinctive characteristics that have a magnet effect even beyond the region;

a campus-wide commitment to a technologically enhanced learning community that promotes student success, sustains instructional excellence, serves a diverse and well-prepared student body, offers academic assistance, and provides learning enrichment for all students;

a range of disciplinary and interdisciplinary academic programming at the baccalaureate and masters levels, as well as a range of professional programs at the baccalaureate and post-baccalaureate levels, including a limited number of professionally oriented doctoral-level programs;

a commitment to public service, continuing education, technical assistance, and economic development activities that addresses the needs, improves the quality of life, and raises the educational level within the university's scope of influence;

a commitment to scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits and a commitment to research in selected areas of institutional strength and focused on regional need.

As a regional university in South Georgia, Valdosta State cooperates with other University System institutions to ensure that the region receives the services it needs. To expand its programmatic outreach, it develops and offers programs by distance learning and at off-campus locations throughout the region. It will continue to exercise a leadership role in meeting the needs of the region, particularly in providing access to professionally oriented doctoral programs, primarily in education, and to applied research.

VSU prides itself on offering nationally accredited programs in Art, Business, Music, Nursing, Sports Medicine, Speech-Language Pathology, School Psychology, Theatre, Public Administration, Social Work, and Teacher Education which have a magnet effect beyond the institution's primary setting. In its academic credit programming, VSU will place a priority on developing existing programs that aid the educational, economic, cultural, and social advancement of its region and new programs in health-related professions and public administration. The programs will continue to be supported by strong preparatory courses and majors in the humanities, sciences, and social studies. VSU also remains committed to pre-professional programs preparing its undergraduate students for medical, legal, technical, and other professional study.

In its service to students, VSU concentrates on those from the region including a large number of older, non-traditional students who live and work off campus and many who transfer from other institutions. To serve its region and to attain maximum educational benefits, the university promotes an atmosphere which attracts a diversified student body, of which a representative proportion will be minority students.

VSU promotes a successful learning experience by maintaining services for minority, disabled, veteran, international, and other students with special needs. To aid in developing the whole student, it provides counseling, health services, academic advising, special assistance, honors programs, international programs, career planning, and many co-curricular activities.

VSU is committed to providing life-long learning and to the economic and cultural development of its region. It offers various non-credit programs and services through the South Georgia Institute, ArtSouth, the Valdosta Symphony Orchestra, the Music Society, and other organizations. Community relations are enhanced through alumni services and VSU-TV and Radio. Community service and technical assistance are offered by faculty and staff in a variety of
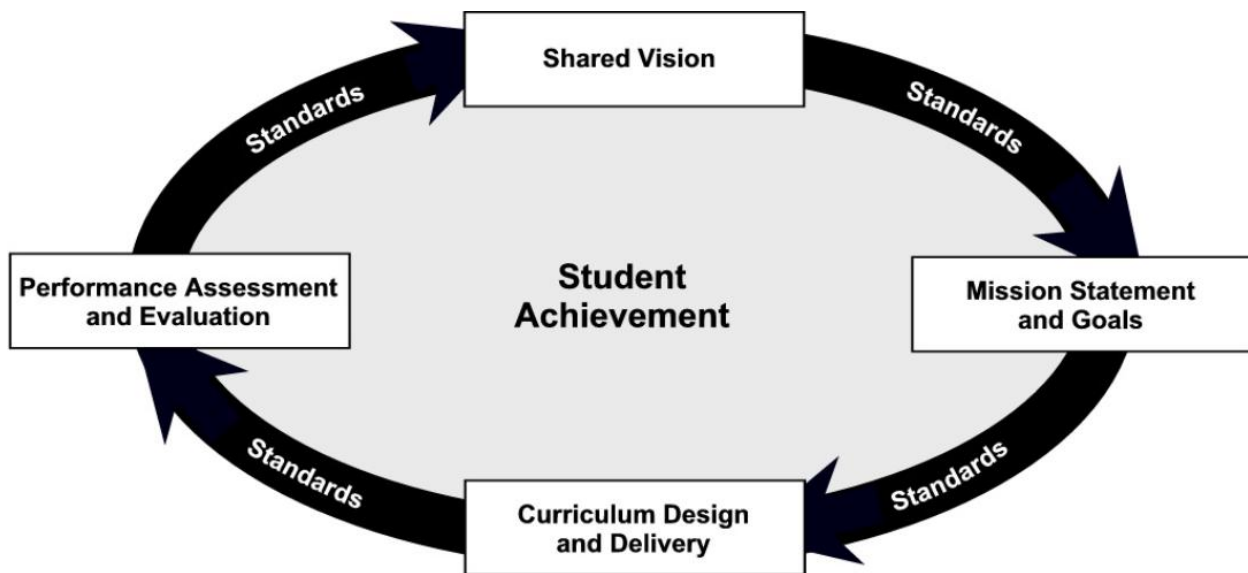
forms. Research, scholarship, and creative endeavors exist primarily to meet the regional needs of schools, businesses, and other organizations and to promote faculty development and instructional improvement.

VSU aspires to improve continuously the quality and effectiveness of its programs, scholarship, and student services. Assessment of programs, the raising of standards, and the refinement of learning technologies will improve the university. To aid in obtaining this objective, institutional research and planning, external funding, and collaborative relationships with other institutions will be promoted. To a great extent, VSU will continue to develop as a regional university serving its South Georgia constituency by implementing programs that meet student needs and providing the maximum opportunity for faculty development.

**Valdosta State University**
**College of Education**
**Conceptual Framework**

**Two-Page Conceptual Framework Description**



**Developing Professionals Through Standards-Based Practice**

The College of Education is committed to using standards as a conceptual framework to ensure that all aspects of its operation contribute significantly to developing professionals of the highest caliber who are prepared to meet the challenges of providing services to enrich the lives of a diverse population.  Mutually agreed upon and adopted, sets of standards are used by faculty members and administrators to develop a shared vision of professional practice.  Standards guide the College of Education mission and goals as well as planning for continuous improvement.

The Association of Teacher Educators (ATE) has indicated that "Standards provide benchmarks for measuring quality and certifying competence. "According to Pearson (1994), in educational settings the term standard can be described by the following four main metaphors:

- a vision or framework of values
- criteria for or level of a performance
- an engine of reform or a goal
- a contract defining responsibilities or opportunities

    Association of Teacher Educators, (1996).  Certification of master teacher educators. Reston, Virginia:  Author.
    Pearson, P. D., (1994). "Standards and teacher education: A policy perspective" in Setting Standards and Educating Teachers: A National Conversation, AACTE.

**Standards-Based Practice at the Program Level**

The Conceptual Framework encompasses a process of *Developing Professionals Through Standards-Based Practice.* This phrase describes the commitment of the college and its collaborative partners to articulate a shared vision in preparing educators to work effectively in P-12 schools. This vision is manifested through promoting educators as professionals and using standards as a means to educate candidates to act as professionals. The term conceptual framework refers to the process of relating all components of teacher preparation and support programs to standards. The term standards refers to sets of statements of what professionals should know and be able to do as described by educational groups or professional organizations (the term principles is sometimes substituted for standards). The college's commitment to the conceptual framework is evidenced through its dedication to ensure that programs are designed using accepted standards; individual courses address specific standards; coursework objectives, activities, and assessments are related to standards; field experiences are related to standards; and candidates' performances are assessed using standards.

**Purpose: Produce Effective Teachers and Support Personnel**

| Select Appropriate Standards | Provide Learning Experiences to Facilitate Addressing Standards | Ongoing Assessment of the Achievement of Outcomes based on Standards | Guarantee Graduates |
|---|---|---|---|
| Future graduates need to be able to<br><br>1. X<br>2. X<br>etc<br><br>in order to facilitate students' learning. | Future graduates learn to<br><br>1. X<br>2. X<br>etc<br><br>through various methods and practical experiences. | Future graduates' abilities to<br><br>1. X<br>2. X<br>etc<br><br>are assessed using various methods and agreed upon criteria. | Graduates demonstrate<br><br>1. X<br>2. X<br>etc<br><br>and document the resulting students' learning. |

**X is determined based on research, educational philosophy, and standards.**