

BRESCIA UNIVERSITY

SCHOOL OF EDUCATION

CONCEPTUAL FRAMEWORK

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Brescia University School of Education (SOE)

CONCEPTUAL FRAMEWORK

I.1 INTRODUCTION AND OVERVIEW OF THE CONCEPTUAL FRAMEWORK

INTRODUCTION

Brescia University originated in 1925 with the Mount Saint Joseph Junior College for Women in Maple Mount, Kentucky. This Junior College served primarily as a teachers college, providing both professional opportunities for women in western Kentucky and qualified teachers for the many rural schools of this part of the state. Situated on a rural campus in the western part of Daviess County, the College was approximately 15 miles from the largest nearby city of Owensboro. In 1920, less than half of the county population lived in Owensboro, but by 1930 that statistic had reversed itself, with more than half the county population living in the city. As the population of the county continued to grow, the percentage of county residents living in Owensboro continued to rise. In response to this shifting population and requests from business leaders and civic officials, between 1925 and 1950 coeducational extension courses offered in Owensboro by the Ursuline Sisters of Mount Saint Joseph led to the creation of a second campus. After 1949, propelled by increasing numbers of World War II veterans seeking higher education as a result of the GI Bill, the two campuses were consolidated at the present site of Brescia University. In 1950 the newly founded Brescia College began operating as a four-year coeducational college and in 1998 became Brescia University, an independently supported Catholic institution offering both undergraduate and graduate degrees.

Brescia University, which continues to be a sponsored institution of the Ursuline Sisters of Mount Saint Joseph, strives to embody the educational and personal ideals of Ursuline founder, St. Angela Merici, a 16th-century Italian woman. Angela Merici gathered women together for mutual spiritual support and to do good works as an expression of their love for God. Within a few decades this work became primarily that of education, first of young girls only, but eventually of all young people and adults. Across Europe and the United States (and eventually all over the world), “Ursuline” became synonymous with the highest quality of education. Across the centuries, the Ursuline Legacy of Teaching and Learning has continued to be permeated by the following values:

- ***The focus on the individual***, recognizing that each person is unique and has her/his own gifts and needs.
- ***The power of education to transform each person and thus society***, leading to an emphasis on academic excellence as the instrument of that transformation.
- ***The commitment to the whole person in need of formative education***, causing Ursuline schools to be centers of learning for all branches of knowledge; ecumenical centers where spiritual faith and moral development are nurtured; and human communities where individual psychological, emotional, and social needs can be nourished. In college and

university settings, this attention to the whole person keeps Ursuline higher education committed to the liberal arts.

- ***The ability of the creative arts to humanize life***, leading Ursuline schools to balance time devoted to art, music, literature, and other forms of creativity with time spent on practical or professional learning.
- ***The importance of service***, causing Ursulines to invite students into active cooperation with their good works among others in need so that they develop attitudes of servant-leadership.
- ***The concern for the marginalized***, inspiring Ursulines to attend to those excluded by the cultural mores of the time, whether they be the girls of the 16th century; the Native Americans of 17th-century Canada; the African Americans of 18th-century New Orleans; the rural poor throughout the United States in the 19th- 20th centuries; the “underachievers” upon whom education was thought to be wasted and the physically or mentally disabled across all the centuries; or the working adults today unable to access traditional higher education.
- ***The philosophy that leadership governs through invitation and persuasion, rather than force***, recognizing that God gives free will to every person and that force, while sometimes necessary, should always be the last resort.
- ***The centrality of community***, leading to promotion of the common good and training in mutual respect, collaboration, and interpersonal relationships.
- ***The gospel imperative to work for justice***, accepting individual and communal responsibility to help build the reign of God on earth, to empower the marginalized, and to use one’s God-given gifts to make the world better for one’s presence in it.
- ***The freedom – indeed the CALL – to adapt and change***, reading the signs of the times as a way to avoid fossilizing the past and to remain open to an as-yet-undreamed-of future.
- ***The primacy of Hope***, inviting all those involved in the Ursuline ministries of teaching and learning to trust in the Providence of God and the promise of a better tomorrow.

Inspired by this legacy, the Ursuline Sisters of Mount Saint Joseph, who came to an area in western Daviess County in 1874 to open a boarding school for girls, have responded to changing needs and striven to embody the teaching ideals of their ancestors in faith. Since Brescia’s roots are in teacher education, this program has always been central to the academic curriculum.

Currently the School of Education (SOE) is one of six Divisions/Schools within the academic structure of Brescia University. Its role is to prepare professional educators at both the initial and advanced levels to be qualified and effective teacher leaders. The SOE currently offers programs of study that can be used toward initial and advanced certification or endorsements by the Kentucky Education Professional Standards Board (EPSB) in a variety of teaching specialty areas that have been developed over several decades in response to changing needs. Undergraduate Education degree programs are now offered in Interdisciplinary Early Childhood Birth-5, Elementary P-5, Middle School 5-9, Secondary 8-12, Special Education (in combination with Elementary/Middle School or Secondary), and Art or Spanish Education with P-12 Certification. At the advanced level, the graduate master’s degree available at Brescia is a Master of Science in Teacher Leadership (MSTL). There are three endorsements available at the advanced level: Teacher Leader, ESL, and 8-12 LBD.

Brescia's SOE undergraduate and advanced programs include common courses and experiences that prepare candidates to meet all of the required competencies identified by the Kentucky Teacher Standards (KTS), Specialty Professional Associations (SPAs), and the Education Professional Standards Board Themes (EPSB). Each major also includes courses, field experiences, and Practicum/Clinical Practice teaching opportunities specific to the degree. The MSTL, designed to equip professional K–12 educators with the knowledge, skills, and dispositions necessary to become effective master teachers and instructional leaders in public and private schools, integrates theory, research, and practice while equipping participants to work with all students in inclusive classroom settings.

OVERVIEW OF THE CONCEPTUAL FRAMEWORK

Since its beginning in 1925 and formal founding in 1950, Brescia University's teacher education program has been shaped by Ursuline educators whose goal was to teach others how to become qualified and effective teachers. In the late 1990s a formal mission and vision of the department was created. As part of SOE self-study process, the mission statement was reexamined, with input by its faculty, students, administrators, and members of the Teacher Education Advisory Committee (TEAC), a process documented by SOE [minutes](#) over several years. The current mission statement was found to be difficult to articulate to others, with key points lost in the verbiage. Historically the mission statement held to key dispositions: ethics, advocacy, service, and learning. Revisions preserved these elements, but created a more focused statement that is easier to communicate both visually and verbally: "Brescia University School of Education candidates are challenged to become professional educators committed to ethics, advocacy, service, and lifelong learning." This mission statement reflects both its Ursuline legacy and the contemporary mission of the University.

It will be equally evident in the next section that this SOE mission and vision — its Conceptual Framework — is a discipline-specific explication of Brescia University's overall mission and vision in which the four University core ideals (Catholic, Liberal Arts, Career Preparation, and Service) and the four University Educational Outcomes expected of all Brescia graduates have been deepened and fine-tuned for a successful career as a professional educator. The proficiencies related to these ideals and outcomes further define the knowledge, skills, and values/dispositions expected of candidates in the teacher education program. In addition, the four elements of "the Brescia difference" impose attitudinal and practice expectations on the education faculty and on the operations of the unit as a whole.

Finally, the Conceptual Framework of the SOE reflects the requirements of the National Council for Accreditation of Teacher Education (NCATE) that states:

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated (NCATE 2008 Standards, p. 12).

The pages that follow will reveal how Brescia University’s SOE has shaped these national requirements into the unique Conceptual Framework that permeates the School. Within this Conceptual Framework, the knowledge and skill bases upholding the Conceptual Framework will be described; teacher candidate proficiencies flowing from the KTS, relevant SPAs, and EPSB themes will be discussed; and an overview of the unit’s assessment plan will be presented.

I.2 THE VISION AND MISSION OF THE INSTITUTION AND THE UNIT
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BRESCIA UNIVERSITY VISION

Brescia University will be a moral and intellectual powerhouse, adapting to the needs of the 21st century and beyond.

THE BRESCIA UNIVERSITY vision is a reality to the extent that all parties connected to Brescia University — students, faculty, staff, administration, alumni, and the Board of Trustees — embody the four elements that flow from this University vision and constitute the “the Brescia Difference”:

- Respect for the Sacred
- Devotion to Learning
- Commitment to Growth in Virtue
- Promotion of Servant Leadership

An appreciation of ***diversity*** and a commitment to inclusiveness both offer ample opportunities to embody these four elements of Brescia’s vision and mission. **Specific diversity competencies are included within this document in the section on “Professional Educator Commitment to Advocacy.”** Many of Brescia’s early students were returning veterans, homemakers developing job skills, and young people seeking professional careers. While attracting increasing numbers of residential students and a limited number of international students, Brescia continues to be an educational home for area adults older than the traditional 18–22 year-old residential student. The expanding online program has significantly increased the number of adult learners who make Brescia their higher educational home. Brescia now enjoys and embraces a diverse mix of minority, international, male, female, varied sexual orientation, and non-traditional students. Additionally, as is true of colleges and universities across the country, Brescia is also attracting greater numbers of students with various physical, psychological, and learning disabilities. (See current statistics from the National Council on Disability [2011].) This blend — gifted and those who struggle academically, younger and more mature, residential and commuter, local and international, online and on campus, and with a variety of abilities and disabilities — yields a student body rich with a diversity in goals, lived experiences, outlooks, values, and cultural awareness.

MISSION OF THE UNIVERSITY

A. MISSION STATEMENT

Brescia University is a Catholic, liberal arts institution founded in the Ursuline tradition of personal and social transformation through education. Directed to academic and moral excellence in a student-centered environment, Brescia offers undergraduate and graduate programs that serve students who seek success through rewarding careers and service to others.

B. PHILOSOPHY STATEMENT OF THE UNIVERSITY

Faithful first to the needs of our students, and in affirmation of the principle of academic freedom and with respect for individual conscience and religious liberty, we welcome students, faculty, and staff of all faiths to share in “the Brescia Difference” in the pursuit of the vision and mission of our University. With firm conviction in the power of education to shape lives and communities, we identify the key concepts of Brescia University’s educational philosophy in the following manner:

1. A **Catholic** University that practices respect for the sacred, recognizing that each person is created as an image of God and is thus worthy of profound respect; and that is committed to growth in moral virtue, recognizing that the fully human person exhibits integrity, genuine freedom, care for oneself and others, justice, and the ability to “do the right thing,” regardless of circumstances;
2. A **Liberal Arts** education that promotes devotion to learning by shaping the whole person, recognizing that both the academic curriculum and co-curricular activities help ensure that Brescia’s Educational Outcomes are met;
3. **Career Preparation** of its students, recognizing that meaningful work is both one of the expressions of what it means to be fully human and an avenue for graduates to contribute to the improvement of our world; and
4. **Service** to others by actively promoting servant leadership, recognizing that from the Christian perspective, leadership provides the opportunity not only for personal advancement but also for making life better for others.

Brescia University’s faculty and administration alike are committed to modeling and imparting these attitudes and practices. Since Brescia is primarily a teaching rather than a research institution, Brescia faculty members consistently strive to improve the quality of their teaching. Many faculty members also engage in research at various levels, and contribute to their fields through membership in professional organizations, presentation of papers or exhibition of their work, or publication of articles or books.

C. EDUCATIONAL OUTCOMES OF THE UNIVERSITY

Faithful to the Ursuline academic tradition that embraces individual differences and promotes devotion to learning, Brescia University through one of its four foundational emphases articulated in its mission statement provides a quality liberal arts education that shapes the

whole person: intellectually, spiritually, emotionally, and aesthetically. Those educated in the Catholic intellectual tradition practiced by the followers of Saint Angela Merici aspire to an independence of spirit, a creative adaptability to change, and an openness to lifelong learning. During the Spring 2014 semester, the Brescia University faculty revised the University's Education Outcomes as follows:

1. Brescia University graduates will demonstrate the ability to think critically, analyze information, and communicate effectively.
2. Brescia University graduates will attain competence in and apply a field of study in readiness for graduate school or a career in an appropriate field.
3. Brescia University graduates will possess the capacity to adapt to diverse environments.
4. Brescia University graduates will understand and apply ethical standards in promoting justice and service to others

In support of accomplishing these Outcomes, the University provides students with the following, each designed to develop, deepen, and refine specific elements of the Outcomes:

- General Education Requirements (GERs) that within their required 57 credit hours establish a strong foundation for achieving the University's Educational Outcomes. Undergraduate baccalaureate degrees include the following five GER content areas: Language and Literature, Religion and Philosophy, Fine Arts, Natural Science and Mathematics, and Social and Behavioral Sciences);
- Components in all majors that deepen and refine the achievement of these Outcomes; and
- A co-curriculum that complements these liberal arts goals of the General Education Requirements and the majors, all with a view to refining the University's Educational Outcomes.

At present, the University's faculty are revising the General Education Outcomes. Until they are completed and implemented, the following continue to be used. As a result of the University's focus on all parts of its Educational Outcomes, Brescia University graduates will be **skilled** in

Thinking: They should be able to apply logic to everyday life; to reason from hypothesis to conclusion; to interpret data; to identify core issues; to evaluate judgments.

Research: They should be able to find, observe, and investigate information; to utilize appropriate technology in processing and analyzing information; to synthesize information from disparate sources and disciplines. Brescia adheres to the Information Literacy Competency Standards of the American Library Association found at:

<http://www.ala.org/acrl/standards/informationliteracycompetency>.

Communication: They should be able to produce organized, purposeful writing in an appropriate style; to speak articulately; to listen effectively; to read with discernment; to constructively interact with others.

Creativity: They should be able to recognize and analyze aesthetic impact; to perceive the world from different perspectives; to apply innovative approaches to solving problems; to explore avenues of creativity for their own enrichment and the good of others.

Brescia University graduates will **value**

Global Welfare: They should have some understanding of the earth's economic, physical, political, social, and religious environments and our impact upon them; serve as stewards of the earth.

Human Welfare: They should promote justice; cultivate leadership for the service of others; respect individual differences; build community; appreciate diversity of culture.

Personal Welfare: They should care for their health; continue intellectual development; seek spiritual growth.

Brescia University graduates will possess **knowledge** of

Religion and Philosophy: They will acquire knowledge about religious and spiritual traditions; appreciate the dialogue between reason and faith; explore the nature of reality and truth. Areas of study that support this outcome include ethics, philosophy, theology, and world religions.

Culture and Communication: They will acquire knowledge about the major people, events, and forces that shape human lives; be aware of the heritage of human expression; comprehend differing traditions of various peoples. Areas of study that support this outcome include literature, languages, history, social sciences, visual and performing arts, economics, and business.

Science and Human Behavior: They will acquire knowledge based on observation, investigation, and analysis; that is, they will understand theories of human development and interaction; patterns of mathematical reason; principles governing the behavior of the natural world; advances in technology. Areas of study that support this outcome include mathematics, the natural sciences, computer science, and behavioral sciences.

Rooted in the four elements of the University's Mission — Catholic, Liberal Arts, Career Preparation, and Service — these Educational Outcomes provide fertile soil upon which the fostering and/or deepening of proficiencies related exclusively to the various teacher education majors can be built. It should be noted that three of “**the four Cs**” articulated by the Partnership for 21st Century Skills (PTCS) and endorsed by numerous national and state educational bodies — Critical Thinking, Communication, and Creativity — are currently included in Brescia's General Educational Outcomes (GEOs) as Skills expected of every Brescia graduate. (See p. 12, for Collaboration, the fourth “C.”) The fourth Educational Outcomes Skill, Research, has been identified as an explicit College and Career Readiness (CCR) Anchor Standard for WRITING. All the Brescia GEOs Skills and Knowledge areas either directly or indirectly build on the other identified CCR Standards in Reading, Writing, Speaking and Listening, and Language. As a result, these skills that are so essential to college and career readiness are developed, promoted, and assessed throughout the University's curricular and co-curricular programs, and are built into SOE courses and activities.

SOE MISSION AND VISION

A. MISSION STATEMENT

Brescia University School of Education candidates are challenged to become professional educators committed to ethics, advocacy, service, and lifelong learning.

As will become evident below, this Mission Statement articulates the goal or expected outcome of Brescia University's SOE: to graduate professional educators who have achieved proficiency in all the necessary content/pedagogical knowledge and skills as articulated by the KTS, the relevant SPAs, and current EPSB themes. Furthermore, these professional educators will be characterized by their commitment to the dispositions of ethics, advocacy, service, and lifelong learning.

B. BACKGROUND

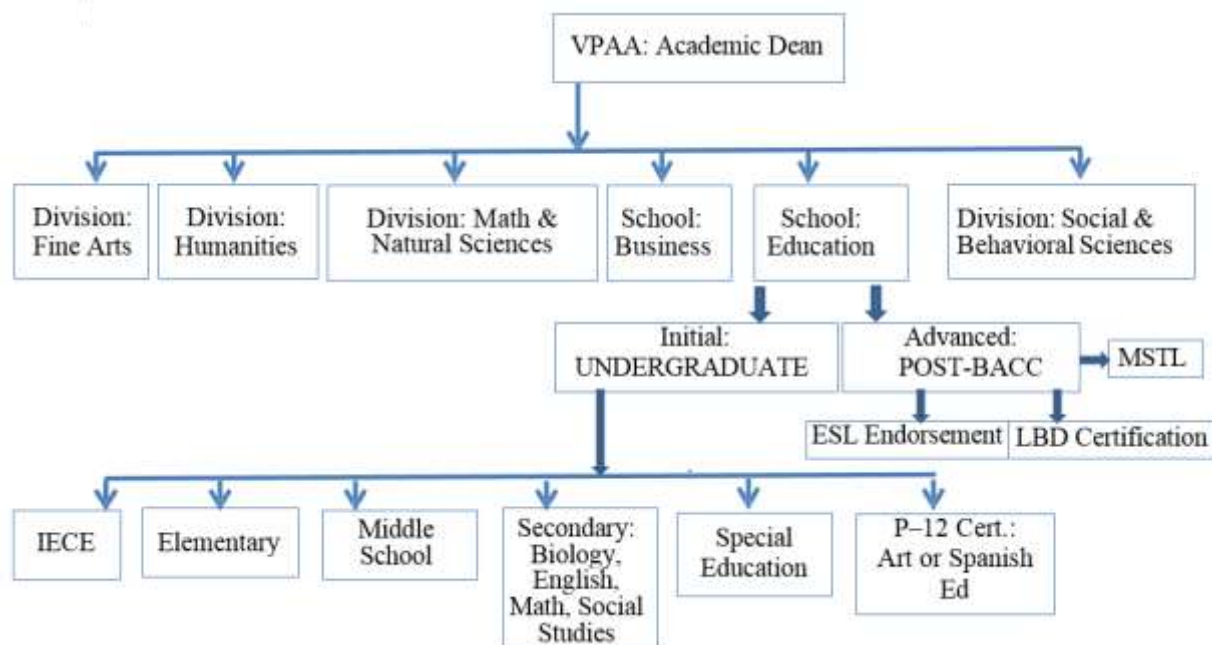
Brescia began graduating teachers with four-year degrees in 1953; elementary (then including the middle grades) and secondary programs in English, math, biologic science, and social studies have been offered since the unit's inception. Brescia introduced special education certification options in 1961 in response to the needs expressed in area schools. In the decades since, the University has continued to develop and offer its programs in response to identified needs.

- In 1999 and 2000, area superintendents, principals, and teachers met with the SOE faculty to identify needs among area schools that Brescia might address for focused graduate education. These study groups identified special education, technology, and curriculum development as core needs for area schools; as a result, Brescia developed and began offering its Master of Science in Curriculum and Instruction in Fall 2000. In 2010, the graduate program was redesigned according to state requirements; the revised degree is a Masters of Science in Teacher Leadership.
- In June 2007 the Interdisciplinary Early Childhood Education (IECE) major was created in response to undergraduate interest and the emerging state requirements for preschool certification/licensure. In Spring 2008, the first IECE course — Edu 104: Exploring Early Childhood Education — was offered. As a result of financial concerns during the 2008–2010 “Great Recession,” no further courses were offered until Spring 2010. It is anticipated that the first graduates will complete their degree requirements in December 2015.
- Based on feedback from teacher education candidates who wanted to be better prepared for their profession, on March 12, 2008, a TEAC subcommittee recommended to the entire TEAC that a second elementary education Clinical Practice placement be added to the major in order to have additional opportunity for professional growth. In its review of annual goals on March 26, 2008, the SOE faculty affirmed the proposed revision of Clinical Practice placements. This revision was discussed and approved by the University Curriculum Committee on April 24, 2008. Candidates now have two 7-week Elementary placements – one in primary and one in intermediate for a total of 14 weeks, Middle Grades placements were changed from two 6-week assignments to two 7-week assignments, Secondary placement increased from one 12-week to one 14-week assignment, and Special Education changed from two 8-week assignments to two 9-week assignments. The result is that the Clinical Practice semester now lasts from 14 to 18 weeks.
- In response to the growing numbers of P–12 Latino/Latina and (since 2010) Burmese students with English as a Second Language (ESL) background, the SOE in 2010–2011, with TEAC support, developed a core of four new courses (added to an already-existing Linguistics course) that would provide Brescia teacher education candidates and post-

graduate students with an ESL Endorsement. Sixteen students expressed interest in seeking the endorsement. After proposal revisions, the ESL Endorsement was approved by EPSB in June 2012. The approved program was presented to TEAC in November 2012. This added opportunity available at Brescia both enhances the resumés of Brescia graduates and addresses an expressed need in area schools.

- Also during the 2011–2012 academic year, in order to assist students to determine earlier in their academic career whether they are truly suited for teaching, a one-credit-hour practicum experience was added to all areas of teacher certification. This requirement consists of 50 hours for all P-12 candidates. The practicum for IECE is a three hour course with a requirement of 150 hours.
- It should be noted that several of these changes occurred in spite of significant transition within the SOE; over the last five–seven years, leadership of the School has changed frequently for a variety of reasons. Changes in personnel for Data Manager and CRC Director have also occurred.

Initially, the Educational Studies program was housed in the Division of Education, Social, and Behavioral Studies, one of five academic divisions (joining Fine Arts, Humanities, Math/Natural Sciences, and Business). In 2003–2004, an independent SOE was created to house the undergraduate Educational Studies Program and the Master of Science in Curriculum and Instruction; this places the SOE alongside the other five already existing academic Divisions/Schools. The revised structure is as follows:



Brescia's SOE is approved by the Kentucky Education Professional Standards Board (EPSB) to offer ten undergraduate programs leading to teacher certification at the initial level. There is one advanced level graduate program, Master of Science in Teacher Leadership leading to change in rank, and three advanced certification/endorsements: Teacher Leader, ESL and 8–12 LBD. In both initial and advanced programs, the SOE of Brescia University is committed to providing quality instruction that reflects current educational practice.

The 2010–2012 Brescia University *Catalog* reflected a change in title for the undergraduate program from Educational Studies Program to the Teacher Education Program; the change — made by the Academic Dean (who was the former Chair of the SOE) — was purely cosmetic and reflects no changes in the program. In 2011, because of its long-standing importance and widespread regional reputation, teacher education was identified by University President Rev. Larry Hostetter as one of Brescia’s anchor programs. The title “anchor program” means that students choose to attend Brescia University precisely in order to obtain one of the various education degrees. As an anchor program, Brescia admissions and administration personnel are making special efforts in recruiting, marketing, and promotion.

Brescia’s SOE enjoys a strong working relationship with all area districts and schools as it tries to model the 21st Century PTCS’ fourth “C,” Collaboration. As a downtown campus, the SOE faculty has explored ways to establish closer relationships with Owensboro Public Schools (OPS) and Daviess County Public Schools (DCPS). During the summers of 2008–2012 Brescia teacher education candidates offered free tutoring at OPS’s Foust and Estes, as well as local Catholic schools. In addition to the service provided to the P–6 students, this tutoring opportunity provided SOE candidates with clinical experiences and mentoring by local Special Education/Elementary certified teachers who were also alumni of Brescia University. The teacher education faculty also supported another example of community outreach by mentoring a pre-service teacher education candidate who designed and implemented art programs for P–12 students on Brescia’s campus during the 2010–2012 summers. Enrollment from several local school systems grew from two students the first year to 20 students during the summer of 2012. Finally, in Spring 2012, students in Art 370 School Art Methods painted a wall-size mural and multiple plant boxes for the local Burmese community garden, located along one of Owensboro’s busiest streets. Currently, SOE has partnered with Cravens Elementary in an After School Program 21st Century Grant Partnership. The project actively engages P–5 students and teachers with our candidates in a content focused after school program.

SOE faculty have been able to participate in several professional development trainings offered by the local districts. In Summer 2013, SOE faculty attended the training involving Dr. Marilyn Friend and Inclusive Best Practice. A number of districts in western Kentucky have been working with her over a period of three years to begin the implementation of a co-teaching approach in P–12 classrooms where students with and without disabilities are taught by a team comprised of a general educator and a special educator. SOE faculty and students/candidates were also able to attend a training session held at College View Middle School in the DCPS system. The training involved DCPS faculty who teach mathematics, as well as faculty and students/candidates enrolled in teacher preparation programs at Western Kentucky University-Owensboro and Kentucky Wesleyan College. The focus of the professional development opportunity was interpretation of instruction and assessment in several key elements of the KCAS mathematics curriculum.

Brescia's teacher education candidates are active in a number of ways beyond local school systems. Shaped by the University's mission and deepened by the mission of the SOE, student advocacy, service, and leadership are promoted through volunteer work at such organizations as the Daniel Pitino Homeless Shelter and Soup Kitchen. The on-campus student professional education organizations — Council for Exceptional Children (CEC) and National/Kentucky Education Association (NEA/KEA) student programs — have merged into a combined organization reflecting the natural integration and collaboration of Brescia University's special and regular education programs. These organizations are also linked to Brescia's community outreach as evidenced by teacher candidates who volunteer for the annual "Buddy Walk," or for the area's Special Olympics. These opportunities also witness to the commitment to ethics that respects each individual and advocates for diverse populations.

On a professional level, both education and special education majors have been able to attend state and national Council for Exceptional Children (CEC) and Association for Middle Level Education (AMLE) meetings through support from student/candidate fundraisers and the University's Student Government Association. Such attendance helps instill in teacher candidates the need for professional development and lifelong learning.

C. CONCEPTUAL FRAMEWORK MODEL

As noted above, the development of the current articulation of the SOE Conceptual Framework began in the late 1990's. Its growth involved formal and informal discussions with and input from the SOE faculty, Brescia arts and sciences faculty serving on the TEAC, area P-12 personnel (both those on the TEAC and those serving as field and Clinical Practice supervisors), and regional superintendents both on the TEAC and in a study group convened to help shape the foundations of the MSTL program. Through the SOE annual convocations, students also contributed both initially and with ongoing feedback. Those early and continuing conversations saw the emergence of the added emphasis on advocacy and the inclusion of a collaborative stance. Although the latter is not in the basic text of the framework, the collaborative stance permeates and strengthens the philosophical base of the Conceptual Framework. The Conceptual Framework has been integrated into all SOE syllabi and handbooks, and students are encouraged to reflect its core principles in all they produce in coursework, field experience, and clinic hours and in Clinical Practice.

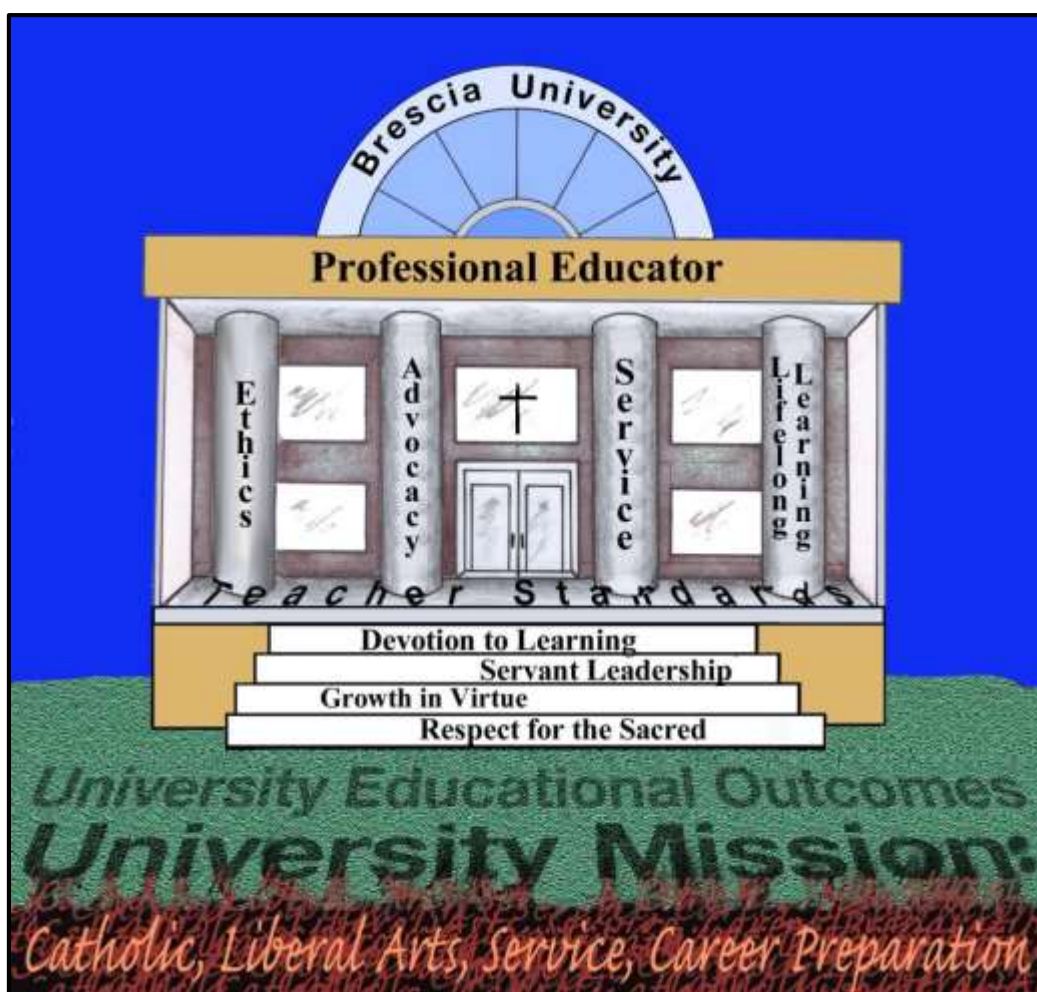
This same constituency has also examined the Conceptual Framework in light of dispositions that reflect expectations for Kentucky-certified teachers and Brescia University SOE Program graduates. During the Fall 2003 Educational Studies convocation, faculty and students were called to consider the ways in which Brescia's Educational Studies Conceptual Framework and their own dispositions reflected the larger purpose and scope of the education profession. Participants in these discussions identified a collaborative stance as a necessary frame of reference for today's educators and reaffirmed Brescia's SOE core values articulated in the

School's Mission Statement, that candidates become ethical professionals, committed to advocacy for all students and dedicated to instilling in their students a commitment to service for others and to lifelong learning. These values are expressed through dispositions that perceive the self as linked to all persons; that express a commitment to helping others reach their highest potential and a belief in that potential; and that reflect a recognition that the mission of education extends beyond the classroom, the school building, and the immediate community.

The faculty reexamined the SOE dispositions in 2011 and 2012 and concluded that these same dispositions reflect not only the expectation of Kentucky-certified teachers, but also remain vibrant and reflective of Brescia's SOE Conceptual Framework. In addition, as evidenced below, the current EPSB themes of assessment, literacy/reading, closing the achievement gap, and especially diversity and technology have been consistently woven into SOE courses and assessment procedures. While attention to the EPSB theme of "closing the gap" has long been an indirect part of the SOE, especially in its attention to diversity, beginning in Fall 2012 this theme began to be explicitly examined and assessed. Further refinement of the Conceptual Framework during Fall 2012 separated the previous "ethical professional" category into two distinct components, thereby acknowledging that the academic content/pedagogical knowledge and skills of a trained teacher is a category apart from an ethical disposition, a category that has been understood and assessed primarily through successful completion of required coursework for the major. Now explicitly identified as a discrete category, it has become clearer to both SOE faculty and students alike that teacher education academic content/pedagogical knowledge and skills — acquired through meeting various teacher standards — is further enhanced and refined by acquiring the uniquely Brescian blend of the dispositions of ethics, advocacy, service, and lifelong learning. The end result is a well-qualified professional educator shaped by these special dispositional emphases.

The Conceptual Framework model for Brescia's SOE is based on its Mission Statement:

Brescia University School of Education candidates are challenged to become professional educators committed to ethics, advocacy, service, and lifelong learning.



While the previous model was the dynamic representation of an atom, in September 2012 a different model was chosen in an effort to provide more immediate visual clarity. As stated previously, that image was revised to its present form as a result of teacher education candidate input on October 16, 2012, and TEAC suggestions on November 7, 2012. The image is that of a teacher candidate as a home — a professional educator — rising on the foundation or “floor” of academic content and pedagogical knowledge and skills demonstrated by the various proficiencies articulated in all relevant teacher standards, whether they be those of the KTS, appropriate SPAs, or EPSB themes. Rising from this knowledge-and-skills foundation are the dispositional pillars of ethics, advocacy, service, and lifelong learning that help create the uniquely “Brescian” education major. This “home” of the professional educator — the overall outcome of the SOE — like all other majors offered at the University, rises from the soil of Brescia’s Educational Outcomes and University mission, and is entered by means of the four steps of “the Brescia Difference.” Upon completion of the degree, symbolized by the arched window at the top of the image, Brescia’s SOE graduates leave as career-ready “Professional Educators,” entering their teaching careers through that archway. Though not depicted, the image of a home carries implicit connections to others in terms of neighbors, colleagues, and the larger society within which the professional educator will live and work. Both the collaboration required

in a neighborhood community and the diversity of residents and workers within modern neighborhoods give additional depth to the image. Finally, the need for continuous assessment — especially in identifying problems and finding solutions — ensures that the “home” of the professional educator will not only endure but also increase in value both to the educator and to the entire network of relationships implied in the image.

The same image functions as a symbol of the graduate program with two slightly difference nuances: The University Educational Outcomes are less explicit in the master’s program (MSTL), though they remain part of the expectations of a Brescia graduate at whatever level the degree is granted. Secondly, the Kentucky Teacher Standards target the “Experienced” rather than the “Initial” level of proficiency. Regardless of the level, they remain the foundation stones of the structure upon which the professional educator builds the appropriate level of competence.

I.3 THE PHILOSOPHY, PURPOSES, AND GOALS/INSTITUTIONAL STANDARDS OF THE SOE
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SOE PHILOSOPHY AND PURPOSES

The philosophy of the SOE reflects the Ursuline ideology of teaching and learning. Ursuline founder St. Angela Merici and her philosophy of and approach to the mission of education were explored by Ledochowska and Mahoney (1967). Ursuline ideals birthed a system of education that provides much of the pedagogical knowledge base in Ursuline institutions (Martin, 1946). Furthermore, the Brescia University SOE delivery and content of professional course work, as well as the direction of the master’s teacher leader program, are all based on other peer-reviewed research. Likewise, the knowledge bases are informed by scholarly research as well as by the University’s Educational Outcomes, its religious tradition, and the content or emphasis areas.

The current articulation of the SOE Mission Statement — *Brescia University School of Education candidates are challenged to become professional educators committed to ethics, advocacy, service, and lifelong learning* — identifies both the overall outcome expected (professional educators, with the implicit acquisition of the necessary content/pedagogical knowledge and skills) and the four dispositions that shape the Brescia flavor or that uniquely Brescian style for that expected outcome (ethics, advocacy, service, and lifelong learning).

A. PROFESSIONAL EDUCATORS WITH CONTENT/PEDAGOGICAL KNOWLEDGE AND SKILLS

As part of its stated mission, Brescia University offers programs to “students who seek success through rewarding careers.” As a Catholic institution, Brescia finds inspiration first of all in its religious tradition. The Judeo-Christian biblical tradition understands that God can be personified appropriately as Truth and Wisdom, and recognizes that the full human personhood includes the development of one’s intellectual talents (Mt. 25:14-30; Lk. 19:12-28 [NRSV]). Likewise, the

SOE's commitment to helping teacher education candidates acquire proficiency in content/pedagogical knowledge and skills flows from Angela Merici, who wanted members of her group to have "such knowledge and capacity that [they] may be able to do work worthy of praise" (St. Angela Merici, Prologue to the *Testament*, in *Writings*, 1995). Through the centuries, Ursuline educators have applied this general directive to the specifics of teacher formation:

The training of educators means their intellectual and professional formation... The professional formation... includes an intellectual and pedagogical formation... Intellectually, the purpose is, in the first place, to give a broad general culture, or to deepen it for those whose education is already advanced; second, to establish knowledge upon a philosophical basis; third, to put the young [student]... in a position to review high school subjects in such a way as to master them. But above all, the [training] is meant to be a time of mental formation, where intellectual defects may be remedied. There, over-analytical minds are led to make synthetic judgments; the superficial are encouraged to penetrate beneath the surface; those wanting in mental initiative are deterred from seizing upon every passing opinion.... Pedagogical training, at one and the same time theoretical and practical, is given by means of observation, model lessons, criticism, and the study of educational psychology, with practical exercises in the classroom, if this is possible, in order that the [students] may acquire the best method of presenting a subject to the children. (Martin 1949, pp. 253, 257, 258–259)

The SOE also finds inspiration and guidance from contemporary professional research. SOE candidates receive training in knowledge, skills, and dispositions throughout their course work, field experiences, and clinical practice that prepares them to meet the requirements of the KTS, as well as those identified by various SPAs and current EPSB themes. More specifically, the pedagogical and clinical studies that support Brescia teaching practices are based on current research, professional best practice, Kentucky Teacher Standards, and Kentucky's curricular documents. The program's theoretical approach to education includes the work of Gardner (1993), Piaget (1964), Dewey (1916, 1933, 1957), Goodlad (1994), and Vygotsky (1978, 1987). Because of their focus on meeting individual needs within individual and specific contexts — an approach at the heart of the Ursuline educational philosophy — the two most important theorists undergirding the teaching philosophy of Brescia's SOE are Lev Vygotsky and Howard Gardner.

Vygotsky's (1978) "zone of proximal development" (ZPD) theory argues that instructors should always be aware that the mind cannot be understood in isolation from the surrounding society. Society — in this case — the SOE with its instructors/mentors — provides the individual with the tools that can be used to shape the private processes of mind and move to independent thought. Vygotsky applied this theoretical framework to the development of perception, attention, memory, language, and play, and he examines its implications for education. The SOE focus on adapting to individual needs flows in part from Vygotsky's (1978) insight that "child development is a complex dialectical process" that results in "unevenness in the development of different functions, metamorphosis or qualitative transformations of one form into another, intertwining of external and internal factors, and adaptive processes which overcome impediments that the child encounters" (p. 73). He understood that children learn best in an active teaching and learning relationship with others who can help them move beyond the level where they are. Instruction in this view should precede development and invite/encourage/facilitate growth. As

Vygotsky (1978) explains, “Human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them” (p.73). Based on these insights, SOE faculty mentor teacher education candidates by inviting them into their own intellectual lives; by modeling the required knowledge, skills, and dispositions of a professional educator; and by guiding them to acquire the ability to do the same for the students they will teach. In other words, Vygotsky’s work inspires SOE faculty to model, teach, and mentor teacher education candidates in Creative Thinking and Collaboration, two of the “four Cs” identified by the 21st Century PTCS.

Howard Gardner’s theory of Multiple Intelligences (1993) ushered in a new era of education and is another important foundation of the SOE’s teaching and learning practices. Rather than simply delivering content using the single method of lecturing and assigning tasks to “a class,” Gardner focused on the unique learning needs of individual students. Gardner’s (1993) Multiple Intelligences include linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalist, and existential. With a foundation based on the constructionists’ view of teaching and learning, it asserts that the learner’s talents, interests, and eagerness to explore are the keys to designing and directing instruction. Using Gardner’s theory to design and implement a curriculum ensures the success of all learners. Ozdemir, Guneyasu, and Tekkaya (2006) commented on this theory: “One of its greatest strengths is its capacity to serve as a frame-work allowing teachers to explore their teaching styles and to assist them in making decisions about ways to structure teaching and learning experiences for students” (p. 75). These writers further acknowledged: “It has become a viable approach for exploring teaching styles, individualizing teaching and learning, developing curriculum, and improving teachers’ assessment literacy” (p. 76). In varied ways, Gardner’s work helps SOE faculty model, teach, and mentor teacher education candidates in the remaining two of the “four Cs”— Creativity and Communication — as they seek to engage all students according to individual needs and communicate effectively in multiple formats.

Rooted in these philosophical foundations that help teacher education candidates acquire the necessary proficiency in content/pedagogical knowledge and skills, the specific shape of the SOE’s professional educator is further defined by a commitment to four dispositions: ethics, advocacy, service, and lifelong learning, as will now be demonstrated.

B. PROFESSIONAL EDUCATORS COMMITTED TO ETHICS

Based on its religious tradition, Brescia University SOE faculty, students, and staff believe that teachers are models of ethics. This belief is rooted in biblical principles:

In your teaching show integrity, gravity, and sound speech that cannot be censured; then any opponent will be put to shame, having nothing evil to say of us. (Titus 2:7b–8 [NRSV])

It is rooted as well in Ursuline founder, Angela Merici, who wrote:

Live and behave in such a way that your [students] may see in you a model... Act therefore in such a

way that, following your example, they may stir and spur themselves to virtuous living. Willingly do, as they do, every act of integrity and virtue appropriate and possible for you, especially with regard to behavior...For it is right and fitting that [teachers] be an example and a mirror for their [students]. (St. Angela Merici, Sixth *Precept*, in *Writings*, 1995 ed.)

Based on Angela's example and advice, centuries of the Ursuline Educational Tradition adopted the position that teachers "could neither encourage [students] to virtue nor reprove their faults with efficacy unless they themselves were fit to serve as their models" (Martin, 1949, p. 12).

Scholarly research also affirms the need for ethics. Contemporary research in higher education has debated the role of ethics using various names such as character; citizenship education, especially in the UK (Revell and Arthur, 2007); and teacher dispositions (Johnson, 2008) or values education (Boon, 2011). Scholars have studied the 20th century's "marginalization of moral education from college and university curricula" and the reintegration of ethics teaching that began in the late 1970s. In spite of what some authors even consider an "ethics boom" (Glanzer and Ream, 2007, p. 271), college and university teacher education programs were often slower than many other disciplines to become part of this trend, as noted by Warnick and Silverman (2011). In 1997 Paolo Freire asked "why so few teacher preparation programs include serious attention to the issue of ethics and why a fundamental focus on ethics is such a small part of today's educational dialogue" (Warnick and Silverman, 2011, p. 314). Researchers like Manos (2007) pose the question starkly: "Does teaching really need a code of ethics?" (p. 5) As a Catholic and Ursuline institution, however, Brescia University never removed ethics from its degree programs, including the teacher education programs. The faculty of the SOE has consistently believed that "quality teachers are considered to be those individuals whose pedagogy is grounded in values and beliefs that lead to caring, positive teacher-student relationships, embedded in trust and high standards of professional ethics" (Boon, 2011, p. 76). Brescia's SOE agrees with the general consensus that "teachers have a personal and collective responsibility to be ethical in their work with students, families, colleagues, and the wider educational community." Teachers "are expected to model...desirable behavior," to "be 'good' and be seen to do 'right'," and to make decisions that result in doing "the most good for learners" (O'Neill and Bourke, 2010, pp. 162, 159). Manos (2007) makes it clear that the education profession has a common responsibility to the public to ensure that it follows society's expectations regarding honesty, is fully transparent with all stakeholders, and follows a code of ethics — distinct from other professionals — that outlines clearly the core values, norms, *morés*, and principles of teaching. In fact, Manos argues that this code of ethics is a hallmark of a true profession, and therefore teaching is a true profession in the same vein as medicine and law. As the teacher holds a public trust and responsibility for modeling moral behavior and thus has been held to a higher moral character than other professions in both American civil and criminal courts, teacher education programs are compelled to have ethics as a pillar of teacher preparation.

Consistent, then, with this contemporary research, Brescia prepares teacher education candidates to be models of ethics. An awareness of ethical issues in teacher education is embedded in all

SOE coursework. Candidates are repeatedly presented with ethics as one of the four dispositions expected of the SOE's professional educator. The ethics of teacher education candidates are assessed through several SOE forms, such as admission to the SOE, faculty recommendations, field experience supervisor reports, and clinical practice evaluations with ratings obtained from internal and external sources.

C. PROFESSIONAL EDUCATORS COMMITTED TO ADVOCACY

Brescia's Christian tradition offer insights into the ideal of advocacy as understood by the SOE. The first insight is that advocacy is part of who God is. The Advocate is to speak the truth, be present, and teach:

I will ask the Father...who will give you another Advocate, to be with you forever. This is the Spirit of truth...You know him, because he abides with you, and he will be in you...The Advocate, the Holy Spirit, whom the Father will send in my name, will teach you everything. (John 14:16–17a, c, 26a [NRSV])

Believing in Jesus' promise that the divine Advocate lives within each person, the SOE is committed to forming teachers who then become advocates for others, especially the most vulnerable (James 1:27). Likewise, Angela Merici worked tirelessly as an educational advocate for women and girls in war-ravaged Italy. She also challenged her followers to make themselves aware of the needs of their own times and to respond appropriately. She often wrote of advocacy, though she never used that term. She understood that the leaders she was forming were to be focused on taking care of the needs of others. She directed leaders to visit Company members regularly in order to identify problems. If they were unable to "provide a solution, they should refer the matter to the matrons [the next step up the "chain of command"]. If these cannot set things right either, let the four men [the next step up after the matrons] also be called in so that, all together, they can concur to find a remedy." She also directed leaders to be attentive to the most vulnerable — in her case, orphans and servants (St. Angela Merici, *Rule*, Ch. XI, in *Writings*, 1995 ed.).

Elsewhere, in words directly applicable to teachers, she advised:

Be careful and vigilant to know and understand the behavior of your [students.... parents..... community...profession], and to be aware of their spiritual and temporal needs. And then, as far as possible, you yourselves provide for them if you can...But if you cannot provide for them yourselves, go to the principal [leaders], and quickly, and without any hesitation explain to them the needs of your lambs. And if you see them slow to provide, be insistent; and in that case, in my name even be importunate and troublesome. For if ever, through your fault and negligence, one of them were lost, God would demand from you a strict account of it on the day of judgment. (St. Angela Merici, *Fourth Counsel*, in *Writings*, 1995 ed.)

In both instances, in a few short sentences Angela offers a pattern for teacher advocacy: Know and understand each individual situation, address problems at the lowest possible level, but do not allow them to go untended. Work collaboratively if possible to find a solution, and don't give up. Look out for the vulnerable. Across time, this implicit ideal of advocacy found expression in the Ursuline tradition of understanding teachers as "mothers" who would care for their students as one would for her own children. Following the same model, those in charge of teachers should provide for the needs of those for whom they are responsible. This motherly concern was to be

rooted in genuine knowledge — of students by their teachers and of teachers by their superiors and administrators (Martin, 1946, pp. 74–94). Thus the Ursuline ideal of advocacy and seeking to understand each individual situation before addressing problems is a longstanding tradition.

The need for teachers to serve as advocates is confirmed in contemporary research. Advocacy is about standing up for the vulnerable; as Beatrice Fennimore (2007) explains, it is a personal and professional responsibility of the school and educators to reflect ideals of social justice and ethical practice. Competent teachers are committed to fair treatment of students; with that commitment comes the possibility of confrontation, as inequities inevitably will exist in schools. It is at this point that an educator will have one of two paths to follow. Either they will collapse in their commitment and go with the status quo of the school or they will choose to build resilient approaches on behalf of diverse students. While the former leads to complacency and moral omission, the latter helps alleviate the suffering and injustice of children that are “different.”

Fennimore thus spotlights the link between advocacy and *diversity*. In a world that has become increasingly global in outlook, awareness of diversity is unavoidable. In an educational setting, this diversity is apparent in what Nutbrown and Clough (2006, p. 5) have labeled as “areas of inclusion/exclusion” (Nutbrown and Clough, 2009, p. 195).

Age	Gender	Poverty Race/ethnicity Religion
Achievement	Housing	Sexual orientation
Challenging behavior	Illness	Social class
Disability	Language	Special educational need
Disaffection	Location	
Educational qualifications	Mental health	
Emotional and behavioral difficulty	Obesity	
Employment	Physical impairment	

Obviously, each of these “areas of inclusion/exclusion” brings its own educational needs, especially when many of them are found within the same classroom. As someone committed to an advocacy that attends to diversity, a teacher helps create by his/her own attitude an atmosphere of acceptance, respect, and enthusiasm for differences. Going further, a teacher-advocate tailors instruction to meet the needs of a diverse classroom population while at the same time maintaining high academic standards and expectations. High school English teacher Merritt (2010), the mother of a son with Downs’ Syndrome, has written of the “moral imperative” to provide a rigorous education to all students without “measuring each student against a norm” (p. 55). The willingness and the commitment to differentiate instruction to accommodate learners with various needs — as expected of all Brescia University teacher education candidates — is at the heart of advocacy/attention to diversity; such attention to individual needs focuses not so much on simultaneously generated test results as on “the business of producing authentic learners and productive members of society” (p.55). Advocacy also impels teachers to move beyond the classroom, involving parents and the wider community in meeting student needs.

Commitment to diversity and advocacy are expectations of all Brescia initial and advanced level candidates. To ensure that candidates possess the knowledge, skills, and professional dispositions to provide a quality education for ALL students, the unit has adopted the following **diversity proficiencies** that are observed, taught, assessed, and reflected on during coursework, field experiences, and Clinical Practice. Proficiencies are regularly and systematically assessed by clinical faculty and candidates.

- Plans for learning and cultural diversity
- Engages students at all levels
- Fosters a positive learning climate with effective classroom management
- Collaborates to design, implement, and support learning
- Assesses and analyzes results to meet diverse learning needs and situations
- Integrates technology to address diverse student needs

In the tradition of teaching to the individual and paying close attention to children who have different needs, Brescia strongly defends students who look and act “different,” and those who come from differentiated backgrounds. Brescia teacher education candidates are reminded that these are also students who must be taught and on whose behalf advocacy is to be done (Nutbrown and Clough, 2009). In addition, while reform movements such as “No Child Left Behind” often overlooked the special needs of students with gifts and talents, Brescia, true to its inclusive classroom philosophy, impels its candidates to be strong advocates as well for those students who often “will make it on their own” (Roberts and Siegle, 2012).

D. PROFESSIONAL EDUCATORS COMMITTED TO SERVICE

Rooted in the teachings and example of Jesus Christ, who said, “I am among you as one who serves...[I] came not to be served but to serve” (Lk. 22:27c; Mk. 10:45 [NRSV]), and in the example and writings of Angela Merici, SOE faculty and teacher education candidates understand that the privilege of being educated brings both greater freedom and greater responsibility:

You were called for freedom...Do not use this freedom as an opportunity for the flesh; rather, serve one another through love. (Gal. 5:13, NAB) From everyone to whom much has been given, much will be required; and from the one to whom much has been entrusted, even more will be demanded. (Lk. 12:48b; NRSV)

Perhaps the most famous of Angela Merici’s insights into service is the following:

Regard yourselves as ministers and servants, reflecting that you have more need to serve [others] than they have to be served by you. (St. Angela Merici, *First Counsel*, in *Writings*, 1995 ed.)

Thus education in the Ursuline tradition has always been holistic, striving to offer enough physical education to set the stage for the formation of the intellect, the will, and the heart. Formation of the heart has always been understood to be a love that finds expression in service. In the 20th century,

this ideal of service was expanded to include working for justice:

A great effort should be made to gain a thorough knowledge of the social doctrine of the Church and to put it into practice upon every occasion; and that the principles of social justice and charity be carefully impressed upon the minds of all the pupils, according to their age and surroundings. (Martin, 1946, pp. 94–103)

The service component in teacher preparation has led to increasing involvement by pre-service teachers in their communities and an increased commitment to social justice, both of which are woven throughout the Ursuline tradition of service (Freeman and Swick, 2003).

Contemporary research since the 1990s has revealed the value of service even outside the bounds of formal religious contexts:

Several researchers (e.g., Harwood, Fliss, & Goulding, 2006; Root, Callahan, & Sepanski, 2002; Vickers, 2007) found that when teacher candidates engage in service-learning projects, they are more likely to become sensitive to students' developmental needs, understand the social-emotional learning that can serve to support academic learning for the students, and develop a more realistic view of the teaching profession, which in turn can help them to adjust and stay within the profession when they become teachers. Other researchers noted that teacher candidates that engage in service-learning become more culturally sensitive (Boyl-Baise, 2005; Brown & Howard, 2005), although others have found that the experience served to reinforce stereotypes. (Boyle-Baise, 1998; Callahan & Root, 2003)

Kevin Swick (2001) further notes that service-learning “offers students opportunities to gain new skills, apply knowledge in challenging situations, and contribute to the lives of others in meaningful ways.” In his view, service in teacher education programs creates a community of learners that not only strengthens teachers' ability to make a difference in their communities, but also increases the teachers' involvement in the community development process.

Though service-learning is not a part of the formal SOE curriculum, its ideals permeate volunteer service opportunities made available to individual teacher education candidates and Brescia's SOE clubs. In this way, the ideal of service remains an essential element of Brescia's commitment to its candidates and to the students these candidates will teach as an expression of their lives of service.

E. PROFESSIONAL EDUCATORS COMMITTED TO LIFELONG LEARNING

The Christian tradition offers a multi-faceted witness to the value of learning. Though Scripture rarely reflects the value of academic study, the ideal of lifelong learning in a holistic sense is implied in texts such as this divine address to Job that contrast the limits of human understanding with the marvels of the universe and the infinity of God, implicitly indicating that what is available to learn far exceeds the capacity of a lifetime:

The Lord answered Job out of the whirlwind: “Who is this that darkens counsel by words without knowledge?... I will question you, and you shall declare to me. Where were you when I laid the foundation of the earth? Tell me, if you have understanding. Who determined its measurements — surely you know! On what were its bases sunk, or who laid its cornerstone when the morning stars sang together and all the heavenly beings shouted for joy?... Have you

entered into the springs of the sea, or walked in the recesses of the deep? Have the gates of death been revealed to you? Have you comprehended the expanse of the earth? Declare, if you know all this! (Job 38:1–2, 3b–7, 16– 17a, 18 [NRSV])

Similarly, in an age when formal education was a luxury few women enjoyed, Angela Merici nonetheless saw the value of continued learning within the limits of her time and place. She also understood that such learning was enhanced when it could be *collaborative*, as seen here:

Have your daughters come together from time to time in the place you think best and most convenient. And then (according to whether you have at your disposal a suitable person) have them listen to a short sermon and exhortation, so that, together like this, they might..., talking over spiritual matters, rejoice together, and together encourage one another. (St. Angela Merici, *Eighth Legacy*, in *Writings*, 1995 ed.)

Across the centuries, the ideal of lifelong learning was hidden within the ideal of *docility* proposed to Ursuline educators:

A docile person always believes, and with reason, that she lacks something, and she wishes to acquire it. That is why she consults and listens willingly...Educators must study incessantly; they must learn from God through meditation and prayer; from [other human beings], by listening to them with interest and a desire to learn. Truth is found only by a patient, humble, and deep study...The docile educator increases her store of wisdom from the experiences of others. She learns from everyone. (Martin, 1946, p. 25)

In the 20th century this ideal was made explicit:

The Ursuline [educator] has no right to consider her formation complete. She must perfect it from year to year during her whole life. When she has obtained her degrees...she will give herself to personal study during vacations. “The Institute expects [the teacher] to keep all [her] life the studious habits...formed during the years of preparation for the apostolate. [She] should be avid for the increase of intellectual wealth, which [she] can and should accumulate during leisure hours.” (Martin, 1946, 259, citing *Juniors’ Manual*, Part II, chap. II)

Contemporary scholarship also affirms both the value of and need for continuous learning. Van Weert (2006) and countless others have warned that the dizzying speed of change in modern life has moved lifelong learning from a luxury to an absolute necessity. The 1986 Carnegie Forum for Education and the Economy concluded that teachers “must be *able to learn all the time*, as the knowledge required to do their work twists and turns with new challenges and the progress of science and technology.” Teachers must therefore be “people of substantial intellectual accomplishment,” according to Ballou and Podgursky (1996, p. 25). Thomas and Brown (2011) address the same issue from a different point of view, using the long-popular educational truism: “Give people fish and feed them for a day; teach people to fish and feed them for a lifetime.” According to these two authors, the problem with this adage is that it “assumes that there will always be an endless supply of fish to catch and that the techniques for catching them will last a lifetime.” Their basic premise is the mistaken notion that “most of what we know will remain relatively unchanged for a long enough period of time to be worth the effort of transferring it.” They insist that, while some things will always be true, “the pool of unchanging resources is shrinking, and that the pond is providing us with fewer and fewer things that we can even identify as fish anymore” (Thomas and Brown, 2011, p. 40), hence the urgency of forming teachers committed to lifelong learning. One essential element of lifelong learning is the skill to engage in Critical Thinking, that is, to make evaluative judgments, necessary for teachers to be “reflective practi-

tioners” (Schön 1987), professionals capable of both “reflection-on-action” and “reflection-for-action” (p. 327). A second essential element of lifelong learning is a shift from teacher-centered to learner-centered education, with the corresponding cultivation of attitudes and/or skills of inquiry and curiosity. Learner-centered education also requires the willing use of Creativity and Collaboration skills. According to Kendall (2005, p. 290), a “cradle to grave” understanding of lifelong learning — recognizing that most of people’s lives is spent outside formal educational facilities — requires that learning be self-motivated, focused on learners rather than on teachers. Given then the “scale of current economic and social change, the rapid transition to a knowledge-based society, and demographic pressures resulting from an ageing [sic] population in the industrialized countries” (Kendall, 2005, p. 291?), an approach to education that emphasizes the need for lifelong learning is vital.

The presence of this philosophical emphasis in Brescia’s SOE teacher education programs serves to position candidates to move beyond the confines of walls and curriculum into a lifelong habit of personal responsibility for learning. SOE candidates/professional educators thus exemplify one of the most distinctive characteristics of Ursuline education throughout the centuries: its commitment to adaptability and appropriate change. The following famous directive of Angela Merici — effectively summing up the SOE philosophy on this point — necessarily requires a commitment to lifelong learning if one is to “read the signs of the times” and respond as needed:

If, according to times and circumstances, the need arises to make new rules or do something differently, do it prudently and with good advice. (St. Angela Merici, *Last Legacy*, in *Writings*, 1995 ed.)

SOE DISPOSITIONS/INSTITUTIONAL STANDARDS

Flowing directly from these philosophical foundations, Brescia University’s SOE has aligned its curriculum with the KTS, NCATE Standards, ISTE Standards, current EPSB themes, the University’s Educational Outcomes, and the elements of the SOE Conceptual Framework (see Table #2 on p. 62). To ensure that this curricular alignment addressed all elements of the Conceptual Framework, the SOE has established the following signature assignments:

Table #1: Alignment of Core Courses and Dispositions with Signature Assignments:

Core Courses	Signature Assignment	Professional Educator	Ethics	Advocacy	Service	Lifelong Learning
Initial: Undergraduate						
Edu 204	KTIP Lesson Plan and Dispositional Paper	X	X	X	X	X
Edu 255	Compile a Research-Based Resource File. The file contains 15 category folders in specific areas of	X	X	X	X	X

	diversity present in P-12 student populations.					
Edu 246	Completion of a culminating project involving development of a summative learning digital experience	X	X			X
Edu 301	Review of a recent journal article that refers to Human Growth, Development, and Learning Theory	X		X		X
Advanced: Graduate						
EDL 500	Assignment 1: Servant Leadership Paper and Presentation Assignment 2: Field Experience Mentoring Practicum 1	X	X	X	X	X
EDL 530	Integrated Technology Lesson	X	X	X	X	X
EDL 570	Innovative Teaching Strategies	X	X	X	X	X
EDL 580	Literature Review	X	X	X		X
EDL 581	Action Research Proposal	X	X	X	X	X
EDL 630	Discipline Plan	X	X	X		
EDL 640	Assessment for Learning Classroom Application	X	X	X	X	
EDL 650	Assignment 1: Facilitation and Coach/Mentor Practicum 2 Assignment 2: Closing Achievement Gap	X	X	X	X	X
EDL 655	Multicultural Curriculum Unit	X	X	X	X	
EDL 671	Assignment 1: Analysis of Data Assignment 2: Discussion and Conclusion	X	X	X	X	X
EDL 672	Action Research Final Project	X	X	X	X	X

A. PROFESSIONAL EDUCATORS WITH CONTENT/ PEDAGOGICAL KNOWLEDGE AND SKILLS

Objective: To graduate professional educators who have become proficient in the relevant academic content/pedagogical knowledge and skills, that is, educators who have mastered the academic content requirements; who have learned how to develop, plan, implement, and assess curriculum/ instruction, using appropriate *technology* and *creativity*; who have learned the appropriate pedagogical and *communication* skills to deliver instruction, understand and address *diverse* individual student needs, work *collaboratively* with others, reflect on and improve their own teaching by evaluating and improving their *impact on student learning*, and become leaders in their schools and beyond. In addition, the Brescia University “professional educator” will also be shaped by a commitment to four dispositions: ethics, advocacy, service, and lifelong learning, further discussed in the following sections.

The curricula for the various teacher education majors, certifications, and endorsements has been developed to align with the Kentucky Teacher Standards (KTS), the International Society for Technology in Education (ISTE), EPSB themes, and appropriate specialty professional association standards. A full developed description of the course/program content, student competencies, and assessments will be found in the Continuous Assessment Plan (CAP) and in the Program Review documents, several examples will suffice here in the Conceptual Framework, demonstrating only how the SOE incorporates into its teacher education programs the Kentucky Teacher Standards (KTS) and current EPSB themes — assessment, technology, literacy/reading, impact on P–12 learning, diversity, and closing the achievement gap. Within the individual documents that constitute the rest of this report, these standards and themes will be presented in greater detail.

Academic content required to address 21st Century skills-in the area of Reading, Language, and Mathematics is offered in University developmental courses prior to Admission to the SOE. College/University-level academic content (KTS 1; see also the EPSB theme of **LITERACY/READING** below) is provided developmentally, beginning with the orientation classes (Edu 103, 104, 108, and 204) and moving into more specialized content in upper division courses such as “Growth, Development, and Learning Theory” (Edu 301), “History and Philosophy of Education” (Edu 411), the two literature courses — Children’s and Adolescent (Edu 314 and 315), “Social Studies in Elementary Grades” (Edu 319), and “Science for Elementary Grades” (Edu 320). Knowledge and skills needed to design/plan instruction, create an appropriate learning climate, and implement/manage instruction (KTS 2, 3, and 4) are learned and practiced in the general and specific methods courses required for each major, such as the “Infant/Toddler Curriculum and Methods” (Edu 310), “Math Methods for Elementary Grades” (Edu 323), middle school “Teaching Language Arts in the Content Areas” (Edu 326), “Methods and Materials: Secondary Curriculum” (Edu 410), and special education’s “Methods: Learning

and Behavior Disorders” (Edu 336). Teacher education candidates learn how to assess student learning and communicate the results of that assessment (KTS 5; see also the EPSB themes of **ASSESSMENT** and **IMPACT ON P-12 LEARNING** below) in most courses, especially those that include field experiences and clinical practice, but specifically in the assessment courses of the curriculum (Edu 308 and 350). The Teacher leader program provides opportunity to extend and refine how they instruct and assess reading and writing. In the graduate program (MSTL), literacy is addressed in EDL 570, 590, 591 and 640.

Candidate ability to use technology (KTS 6; see also the EPSB theme of **TECHNOLOGY** below) is strengthened through the “Technology Application and Integration in Education” course (Edu 246) and other SOE requirements. Candidates learn to reflect on and evaluate both their specific teaching experiences and their overall performance (KTS 7 and 9; see also the EPSB theme of **IMPACT ON P-12 LEARNING** below) through oral and written requirements as they move through the various levels of the program, through reflections on required field experiences, through the strengths and needed areas of growth identified in the Professional Growth Plans, and through the numerous requirements embedded in the clinical practice of the practicum and Clinical Practice. SOE teacher education candidates learn how to collaborate with colleagues, parents, and other agencies (KTS 8; see also the EPSB theme of **IMPACT ON P-12 LEARNING** below and the EPSB themes of **DIVERSITY** and **CLOSING THE ACHIEVEMENT GAP** in Section C — “Advocacy”— below) in such courses as “Teaching Populations of Diverse Children and Youth” (Edu 255), “Family and Agency Services” (Edu 309), “Career Education and Family Life” (Edu 441), and “Legal Aspects, Parental Issues, and the IEP” (Edu 443). Opportunities for professional leadership (KTS 10) are provided through the various extracurricular groups and activities, and in Clinical Practice.

Brescia’s SOE also addresses the content/pedagogical knowledge and skills highlighted by current EPSB themes. EPSB’s focus on **ASSESSMENT**, for example, is woven deeply into the SOE teacher education programs, both on the undergraduate and graduate levels. In addition to the specific undergraduate academic courses devoted to the topic (Edu 308 and 350) and the assessment units contained within all methods courses, the reflective journaling, regular meetings with advisors, and supervisor reports on field experiences and the clinical practice of Clinical Practice provide a multi-layered assessment of candidates’ content knowledge, professional skills, and the required unit dispositions. Student representatives to TEAC reported that many teacher education candidates needed more intensive pre-Clinical Practice experience in actual classrooms; as a result of this input, a one-credit-hour practicum course (Edu 415, 416, 417, 418) was developed and is now a prerequisite for Admission to Clinical Practice. As an initial clinical practice opportunity, this practicum provides candidates with first-hand experience of authentic “real life” assessment in P-12 classroom settings. While assessment is ongoing and developmental, it occurs more intensely at the entry points of the three levels in the undergraduate program: Admission into the SOE, Admission to Clinical Practice, and Graduation. Specific details of this cycle of assessment will be found in Document II: The Continuous Assessment Plan.

Assessment also permeates the MSTL. “Assessment for Students’ Learning” (EDL 640) examines a range of techniques for assessing student progress. Participants are required to examine their own assessment practices in light of student *diversity* and instructional practice. Such examination will include — but not be limited to — standardized tools, criterion-referenced tests, curriculum-based assessment, and continuous assessment in candidates’ classrooms and schools. This course surveys the practical and theoretical issues relating to assessment within the classroom and — through a job-embedded component — equips practicing teachers with the skills and knowledge they need to do high quality classroom assessment, develop classroom tests, and measure student achievement.

Likewise, EPSB’s **TECHNOLOGY** emphasis is interwoven throughout Brescia’s curriculum as a whole and in the SOE. Almost all students entering college today bring some level of technology skill because of the explosion of social media apps and the requirements in their high schools. In order to ensure that students have the level of skill required for college work, Brescia University requires demonstration of student computer competency; it is left to individual academic programs to determine the appropriate means to that demonstration of competency. For its part, Brescia has invested in technology in various ways: a number of computer labs scattered throughout the campus available for student use, a wireless network available all over campus for student (and faculty) use, and the installation of SmartBoards, Interactive and LCD projectors, computers, and Document Cameras in numerous classrooms on campus.

These resources are available for students both in and out of the classroom. The University's SOE programs integrates technology, especially computer use and multimedia systems, on several levels. Education faculty are expected to know and use computers as an aid in their personal planning, and to encourage and facilitate student use of the computer in education classes as a tool to acquire information, demonstrate understanding, share research, and collaborate in learning. These teacher educators and SOE candidates must master various presentation systems (e.g., *PowerPoint*, Web page design) with which the teacher can create specific computer applications to further the objectives of the education classes. Students learn to use the computer as a tool both for their own use as students, and eventually as teachers who will involve their own students in learning about and using technology. They are also expected to become increasingly comfortable with using and teaching best practices in the academic use of the Internet as a source of quality information and a means to enhance professional collaboration. An educational technology course (EDU 246: Technology Application and Integration in Education) is required early in the teacher education course sequence to provide a foundation for developing expertise in the use of computers; use of that expertise is essential in all other professional and content area courses. This course enables candidates to improve their knowledge and technology skills (KTS 6). The field hours required for this course deepen the knowledge gained by instruction. Candidates learn how to use Moodle and are expected to be proficient in the use of technology as they complete course requirements. The public presentation of their portfolio to TEAC prior to Clinical Practice must

also demonstrate effective use of technology. In addition, candidates must demonstrate and are evaluated on appropriate use of technology in their field experiences and clinical practice. The Computer Science course on Networking (CS 370) offers further opportunities for middle-school and secondary teacher candidates to study technology, especially in teaching math and science. The MSTL course, “Technology for Teacher Leaders” (EDL 530), requires practicing teachers to deepen their technology skills and apply those skills to the specific educational setting in which they are working, thus directly **impacting P–12 learning**. At the conclusion of their master’s program, MSTL candidates must also effectively use technology as they present their Action Research Projects. Finally, in the area of technology in education, SOE faculty members have become both instructors and advocates as they model creative use of technology with limited resources while advocating at multiple levels for expanded access to increasingly sophisticated technology resources.

The third EPSB theme that is addressed by Brescia’s SOE is that of **LITERACY/READING**. Believing that the ability to read is the easiest and most accessible doorway into knowledge and the development of human potential, the SOE is committed to preparing teachers who can guide and mentor students in learning and enhancing this skill. This commitment expresses itself first of all in helping teacher education candidates improve their own reading skills through the reading requirements of the program courses. (Even before admission to the SOE, if a freshman prospective candidate’s ACT test scores fall below 18 in Reading, s/he is required to take a developmental course, “Reading Across the Curriculum” [IdC 009], in order to attain college-level reading skills.) Either way, students demonstrate their own “college and career readiness” by meeting and further developing the 10 CCR Literacy Anchor standards in Reading Literature, Reading Informational Texts, Reading Foundational Skills, Writing, Listening and Speaking, and Language.

Even as they improve their own reading ability, and after Admission to the SOE, candidates take classes both in teaching reading, either in elementary (Edu 321), middle school (Edu 322), or secondary (Edu 327), and in teaching either elementary (Edu 325) or middle school (Edu 326) language arts; in these course they strive to prepare their own students to be “college and career ready.” The “Children’s Literature” (Edu 314) and “Adolescent Literature” (Edu 315) courses provide explicit reading content that candidates will be able to use as professional educators. Teacher education candidates also attend to literacy issues in their various methods and assessment courses, as well as in the hands-on experiences they have in field placements and during the practicum and Clinical Practice. SOE candidates also impact student literacy through the long-standing Brescia tradition of providing tutoring both for fellow Brescia students’ on-campus and for students in area elementary schools. The ESL Endorsement course (Edu 402: Acquisition and Skills Set) helps candidates appreciate in a deeper way how language is learned. On the master’s level, MSTL candidates deepen their knowledge and skills related to literacy in such courses as “Literature in Middle and High School Classrooms” (EDL 590) and “Introduction to Literacy Coaching in Middle and High Schools” (EDL 591).

The fourth EPSB theme of **IMPACT ON P-12 LEARNING** is also woven into all elements of Brescia University's SOE, which actively affirms the NCATE statement: "The guiding principle of the teaching profession is that student learning is the goal of teaching" (NCATE, 2008, p. 21). Permeating the curricular and co-curricular elements of Brescia's SOE is a commitment to make a difference in the lives of all students that Brescia graduates will teach. In the various methods courses, field experiences, and clinical practice that cover the gamut of teaching specializations, candidates are focused on how they can impact P-12 learning within the classrooms and schools they serve, because the ultimate goal of the Brescia University SOE is, of course, for its graduates to become professional educators who make a positive impact in the lives of their students through their academic and pedagogical competence and the dispositions of ethics, advocacy, service, and lifelong learning that flavor and shape that competence. Throughout their individual programs, SOE candidates reflect daily on their field experiences, and submit to their professors these reflective journals that allow the candidate to examine the impact of their own actions as well as the actions of others which they witnessed.

The SOE Conceptual Framework components of becoming a **professional educator** who has become proficient in the required content/pedagogical knowledge and skills, and who is committed to the dispositions of **ethics, advocacy, service, and lifelong learning**, lead quite clearly into various experiences that impact student learning even while the candidates are still undergraduates, as will be seen in the following paragraph. Within the Master's Teacher Leadership program (MSTL), the graduate candidates' courses provide multiple opportunities for them to make direct and long lasting impacts on their own P-12 students. Many of the classes — for example, "Technology for Teacher Leaders" (EDL 530), "Social Issues in Education" (EDL 550), and "Assessment for Students' Learning" (EDL 640) — include development and measurement of projects with an immediate and direct impact in the candidates' own schools. The Action Research Projects also are designed to be implemented within candidates' own schools; these projects often have the added advantage of taking two semesters to enable students to learn about research, collect data, and analyze the results, thus helping candidates reflect on changes that they can make in their own classrooms.

As part of the SOE preparation of its candidates to become professional educators, all assessment and methods courses in the undergraduate curriculum contain a field experience component; in this way teacher education candidates are invited from the beginning to link the theory and content knowledge of their course work with actual skill practice in real-life settings where they see firsthand the impact that effective teachers have on P-12 learning. The "Field Supervisor's Evaluation" form explicitly measures candidates on many professional elements of their field experience — their knowledge, skills, and dispositions: "Poise/self-control, understanding of core content, quality of preparation/planning, use of diverse strategies, and classroom/behavior management." When candidates later review these forms, they have an opportunity to judge their own impact on P-12 learning and plan appropriately for continued growth in this area. In addition,

both the portfolio presentation to TEAC before and the “Cooperating Teacher Evaluation” form after Clinical Practice evaluate candidates based on the Kentucky Teacher Standards for professional educators (and supplemented by some of the EPSB themes) and judge a candidate’s demonstrated impact on P–12 learning. SOE candidates are also encouraged to take part in conferences and pre-professional institutes sponsored by the Student Chapters of the KEA and the CEC. The expected outcome is a professional educator who demonstrates mastery of content/pedagogical knowledge and skill proficiency, thereby positively impacting P–12 learning.

The two remaining EPSB themes of **DIVERSITY** and **CLOSING THE ACHIEVEMENT GAP** will be discussed below as elements of Section C —“Advocacy.”

Brescia’s SOE thus provides its teacher education candidates with the content/pedagogical knowledge and opportunities for skill development that enables them to become professional educators who meet or exceed the Kentucky Teacher Standards, the requirements of their SPAs, and the knowledge and skills attached to current EPSB themes. An understanding of the required content/pedagogical knowledge and skills common to all elements of the SOE undergraduate can be made explicit as follows:

- At least a 2.75 GPA overall and in SOE required for Admission to the SOE
- Successful completion of all required SOE courses (a minimum grade of “C” or higher)
- Maintenance of an overall GPA of at least 2.75 for SOE major requirements
- Successful completion of the PRAXIS I
- Completion of the PRAXIS II test(s) required of certification area(s) and the Principles of Learning and Teaching (PLT) test.

All applicants for admission to the MSTL program must meet the following

- Official transcripts from all colleges/universities attended.
- Satisfactory undergraduate academic record with a GPA of 2.75.
- Official report of satisfactory scores of 400 on the Graduate Record Examination (GRE) on each of the three parts; or of the successful completion of the Praxis II and specialty test in the candidate’s subject area; or successful completion of state certification exam(s).
- A resumé and two letters of professional recommendation.
- Interview with the Graduate Program Director and a representative from the School of Education.

The MSTL interview questions are designed to give the applicants an opportunity to establish their own teacher dispositions and give the program director a chance to make an initial determination of the potential match with the candidate and the program’s conceptual framework and desired dispositions.

In summary, a SOE professional educator is one who has acquired proficiency in the required knowledge, skills, disposition, and diversity for teaching, that is, they have mastered the required coursework, successfully demonstrated the necessary skills, maintained an appropriate GPA throughout their degree program, and successfully passed or at least taken the required national

examinations as steps toward teacher certification. Throughout this process, Brescia's teacher education candidates are also challenged to develop certain dispositions. The particular dispositional framework within which SOE candidates are formed into uniquely Brescian professional educators is explained in the following four sections.

B. PROFESSIONAL EDUCATORS COMMITTED TO ETHICS

Objective: To graduate professional educators who know their ethical and legal obligations; who assume responsibility for their own competence and the appropriate instruction of their students; who are aware of the needs of others — their students, colleagues, communities, and profession; who have positive relationships with colleagues; who are honest; and who are committed to ethical attitudes and behavior.

The SOE considers ethics to be not only an essential disposition for teacher education candidates but also one of the knowledge content areas (KTS 1) required of professional educators both at the initial and advanced levels. While the dispositional element of ethics is evaluated in the various forms required at key stages in candidate progress through their academic program (see the CAP and individual Program Reviews found in other documents), the legal and professional ethical requirements are also found in most courses within the education curriculum (Edu 103, 104, 204, 246, 255, 256, 301, 307, 308, 310, 311, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 334, 336, 337, 350, 407, 410, 412, 413, 420 and 420L, 421, 422 and 422L, 430, 431, 432, 433, 440L, 441, 443, and 444L; EDU 500, 530, 550, 580, 591, 620, 630, 640, 650, 655, and 671); as such, evaluation of mastery of this content knowledge is done through course grading.

This disposition of ethics has a positive **IMPACT ON P-12 LEARNING**. Candidates learn the need for confidentiality as they begin to do student assessment under the supervision of experienced teachers. Though the temporary situation of undergraduate candidates makes follow-up investigations to determine long-term results difficult, the data do show the immediate impact on student learning when assessments are conducted fairly and respectfully, and when results are kept confidential. SOE faculty teaching education classes invite area educators, many of whom are graduates of the Brescia teacher preparation program, to share with students a real sense of what it means to be a professional educator committed to ethics in today's schools. These same individuals are asked to evaluate field students based on their actions, dispositions, and potential as educators committed to ethics. In the MSTL program (advanced), master's candidates deepen their knowledge of the ethical requirements of being a professional educator in "Ethical Issues in Education and Research" (EDL 620), a course that evaluates ethics policies of specific schools and school systems that have a direct impact on P-12 students. In addition, the developed research courses (EDL 580 and EDL 671) provide opportunities to deal with professional ethical standards of research not usually addressed in the undergraduate program. The expected outcome of this SOE emphasis is a professional educator who is knowledgeable about and committed to the multiple demands of ethics, thereby positively impacting P-12 learning.

The SOE models, teaches, and assesses the ethics of its candidates throughout its various programs, as is evident in the presentation of ethical and legal information within numerous courses; the requirements and assessments for Admission to the School and to Clinical Practice; ongoing education faculty recommendations and/or evaluations; reports from Field Experience supervisors, cooperating teachers, and University supervisors; and in the self-assessments evident throughout the program in the Professional Growth Plans. Contained within all these forms is an understanding of ethics common to all elements of the SOE and which can be made explicit as follows:

- Knows ethical and legal obligations (KTS 1)
- Willing to assume responsibility
 - Is prompt in assignments and attendance
 - Understands confidentiality
 - Is punctual
 - Is prepared
 - Is dependable
 - Is professional
 - Demonstrates appropriate attire/Neatness/Cleanliness
 - Demonstrates Poise/Self-Control
 - Takes care of material and equipment
 - Puts forth best efforts
 - Is consistent
 - Remains committed to assigned tasks
- Aware of the needs of others
 - Honors commitments
 - Is trustworthy
 - Facilitates mutual respect
 - Fosters mutual respect between teacher and students and among students (KTS 3)
 - Connects Content Knowledge to life experiences of students (KTS 1)
 - Uses contextual data to design instruction relevant to students (KTS 2)
- Has positive relationship with colleagues
 - Cooperates with supervisor
 - Is open
 - Collaborates
- Is honest
- Demonstrates ethical awareness
 - Has no conviction of a felony involving moral turpitude
 - Has read and promises to adhere to the Professional Code of Ethics for Kentucky School Certified Personnel (KTS 1)

In summary, ethics for a Brescia SOE professional educator means awareness of and willingness to accept the ethical and legal obligations inherent in the teaching profession and one's individual

classroom/school setting; personal responsibility for being adequately trained and well-prepared for both classroom and extracurricular responsibilities; awareness of and respectful responsiveness to the needs of others, including the *diverse* needs of students; healthy, caring, and collaborative relationships; honesty; and a demonstrated sense that doing the right thing matters — for oneself and for one’s students.

C. PROFESSIONAL EDUCATORS COMMITTED TO ADVOCACY

Objective: To graduate professional educators who know appropriate channels of advocacy; who are positive, enthusiastic, caring, and interactive; who possess the knowledge and skills to differentiate instruction for *diverse* student populations; who involve themselves with families and community; and who serve as mentors and advocates for their students, their schools, and their communities.

For the SOE, advocacy is considered an element of content information (KTS 1), a skill, and a disposition (KTS 8). Brescia’s SOE candidates are continuously challenged to become aware of the needs of the schools, families, and students with whom they work, and to identify responses they might make and, when possible, to act upon them. In a large sense, teachers serve as advocates for their students whenever they make it possible for those students to participate in and make progress in their school, district, or state core curriculum. While advocating for such student participation and progress requires awareness and knowledge of the factors that affect emotional, psychological, physical, and economic access (as they will encounter in Psy 300 – Developmental Psychology, EDU 204 and EDU 108 – Introduction to Education, and EDU 255 – Teaching Diverse Populations of Children and Youth), such advocacy also depends upon the teacher’s understanding of and comfort with the vision of an educator as a facilitator among diverse students and as one who empowers diverse learners. Ultimately, teachers as advocates must help their students become responsible for their own learning. Within Brescia’s SOE programs, candidates are exposed to and expected to demonstrate competence in a variety of instructional approaches which could empower their future students. Such approaches include the direct instruction and the strategies instruction models shown to be so effective with students with disabilities (and experienced in Edu 255 – Teaching Diverse Populations of Children and Youth, and in Edu 336 – Methods: LBD), as well as the constructivist, scaffolded, and inquiry approaches shown to move students to greater levels of understanding and mastery of highly complex concepts. SOE candidates encounter these approaches throughout their methods courses (e.g., Edu 319, 321, 326, 407) and within their capstone “Curriculum and Classroom Management” classes (Edu 412/413). Graduate students diagnose students’ needs and prescribe the environment with least resistance learning when appropriate in most MSTL advanced courses, for example, in EDL 550, 570, 620, and 630. Graduate students help to advocate for and guide course offerings in their local schools resulting from content areas covered in the MSTL advanced courses, such as in EDL 590, BIO 501, BIO 502, and MTH 513.

SOE candidates and graduates also understand that teachers must advocate for their students in terms of ensuring safe environments and participating in any processes necessary to secure the necessary additional services for students with diverse needs (see EPSB theme of DIVERSITY below). Candidates are expected to expand their awareness of the multiple needs of students and to reflect on and evaluate their advocacy stance in their own classrooms. The strong Brescia emphasis in Special Education encourages discussions between general and special educators at all levels. Such discussions widen the understanding of how all educators must be advocates for optimal learning among all learners, however diverse they might be. Thus, from the introductory courses (Edu 103, 104, and 204), in which candidates begin to learn about resources available for future advocacy, to the “Family and Agency Services” course (Edu 309) that explicitly “explores community and professional services that benefit children and families,” through the more advanced pedagogical courses in which candidates learn to prepare and deliver instructional experiences that serve diverse populations (Edu 310 and 350), and culminating in the clinical experiences of the practicum and Clinical Practice and/or a graduate MSTL, SOE teacher education candidates learn about, internalize, and practice various elements related to advocacy.

The SOE considers attention to *diversity* an important element of the advocacy stance it seeks to cultivate in teacher education candidates. Because they are interrelated in the teacher education programs at Brescia, the EPSB themes of **DIVERSITY** and **CLOSING THE ACHIEVEMENT GAP** are considered together here. The University as a whole considers diversity an important value, as evident in the third of its Educational Outcomes described in the University *Catalog*: “Brescia University graduates will possess the capacity to adapt to diverse environments.” Diversity also remains a transitional General Education Human Welfare Value, in which all Brescia graduates are expected to “respect individual differences” and “appreciate diversity of culture.” In addition, from the Geography courses (Geo 211/212) that cover cultural divisions of the earth, to the Introduction to Philosophy course (Phl 103) that is taught from a multi-cultural perspective, to the global history General Education Requirement and the Linguistics course (Eng 306) — required for the ESL Endorsement — that analyzes the social and historical developments of human language, University concern for this value is evident.

Brescia’s SOE has long been committed to meeting the needs of diverse populations; indeed, this was the guiding principle in beginning a program in Special Education decades ago, and was a prime motivator in the recent development of the ESL Endorsement. The close affiliation among the “regular” education programs and special education results in teacher education candidates who are acutely aware of different student needs. However, the needs of special education students make up only ONE element of the SOE’s emphasis on diversity. The full range of *Diversity* groups is addressed formally in the program in “Teaching Diverse Populations of Children and Youth” (Edu 255), a required course for every teacher education candidate regardless of major. The needs of diverse student populations and effective ways to *close the learning gap* for those students are discussed in other courses found in both the education and special education curricula (Edu 256, 307, 334, 337, 430, and 441). Based on KTIP forms Task

A-1, Task A-2, and Task C, all lesson plans created by teacher education candidates must consider P–12 students’ learning characteristics in their lesson delivery and assessment; in addition, some course assignments provide candidates with specific case studies requiring individualized instruction. In the Fall of 2014, candidates were introduced to the concept of Signature Assignments. These lesson plans are often the Signature Assignments for methods courses across all programs in the SOE. The SOE Clinical Practice evaluation form for all programs includes the assessment of the level at which a candidate plans “for learning and cultural diversity,” “guides student understanding from various perspectives,” and “uses multiple assessments” that would respect different learning styles. This form is utilized in all practicum and Clinical Practice placements across the programs and it assesses the **diversity proficiencies** required by the SOE (see p. 21). In addition to this attention to ***diverse learning styles and intellectual abilities*** (*Field Handbook*, p. 17), the SOE is also attuned to other elements of ***diversity***, including racial and socio-economic, as well as rural-urban and public-private schools, as indicated in the discussion below of field and Clinical Placements.

The dynamism of active professional and academic discipline preparation is heightened by the use of intensive field experiences designed specifically for education students, experiences that provide for ***diverse*** experiences and facilitate the students' growth toward competence in the Kentucky Teacher Standards. As early as the “Introduction to Education” course (Edu 204), students take part in diversified placements that afford them opportunities to observe, compare and contrast, tutor, and teach. All students must address the needs of diverse populations of children and youth in Edu 255 through the Signature Assignment of the Resource File. Courses later in the programs such as Edu 412/413 and methods courses emphasize differentiated instruction to meet the unique needs of all P–12 students. According to the *Field Handbook* (p. 16), at least 15% of any teacher education candidate’s field and clinic requirement must be in ***ethnically diverse*** school settings. Another 15% of the candidate’s field and clinic requirement hours must be in settings with ***economic diversity***. Brescia works with Title I schools and preschools that serve an economically and ethnically diverse inner-city population. Brescia’s SOE candidates are assured at least one and often many placements within Title I schools. No more than two-thirds of a candidate’s field hours can occur in the same setting, providing even greater diversity. This ***diversity*** is documented by the Field Placement Form #18, located in the SOE Office Manager/Data Manager’s files and available to all advisors. It is also documented through candidates’ required entries for each field experience submitted on the Kentucky Field Experience Tracking System (KFETS).

At the advanced level, candidates in Brescia University’s Master of Science in Teacher Leadership (MSTL) bring to their classes and colleagues the benefit of their diverse educational experiences and cultural backgrounds. The MSTL has combined (among other experiences) those from inner city primary programs, suburban art classes, self-contained and resource special education settings (at all levels), alternative school settings, regular education, and collaborative education in both intermediate and middle grades, and a variety of rural poverty settings. The

MSTL elective, EDL 655: Multicultural and Diversity Issues in the Curriculum, addresses diversity on multiple levels. The “Master Teacher” course (EDL 570) provides participants with practical, hands-on strategies for teaching in heterogeneous settings. Participants learn how to engage and support struggling learners while challenging advanced learners. Strategies for differentiating content, process, and products are covered in the course. This course is intended to assist candidates increase their capabilities to make instructional modifications/adaptations related to meeting diverse learning needs of P–12 students within general education classrooms, thus *influencing P–12 learning*.

Brescia University SOE candidates also demonstrate the **IMPACT ON P–12 LEARNING** that flows from their advocacy disposition in other ways. For example, Reading and Language Arts methods courses (Edu 321, 322, 325, and 326) for both elementary and middle grades majors have taught within the school setting at one of three inner city Title I ethnically diverse settings (Foust Elementary, Estes Elementary or Cravens Elementary) and at the Owensboro 5–6 Center. When working with University faculty and cooperating teachers within those settings, SOE candidates provide direct instruction or tutorial assistance to students within these schools. Likewise, in the Behavior Disorders course (Edu 337) candidates work with teachers in appropriate settings to help conduct Functional Behavior Assessments (FBA) and design behavior interventions. Advocating for such positive impact on student learning and their environments has the potential to generate both short- and long-term effects. Candidates maintain and present the data within courses and to the cooperating teacher. The expected outcome of this SOE emphasis is a professional educator who is knowledgeable about and committed to the multiple demands of and opportunities for advocacy/attention to diversity which positively impact P–12 learning.

At Brescia University then, as evidenced in the SOE courses, forms, and processes noted above, there is a concrete understanding of advocacy common to all elements of the SOE and which can be made explicit as follows:

- Knows appropriate channels of advocacy
- Is positive and enthusiastic
 - Demonstrates vitality
 - Communicates high expectations (KTS 3)
 - Establishes a positive learning environment (KTS 3)
- Cares
- Interacts with students/participants
 - Integrates student use of technology into instruction (KTS 6; EPSB TECHNOLOGY theme)
 - Differentiates approaches to instruction (EPSB DIVERSITY and CLOSING THE GAP themes)
 - Is aware of P–12 student/participant needs
 - Plans instructional strategies and activities that address learning objectives for all students (KTS 2)

- Implements planned instruction based on diverse student needs and assessment data (KTS 4; EPSB DIVERSITY and ASSESSMENT themes)
- Mentors
- Involves family and community
 - Communicates learning results to student and parents (KTS 5)
- Perceives own role as advocate
 - Identifies leadership opportunities that enhance student learning and/or professional environment of the school (KTS 10)

In summary, advocacy for SOE professional educators means designing, implementing and assessing instruction using a variety of different approaches based on diverse student needs; being positive, enthusiastic, and caring; interacting positively with students, families, local communities, and other constituencies; mentoring; and perceiving one's professional role as an advocate who is committed to not only recognizing and calling attention to unmet needs but then using all available resources to address those diverse needs.

D. PROFESSIONAL EDUCATORS COMMITTED TO SERVICE

Objective: To graduate professional educators who know and participate in the service opportunities in the local area; who recognize the link between service and leadership; who participate in school and community events; who believe in the ability of students to help (and thus serve) each other; who go beyond what's expected; and who understand the teaching profession itself as service.

Rooted in the University Mission Statement emphasizing “service of others” and in “the Brescia Difference” affirming that “promotion of servant leadership” characterizes Brescia faculty, staff, administration, students, and alumni, the SOE understands that its foundational dispositional pillar of service is directly linked to KTS #10: “The teacher demonstrates professional leadership within the school, community, and education profession to improve student learning and well-being.” Brescia as a whole and the SOE in particular understand that authentic leadership is impossible without a commitment to service. As a result, this commitment is evident throughout the SOE. Faculty serve on local area boards, volunteer through VITA Tax services, and teach religious education for individuals with cognitive disabilities. Conversely, the local schools have also extended opportunities to the SOE faculty and students to participate in their workshops. During the summer of 2013, three SOE faculty attended the Marilyn Friend training focused on the collaborative co-teaching model of service delivery where students with and without disabilities receive instruction in inclusive settings under the guidance of a team composed of a general educator and a special educator. SOE faculty and students attended a training in mathematics assessment at College View Middle School and had the opportunity to interact not only with local teachers, but also with faculty and students from KWC and WKU. In Spring 2014, Cravens Elementary School and Brescia University Schools of Education and Social Work submitted and were awarded a 21st Century grant designed to improve the After-

School Program by utilizing SOE students in methods courses to design and implement instruction opportunities targeted to assist struggling P–12 students in content area skills. In Spring 2015, four SOE faculty met with the Superintendent of OPS and key administrators to begin defining the role SOE faculty and students will play in the Innovation Academy when it opens in August of 2015. SOE students and faculty attended a presentation of Handicap This! along with faculty and P–12 students from a number of area schools and WKU and KWC. This mutual service between the University and area schools is central to the SOE Conceptual Framework.

Teacher education candidates are directed into service and volunteer activities throughout the course of their program. They evidence this service through their Leadership projects required for KTS # 10 competence. Such service finds expression in students volunteering for such public events as the Special Olympics and an international opportunity for a “shoe mission” trip to Haiti by one of our students. Candidates in the “School Health, Safety, Nutrition, and the Environment” class (EDU 213) had a recycling project, and “School Art Methods” (Art 370) students were involved in a recycling project to create a park bench; as noted previously, the latter group also decorated a local community garden. Participation in such proactive approaches ensures that SOE candidates have the opportunity to develop both awareness and knowledge that extend beyond the boundaries of the classroom to more demanding global issues. This is exhibited clearly when the University partners with others to bring world-renowned speakers and presentations to this area of Owensboro including such notables as Rick Lavoie and Temple Grandin. During Fall 2014 a SOE faculty member heard of a need at a church near Brescia; she aided a SOE candidate in establishing a weekly session for BU students to meet and interact with a group of Burmese parents wishing to acquire skills in English. Another SOE faculty member with expertise in Special Education partnered with a faculty member in Biology to design and implement a collaborative program with the ARC Opportunity Center.

One of the first service experiences for all candidates occurs in Edu 204 when candidates present lessons on Junior Achievement content. SOE students enrolled in Edu 441 recently mentored adults with disabilities through a “college experience” involving collaborative science classroom/lab experiences in Biology and on-campus experiences in the Student Center such as eating in the cafeteria and exploring other areas of the Campus Center such as the art exhibit, gym and fitness and Study Pavilion. In addition, Brescia’s theology program has made SOE students aware of the national and international issue of human trafficking. Teacher education candidates also have opportunities to work with families of students (KTS 8), especially during field experiences and the clinical practice of the practicum and Clinical Practice. Finally, candidates have the opportunity to offer tutoring to children in area school systems, and to volunteer their service at the Daniel Pitino Homeless Shelter or for Habitat for Humanity homebuilding projects, as well as participate in annual area Special Olympics, Buddy Walk, Read Across America, and the Scholastic Book Fair programs to raise money for service projects. They also participate in the University sponsorship of the class of 2015 at Daviess County Public Schools.

The Service disposition has an obvious **IMPACT ON P–12 LEARNING**. Every methods course — e.g., reading, math, science, art, music, behavior disorders — involves candidates in direct service to students in area P–12 schools. Course expectations include candidates’ reporting the impact their individual and group lessons had on the students in the classes they served. Initial expectations are for skill and knowledge growth. The following examples illustrate how such skill and knowledge growth in the area of service occurs. Candidates enrolled in methods courses during Fall 2014 and Spring 2015 have had opportunities to observe and participate in the 21st Century grant partnership at Cravens Elementary School. Students in grades 1–4 who have been determined at-risk or struggling in one or more content areas are assigned to small instructional groups. Each day skill-building and reinforcement activities target one of the following areas: math, reading/language arts, science, social studies, fine arts or practical living skills. Faculty teaching these methods courses assist SOE candidates in designing appropriate lessons for Cravens students. Since methods courses require single lesson plans and typically a series of 5–7 lesson plans, all of the required KTIP information is addressed and as Signature Assignments such documents are submitted and graded in TaskStream, the SOE’s newly implemented learning management system (LMS). Field experience placements for these courses occur at Cravens for Elementary Education candidates. Field experiences in the Middle School science methods course have recently occurred in Owensboro Catholic and Daviess County Middle School where the part-time SOE faculty teaching the course has been employed. Brescia candidates record the results of their involvement in course submissions such as their reflective journals; they may choose to use those results as an entry in their portfolio. Data are also recorded in KFETS entries. Field experience supervisors provide ratings and narrative feedback on the evaluation form indicating impact on P–12 student learning. SOE candidates as a group through their participation in book fairs held on –campus at Brescia have impacted P–12 learning through their donation of books to local children in need. A specific candidate at a local county elementary school had kindergarten students grow their own gardens. The expected outcome of this SOE emphasis is a professional educator who is knowledgeable about and committed to the multiple opportunities for service, thereby positively impacting P–12 learning.

Concretely, at Brescia University there is an understanding of service common to all elements of the SOE that can be made explicit as follows:

- Knows the service opportunities in the local area
- Understands the link between service and leadership
- Serves others
 - Actively seeks opportunities to serve
 - Is involved in community service
 - Has breadth of involvement
- Willing to participate
 - Identifies students’/own misconceptions
- Believes in ability of students to help one another

- Collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge (KTS 8)
- Willing to go beyond what's expected
 - Demonstrates higher level of involvement
- Recognizes teaching as service
 - Reflects on teaching

In summary, service for a SOE professional educator consists of active engagement in service opportunities both within and beyond the classroom, the willingness to become involved and to go beyond minimum requirements, a commitment to help students learn to help each other, and a recognition that teaching itself is a service both to one's students and to the wider community.

E. PROFESSIONAL EDUCATORS COMMITTED TO LIFELONG LEARNING

Goal: To graduate professional educators who understand the rapidly expanding and changing nature of contemporary and future knowledge; who have a broad vision; who welcome new ideas; who appreciate *diversity*; who recognize the interconnection of knowledge; who regularly practice higher-order critical thinking; and who are enthusiastic and creative.

Brescia's General Education Requirements, part of a University commitment to the liberal arts, lays a foundation for lifelong learning, in that it introduces all Brescia students to some of the variety of human knowledge and fine arts available to them throughout their lives. In addition, as part of its commitment to offering content knowledge aligned with the Kentucky Teacher Standards, Brescia's SOE is aware of the rapidly expanding and changing nature of knowledge. Faculty members keep current in their fields by attending professional state and national meetings and by reading current literature in their respective specializations. As a result, they are able to impart the best content knowledge regarding current theory and practice in their courses (KTS 1). Field placements during the various methods courses instill in candidates the need to continue studying and learning if they wish to meet the needs of the students they will serve. Recognition of this need is intensified in the clinical experiences of the practicum and Clinical Practice. The "Technology Application and Integration in Education" course (Edu 246) and the technology requirements embedded in other courses (KTS 6; EPSB theme of TECHNOLOGY) challenges candidates to remain current in their technology knowledge base and skill development to meet the unique needs of students in diverse populations. Research papers assigned in several courses (e.g., Edu 307, 334, and most MSTL courses) deepen in candidates the skills needed to continue learning on their own after graduation. The graduate MSTL program, with its focus on Action-Research, embodies the ideal of lifelong learning, in that it requires that candidates constantly and consistently evaluate their classroom setting and the needs of their students, do appropriate research to meet specific needs, and implement the results of that research in an action plan.

In the undergraduate and graduate SOE programs, the disposition of lifelong learning begins to **IMPACT P–12 LEARNING** through the candidates’ Professional Growth Plans, wherein candidates self- assess their progress in acquiring the knowledge, skills, and dispositions required by the Kentucky Teacher Standards (supplemented by the EPSB themes) and, with the assistance of their SOE faculty advisor, plan for needed growth. Field experience and clinical practice feedback from supervising/cooperating teachers also impel and compel candidates to improve identified problem areas that resulted in negative P–12 impact. The Action Research approach woven throughout the MSTL provides substantial evidence of impact on P–12 learning. Action research, as defined by McMillan and Schumacher (2006), “involves the use of research methods by practitioners to study current problems or issues” (p. 15). To conduct Action Research, candidates examine a common issue or an everyday P–12 concern to determine best local practices. The project must be related to P–12 student learning and must offer recommendations to improve student learning. Based on a scholarly review of current literature, the teacher must then propose and implement a plan to improve or solve the problem. Professional Growth Plans are completed in all MSTL courses. In addition, the capstone EDL 671 course ensures that Brescia SOE graduates are able to investigate P–12 data; develop tests, surveys, and benchmarks to evaluate teaching and learning; and concisely write the results of their investigations. The expected outcome of this SOE emphasis is a professional educator who is committed to the necessity of lifelong learning and thereby positively impacting P–12 learning.

All the teacher education programs at Brescia University make explicit this need for professional educators to practice and strive to instill in their students a commitment to and practice of lifelong learning. Concretely, there is an understanding of lifelong learning common to all elements of the SOE that can be made explicit as follows:

- Knows rapidly expanding and changing nature of knowledge
- Has broad vision/new ideas
 - Views events in broad perspective
 - Recognizes larger implications and contexts (requires higher-order thinking)
- Is sensitive to diversity (EPSB DIVERSITY theme)
 - Guides students to understand content from various perspectives (KTS 1)
 - Values and supports student diversity and addresses individual needs (KTS 3)
- Sees all learning as interconnected (requires higher-order thinking)
- Displays eagerness
 - Uses data to reflect on and evaluate instructional practice and to identify areas for professional growth (KTS 7)
 - Evaluates overall teaching performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan (KTS 9; EPSB theme of ASSESSMENT)
- Is creative
 - Creative/flexible use of time, space, materials

In summary, lifelong learning for a SOE professional educator means cultivation of a broad vision that values new ideas, diverse perspectives, and higher-order thinking; recognition of the interconnectedness of knowledge; an eagerness to learn and improve; and creativity that is open to as-yet-undreamed-of methods and avenues of learning.

CONCLUSION

The Conceptual Framework is integrated into all SOE syllabi and handbooks, and students are encouraged to reflect its core principles in all they produce. Rooted in its mission statement and other philosophical foundations noted above, the preparation of teachers by Brescia University has become synonymous with excellence and vitality in Western Kentucky and surrounding regions. Recently the SOE had two graduates who obtained National Board Certification. All Brescia SOE graduates are sources of vast potential energy capable of working under diverse conditions to meet the needs of their students, their students' families, and the needs of the communities they serve. SOE graduates see themselves as professional educators with an obligation to ensure that their students receive the educational opportunities to which they are entitled. They are able to undertake this obligation because they have become proficient in the content/pedagogical knowledge and skills that characterize quality educators. This passion for education, fueled by the belief that all students are capable of growth and learning, further commits the Brescia-educated teacher to become a person embodying the dispositions of ethics, advocacy, service, and lifelong learning. By modeling these attitudes and behaviors as professional educators, these Brescia-educated teachers “pay it forward” and thus inspire in their own students a commitment to content and skill mastery as well as to these same four dispositions. Thus Brescia University's Conceptual Framework can guide SOE undergraduate and graduate candidates' efforts to impact P–12 learning in significant ways.

I.4 KNOWLEDGE BASES

GENERAL EDUCATION REQUIREMENTS

As noted above (pp. 8–10), part of the Ursuline academic tradition is an emphasis on the liberal arts designed to help shape the whole person: intellectually, spiritually, emotionally, and aesthetically. As articulated in its Educational Outcomes, Brescia University provides its students with 57 credit hours of General Education Requirements (GERs), which establishes a strong foundation for achieving its Educational Outcomes by strengthening “the four Cs” and the various CCR Standards students are expected to have developed before college; components in all majors that deepen and refine the achievement of these Outcomes; and a co-curriculum that complements the General Education Requirements and the majors. In addition, since technology is so vital to education today, Brescia requires that all students, whatever their major, demonstrate appropriate computer competency. The goal of Brescia's General Education Requirements is the development of the whole person — body, mind, and spirit — so that Brescia graduates are able to integrate knowing, choosing, and doing into rewarding personal and professional lives that make a positive difference in the world. The idea of basic background knowledge is similar to Hirsch's (2002) idea

that all members of a society should have a basic knowledge of and understand the *ethos* of the community and that this information should be shared by literate Americans, in this case the Brescia community of scholars. Manzo (2008) further echoed: “A common body of knowledge is essential for students to become productive and engaged citizens” ([p. 23](#)).

In an effort to ensure that Brescia students acquire these skills, values, and knowledge expected of all Brescia graduates, the University’s Educational Outcomes are assessed in several ways: through the successful completion of GER courses, through certain questions on the National Survey of Student Engagement (NSSE), through the annual program assessments required of all academic and co-curricular programs, and through the three-year cycle of the University Educational Outcomes Assessment Plan. All SOE teacher education candidates must fulfill the General Education Requirements of the University.

MAJOR COURSES IN THE SOE — BECOMING A PROFESSIONAL EDUCATOR

A. INTRODUCTION

The General Education/liberal arts component of the University's Educational Outcomes is but one source of energy in the dynamic preparation of teachers at Brescia. A second component is the opportunity to explore a major or an area of specialization. In the various teacher education programs, for example, Brescia University SOE candidates expand their liberal arts core in key areas such as math, natural science, literature, and music, thus moving candidates closer to their goal of becoming a qualified professional educator with proficiency in content/ pedagogical knowledge and skills. Study in the liberal arts core is matched with intensive preparation in professional education, a preparation that focuses on providing future teachers with current research in teaching, learning, and pedagogical theory. Specialty studies support the various content and emphasis areas. All SOE candidates begin their development in pedagogical knowledge within the core professional courses (Edu 108/204, 246, 255, and Psy 300) and are expected to demonstrate a minimal level of understanding evidenced by attaining and maintaining 2.75 GPAs overall and in professional education. These GPAs give evidence that students who choose to continue their preparation for teacher certification begin with a solid grounding in the basic learning and curricular expectations of Kentucky and with good experiences of beginning pedagogical practices. Content-specific study of pedagogical knowledge and skills evolves over the next two years as candidates continue with both content studies and participation in content-specific methods courses in Interdisciplinary Early Childhood Education, Elementary, Middle School, Secondary, Special Education, Art Education, Spanish Education, or Master’s Teacher Leadership programs. In keeping with the Conceptual Framework, coursework and other elements in the various majors of the SOE emphasize and help develop the knowledge and skills needed to serve as professional educators who meet or exceed the Kentucky Teacher Standards (KTS) and the requirements of the various Specialty Professional Associations (SPAs) and current EPSB themes. The pedagogical and clinical studies that support the teaching practices in all SOE programs are based on current research, judgment, KTS, Kentucky’s curricular documents, and the requirements of the various discipline-specific SPAs.

Because of their foundational role in providing the content knowledge and skill development expected of a Brescia SOE teacher education graduate (see Conceptual Framework Model above, p. 15), a number of professional standards support and serve as the “foundation” or “floor” of the “house” of the Brescia-trained professional educator, and it is in meeting these standards that the professional educator acquires the content/pedagogical knowledge and skills necessary to serve as a highly qualified teacher. While the standards are spelled out in Section I.5 on Candidate Proficiencies (next section), they are simply identified here as standards that form part of the knowledge base supporting the SOE’s preparation of professional educators: state standards found in the Kentucky Teacher Standards (KTS); national standards in the National Council for Accreditation of Teacher Education (NCATE), the Interdisciplinary Early Childhood Education (IECE), the Association for Childhood Education International (ACEI), the Association of Middle Level Educators (AMLE), the Council for Exceptional Children (CEC), the International Society for Technology in Education (ISTE); and Specialized Professional Associations (SPAs): the International Reading Association (IRA), the National Science Teachers Association (NSTA), the National Council of Teachers of English (NCTE), the National Council of Teachers of Mathematics (NCTM), the National Council for the Social Studies (NCSS), the National Art Education Association (NAEA), and the American Council on the Teaching of Foreign Languages (ACTFL). These standards, both the general standards that apply to every major and the discipline-specific standards of particular majors, equip Brescia pre-service candidates to teach children and/or adolescents to have shared background knowledge. Although P–12 classrooms are not identical, the teachers going into these classrooms should have the same guidelines so that assessments can be measured according to state and national standards. SOE candidate proficiency is based on connections between the unit’s commitments and the professional standards and initiatives of the broader educational community, including — but not limited to — the groups listed above.

B. EDUCATIONAL THEORY and RESEARCH

In the “Pedagogical Knowledge” introduction of the 1996 *Guidelines for the Preparation of Teachers of English Language Arts* handbook (p. 37), the following statement is found that perhaps sums up a fundamental presupposition of the SOE, a presupposition that finds itself embedded in numerous SOE processes, course teaching strategies, and assessment frameworks:

Because learning forms the mind rather than furnishes it, students come to the classroom not with empty minds waiting to be filled, but rather with minds already occupied with both previous experiences and present concerns. It is, however, in the *learning process* that students synthesize new experiences into what has been previously understood and thus reshape their understandings of the world in which they live. Meaning, therefore, is constructed when new experiences transform what learners already know; and sense of meaning comes through personal engagement and interpretation and through dialogue with others. (p. 22)

Though this handbook is written specifically for teachers of English, the educational theories it espouses apply to Brescia’s SOE as a whole. For example, Shulman (1987) affirms the reality of

pedagogical content knowledge in his statement: “The key to distinguishing the knowledge base of teaching lies at the intersection of content and pedagogy” (p. 15), that intersection when the subject knowledge of the professional educator merges with the pedagogical skills of the professional educator to present appropriate instruction, tailored to all learners in the classroom, within a learning environment that is positive, attuned to diverse needs, accessible and assessable.

To assist candidates in accessing the entire SOE knowledge base insofar as that is used in education course syllabi, a bibliography has been prepared and is available in the Sr. Sharon Sullivan Curriculum Resource Center (CRC) to all teacher education candidates. Also available in this library is an extensive collection of professional journals.

In addition to the more generalized knowledge base for educational theory and research, the SOE addresses specific elements of the teacher education programs from a scholarly stance, taking advantage of the insights and research of educational professionals in the following areas that are currently identified by EPSB as crucial:

Assessment

Educational testing has become a national issue in the last two decades (Clarke, Haney, and Madaus, 2002), and tests at the district, state, or national level are now often used as a tool to improve instruction and hold schools accountable for the quality of their instruction. These test-based reform efforts have stirred much controversy (Madaus, Russell, & Higgins, 2009). New trends in educational measurement are also causing educators to rethink assessment. Recognizing the link between good assessment and good instruction, the SOE undergraduate curriculum’s attention to assessment is based on the insights of Wiggins and McTighe (1998), who discuss assessment in light of what they call “backward design.” Starting first with the desired outcome and determining how that result will be measured, teaching activities and strategies with then be planned to accomplish that measurable outcome. These authors quote the adage, “What gets measured signals what is important,” and affirm its value for education. Furthermore, they urge teachers to use “multiple measures” to assess student learning as one way to move away from “teaching to the test” into a more student-centered approach where teachers “test what they teach.” Stiggins (2007), founder and director of the ETS Assessment Training Institute, rightly points out that “assessment for learning turns day-to-day assessment into a teaching and learning process that enhances (instead of merely monitoring) student learning.” This approach helps all students achieve more, especially those who are struggling to learn.

Similarly, the MSTL courses are designed to help teachers be familiar with and use the Common Core State Standards to plan instruction for their classrooms. For example, activities in Assessment for Students’ Learning (EDL 640) are designed to help graduate students understand the public pressures as well as instructional need for good assessment. The course requires candidates to apply this depth-of-knowledge to more perfect assessment instruments for their own students, and closely examines a range of issues (effects of reliability and validity of a test, for example) with an eye

toward improving assessment for individual students, for schools, and for state and national entities. The course utilizes the KCAS and Common Core State Standards within students' appropriate subject area, the College Readiness Standards, the Program of Studies, Kentucky Learning Goals, and Learner Outcomes to design effective lesson assessments.

Technology

In a 2012 journal article, Dooly quoted the following research conclusion:

Little research has attempted to identify the relationship between attitudes towards computer technology, teacher preparation, and the perceived ability of a teacher to effectively integrate technology into their teaching practice. (Dooly, 2012, quoting Abbitt & Klett, 2007, p. 29)

However, she goes on to write that her own review of contemporary literature in the field of teacher education and computer technology indicates that serious attention is being given to attempts "to improve teachers' knowledge, attitudes, and preparation so that they can efficiently use ICT in their teaching" (p. 29).

Brescia's SOE understands the essential role that technology plays in contemporary education. One example of this is the unit's identification of a **diversity proficiency** for all candidates **in technology**. Its faculty members model a willingness, indeed, a commitment, to make use of all available resources. SOE faculty regularly attend IT training sessions often held on Friday afternoons and open to all BU faculty and staff. Christmas Break 2015 classroom technology updates included the installation of a new interactive projector and interactive white board in 350A, one of the two SOE classrooms. Two faculty attended that training. While Brescia's IT budget does not allow the University to have all the "bells and whistles" available in some institutions, its commitment to making the best technology available within a limited budget is unwavering. SOE faculty and University librarians have partnered to develop various "LibGuides" for a number of areas in education, available on the Brescia Library webpage at: <http://libguides.brescia.edu/cat.php?cid=43254>.

The University has made Faculty Development Funds available for summer workshops to create these LibGuides. Two SOE faculty members have extensive experience as online educators, and bring the skills therein acquired to Brescia teacher education candidates. Two SOE faculty members were among five BU faculty funded by the VPAA to attend the Teaching Professor First Annual Technology Conference held in Atlanta in October 2013. As already noted above, and as will be demonstrated more explicitly in the separate Program Review Books below, SOE faculty expect and receive a high level of willingness and commitment from pre-service candidates to use existing skills in technology and develop them further as appropriate.

C. THE WISDOM OF PRACTICE

Over the years, the implementation and assessment of Brescia's teacher education programs has resulted in accumulated wisdom that has in turn been used to make program modifications. Several

examples will be used to illustrate. Based on candidate input, the number of field hours required for the various education degrees had been increased well in advance of the recent EPSB mandate of 200 hours prior to Clinical Practice. In addition, also based on candidate as well as alumni input, a pre-student-teaching practicum was added to help education candidates determine earlier in their academic career whether they really wanted to become teachers. The earlier practicum allowed candidates who discovered that teaching “was not what they thought it would be” enough time to change majors and still graduate without an inordinate loss of time and money. In the MSTL program, student feedback and faculty reflection and discussion resulted in expanding the research class into two courses to allow candidates additional time to identify, research, obtain IRB approval, conduct, analyze, and present their Action Research Projects. Finally, influenced by the Servant Leadership element of “the Brescia Difference,” the IECE program added a tenth standard — leadership — into the list of standards by which candidate proficiency is measured.

D. EDUCATIONAL POLICIES THAT DRIVE THE UNIT

The pedagogical knowledge base in Brescia’s SOE is continually examined and updated as needed, as illustrated in the bibliographies belonging to course syllabi. The various elements of the teacher education programs have been designed in light of the best insights of contemporary scholarship. Among the most important are the following, the first of which has been identified as a current EPSB area of emphasis:

Diversity

As has been noted already, diversity has been a hallmark of Brescia’s SOE from its inception. Founded initially as a two-year women’s teachers’ college, Brescia’s move to Owensboro was in response to the need for greater diversity — to open the doors previously reserved for women to include men as well. In a city where racial segregation was still the custom if not the law in the 1950’s, some of Brescia’s earliest graduates of its four-year programs were African Americans. Though always a Roman Catholic college, Brescia accepted people of diverse faiths from its very beginning. Recognition of the need for diversity and inclusion was in the philosophical DNA of the Ursuline founders of Brescia, rooted as they were in the Ursuline Educational Tradition (see above, pp. 3–4). Diversity results not only because of Brescia’s Ursuline influence but also because of the contemporary make-up of American higher education. Scholars (Bok, 2006, p. 194) report that the face of colleges nationwide has become more diversified: “More than half of America’s undergraduates are women. Approximately 10 percent are black, 8 percent are Asian or Asian American, 7 percent are Hispanic, and almost 3 percent come from outside the United States.” Research indicates that diversity brings both additional challenges and blessings. For example, Bok (2006, p. 257) has noted that “encountering diversity not only broadens experience but also helps students improve their powers of critical thinking by challenging them to respond to different values and perspectives.” Brescia’s SOE strongly affirms the value of diversity in every possible way. While current SOE undergraduate students are almost all white, there is a diverse mixture of women and men, rural and urban. Multiple efforts are undertaken to encourage and in some cases require candidates to participate with diverse populations, whether

that be in on-campus clubs or events and programs, in off-site volunteer and/or field placement opportunities, or in different clinical practice opportunities where diversity in race, socio-economics, culture, gender, and faith traditions is experienced as a result of SOE Field Placement policy, mandating authentic “*ethnic diversity*,” “*economic diversity*,” “*diverse learning needs*,” and a “*variety of placement sites*” (*Field Handbook*, pp. 16–17). The University is also actively recruiting diversity candidates to fill a faculty position to become vacant in summer 2015. SOE faculty have discussed education as a possible major at a Fall 2014 Black Student Union meeting. These and other outreach efforts continue to express the unit’s commitment to diversity.

In discussing the Teacher Leadership Corps, a 1990s pilot program of “teachers training teachers,” Futrell (1999) notes initial conclusions based on the experience:

All students, especially those from minority groups and those who have been placed at risk, have benefited academically from the professional development opportunities provided their teachers. Teachers participating in these programs are better motivated in the classroom, have more confidence in their ability to work with culturally diverse student populations, have higher expectations for their students, and have emerged as strong advocates of linking education reform and teacher preparation and professional development. (p. 330).

Though this pilot project did not include Kentucky, its results confirm Brescia’s SOE efforts to provide as many experiences of diversity as possible to its teacher education candidates.

Field Experiences and Clinical Practice

Brescia’s SOE is committed to extensive field and clinical practice experiences in *diverse* settings with subsequent reflection from the beginning of initial coursework to the Clinical Practice experience or advanced degree completion. Field and clinical experiences provide opportunities for professional decision-making, intercultural experiences, collaboration with a variety of education professionals, service to the community, and the development of knowledge, skills, and dispositions in a developmental and guided progression (Gay, 2002; Zeichner, 1993). Professional development activities designed to meet the needs and desires of candidates have the potential to guide them into new and challenging roles; expose them to new information in the field; and lead them into fruitful self-reflection, collaboration with colleagues, and investigations within their own classrooms in the case of graduate candidates. These opportunities further enhance every candidates’ knowledge, skills, and dispositions in working with students and their families in a community context (Malone, Jones & Stallings, 2002; O’Grady, 2000).

Brescia candidates engaged in Clinical Practice are supervised by full-time education faculty and highly experienced educators in the field. While abiding by all of the EPSB requirements for the selection of Cooperating Teachers, the SOE at Brescia requires that all have attained a Master’s degree as well. Cooperating Teachers attend an orientation meeting on campus where they get an opportunity to meet Clinical Practice candidates and University Supervisors and become more familiar with the SOE Mission and the Conceptual Framework that underlies the candidate’s culminating professional experience(s) and assessments. Research supports this type of co-supervision because the clinical practice is better connected to the entire preparation program

when supervisors are integrally involved with the same program (Beck & Kosnik, 2002; Sandholtz & Wasserman, 2001). Likewise, in the advanced-level Master's in Teacher Leadership program, there is a field component that pairs experienced teachers as mentors to candidates. The mentorship experience provides the optimum environment where the candidate experiences the day-to-day work of the mentor (Owings & Kaplan, 2011; Stein & Gewirtzman, 2003).

Undergirding all field, clinical, and internship experiences are reflective inquiry and thinking. Candidates are required to assess continuously the field environment and their progress toward competency in that environment. Reflection provides a dialogic forum for shared discussion of what candidates are experiencing in their field placements and how this meshes with theory (Posner & Vivian, 2010).

Action Research

In an informal way, undergraduate candidates as they near completion of their programs begin to learn many of the elements that constitute what scholars call Action Research, such as writing research papers, critiquing journal articles, and the assessment and subsequent adjustment of teaching strategies in the clinical practice of the practicum and Clinical Practice. More explicitly, rooted in the Conceptual Framework that understands that content knowledge and pedagogical skill is for the sake of dispositions leading to action (in the form of ethical behavior, advocacy, service, and the pursuit of lifelong learning), the SOE Master's in Teacher Leadership was designed to have action research as one of its key elements. Creswell (2006) defines action research as "systematic procedures used by teachers (or other individuals in an educational setting) to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students" (p. 53). Action research studies use concepts of formalized research but may loosen the constraints. For instance, subjects or participants may be small in number since candidates may study their own classes. Candidates obtain IRB approval to collect K-12 data. According to Sapp (1994), action research is "a practical experience in systematic problem solving designed to result in positive change" (p. 26). The MSTL capstone course (EDL 671) gives teachers opportunities to DO action research, to take on the role of researcher by reflecting and applying theory to practice. This type of research method requires the teacher to be specific in identifying and documenting the existence of a problem in his/her own setting. Based on a scholarly review of current literature, the teacher must then propose and implement a plan to solve or improve the problem. This results in the candidate developing a system to evaluate the effectiveness of her/his solution. EDL 671 thus ensures that Brescia graduates are able to investigate P-12 data; develop tests, surveys, and benchmarks to evaluate teaching and learning; and concisely write the results of their investigations. The project must be related to K-12 students' teaching and learning and offer recommendations to improve student learning.

E. PROFESSIONAL EDUCATOR DISPOSITIONS

In keeping with the Conceptual Framework, coursework and other elements in the various majors of the SOE emphasize and help develop four distinct dispositions in Brescia's teacher education

candidates. The first of these is **ethics**. The need to emphasize this disposition is evident in contemporary educational research, as noted above. In addition to the references cited there, Bowen (1977, p. 154) points out that “improvements in students’ capacity for moral reasoning” are now among the largest of the changes that have been measured by researchers, based on the research of Pascarella and Terenzini (1991). If this is true of college and university students in general, how much more true it is in fields such as education that have explicit codes of ethical conduct governing the profession.

Likewise, the various components that make up the knowledge base for the various education majors emphasize and help teacher education candidates develop the disposition of **advocacy**. Needed now perhaps more than ever before according to current research, also cited above, teachers are to be advocates for their students, both gifted and struggling. Roberts and Siegle (2012) identify the “Three Ps of Advocacy” as purpose, preparation, and persistence (p. 59), and note that advocacy is needed on multiple levels: among colleagues, within a school-wide or system plan, and at both the state and national level. Pointing out that “if you are not at the table, you are on the menu,” they insist that teachers must become better advocates if the diverse needs of their students are to be recognized and met.

The Conceptual Framework for the SOE also emphasizes the disposition of **service** as a key element of Brescia teacher education programs. The importance of this disposition can scarcely be exaggerated. In analyzing the contemporary relocation of authority and power, McNeal (2000, p. 83) points out that holding positions and titles (such as *teacher*) no longer guarantees that people recognize and accept the authority or leadership of the one who holds those positions or titles. Instead, authority or leadership must now be earned. In his view, “effective leaders grasp this cultural shift and its implication... They evidence servant attitudes and focus on building people as the way to missional effectiveness.”

Finally, the SOE promotes a disposition of **lifelong learning** that not only prepares initial teachers well but also serves both to keep teachers current in their fields and to enable them to be responsible citizens contributing to their communities and the wider world. One element of the lifelong learning disposition is the expectation of research. In many of the upper-division undergraduate courses, but especially in the graduate program, research is a central part of the SOE. On the graduate level, as previously noted, ongoing action research projects in which students collaborate with graduate faculty reflect interests and issues of concern to practicing educators. Ongoing professional dialog within all courses provides the impetus among educators to share experiences and knowledge; such sharing allows students to learn more about the complexity of their profession. Regular reading in professional journals provides students with differing points of view within the profession and encourages further reading and discussion — and ongoing lifelong learning.

Contemporary educational scholarship adds other dimensions to the value of this lifelong learning disposition. For example, in their recent book, *A New Culture of Learning: Cultivating*

the Imagination for a World of Constant Change, Thomas and Brown (2011) remind readers that “the truism, ‘you live, you learn,’ lies at the heart of the new culture of learning. A lifelong ability to learn has given human beings all kinds of evolutionary advantages over other animals. It is our killer app” (p. 90). This last phrase returns to the central undergirding principle of the Thomas and Brown book, that **technology and the resulting communications and information revolutions** that it has spawned have made massive change unavoidable and the speed of that change heretofore unimaginable. The impact on education is dramatic:

When we think about what a new educational environment might look like in the twenty-first century, we can imagine a number of things. Imagine an environment that is constantly changing. Imagine an environment where the participants are building, creating, and participating in a massive network of dozens of databases, hundreds of wikis and websites, and thousands of message forums, literally creating a large-scale knowledge economy. Imagine an environment where participants are constantly measuring and evaluating their own performances, even if that requires them to build new tools to do it. Imagine an environment where user interface dashboards are individually and personally constructed by users to help them make sense of the world and their own performance in it. Imagine an environment where evaluation is based on after-action reviews not to determine rewards but to continually enhance performance. Imagine an environment where learning happens on a continuous basis because the participants are internally motivated to find, share, and filter new information on a near- constant basis.

Finding an environment like that sounds difficult, but it isn’t. It already exists. (pp. 106–7)

In light of these insights, it is not surprising that TECHNOLOGY continues to be a major EPSB theme. Preparing students for such an environment is part of the challenge of Brescia’s SOE, so that graduates may in turn teach the students who will rely upon them in tomorrow’s classrooms.

I.5 CANDIDATE PROFICIENCY ALIGNMENT

PROFESSIONAL STANDARDS

Within their respective degree and certification programs of early childhood, elementary, middle school, secondary, special education, Art education, Spanish education, ESL, and Teacher Leader SOE candidates are expected to be proficient in state and national teacher education standards. All SOE candidates are also expected to meet technology standards. In addition, both secondary education majors and candidates in Art or Spanish P–12 majors are also expected to meet the Specialty Professional Associations (SPAs) standards for their respective disciplines. The standards are listed here, noting first the specialized education major standards found in the Interdisciplinary Early Childhood Education (IECE), the Council on Exceptional Children (CEC), the Association for Education of Children International (ACEI) and the National Middle School Association (NMSA); followed by the various SPA standards that will be addressed in greater detail in the discipline-specific Secondary Education Program Review Books.

However, because they cross the gamut of all SOE teacher education programs except for the TECE, whose standards are quite similar, the proficiencies regarding the Kentucky Teacher

Standards (KTS), the National Council for Accreditation of Teacher Education (NCATE) standards, and the International Society for Technology in Education (ISTE) standards will be addressed in the following section of this document, as well as in greater detail in each Program Review Book. The remaining standards listed below will be addressed specifically within each relevant Program Review Books.

The Interdisciplinary Early Childhood Education (IECE) Standards

- Standard 1: Designs/Plans Instruction
- Standard 2: Creates/Maintains Environments
- Standard 3: Assesses and Communicates Learning Results (also an EPSB theme: ASSESSMENT)
- Standard 4: Reflects and Evaluates Professional Practices
- Standard 5: Collaborates with Colleagues/Families/Others
- Standard 6: Engages in Professional Development
- Standard 7: Supports Families
- Standard 8: Demonstrates Implementation of Technology (also an EPSB theme)

The Association for Childhood International Elementary Education Standards (ACEI) 2007

- Standard 1: Development, Learning and Motivation
- Standard 2: Curriculum
- Standard 3: Instruction
- Standard 4: Assessment
- Standard 5: Professionalism

The Council for Exceptional Children (CEC) 2012 Standards for Special Education

- Standard 1: Learner Development and Individual Learning Differences
- Standard 2: Learning Environments
- Standard 3: Curricular Content Knowledge
- Standard 4: Assessment
- Standard 5: Instructional Planning and Strategies
- Standard 6: Professional Learning and Practice
- Standard 7: Collaboration

The Association for Middle Level Education (AMLE) 2012 Standards

(Each specific standard contains a Knowledge, Dispositions, and Performances sub-categories.)

- Standard 1: Young Adolescent Development
- Standard 2: Middle Level Curriculum
- Standard 3: Middle Level Philosophy and School Organization
- Standard 4: Middle Level Instruction and Assessment
- Standard 5: Middle Level Professional Roles

The National Science Teachers Association (NSTA) 2012 Pre-service Science Teacher Education Standards for Secondary Biology

- Standard 1: Content Knowledge

- Standard 2: Content Pedagogy
- Standard 3: Learning Environments
- Standard 4: Safety
- Standard 5: Impact on Student Learning
- Standard 6: Professional Knowledge and Skills

The National Council of Teachers of English (NCTE) 2012 Standards for Secondary English published jointly with International Reading Association (IRA)

- Standard 1: Content Knowledge I
- Standard 2: Content Knowledge II
- Standard 3: Content Pedagogy: Planning Literature and Reading Instruction in ELA
- Standard 4: Content Pedagogy: Planning Composition Instruction in ELA
- Standard 5: Learners and Learning: Implementing Language Arts Instruction
- Standard 6: Professional Knowledge and Skills I
- Standard 7: Professional Knowledge and Skills II

The National Council of Teachers of Mathematics (NCTM) 2012 Standards for Teaching Secondary Mathematics

- Standard 1: Content Knowledge
- Standard 2: Mathematical Practices
- Standard 3: Content Pedagogy
- Standard 4: Mathematical Learning Environment
- Standard 5: Impact on Student Learning
- Standard 6: Professional Knowledge and Skills
- Standard 7: Secondary Mathematics Field Experiences and Clinical Practice

The National Council for the Social Studies (NCSS) 2010 Standards for Teaching Secondary Social Studies

- Subject Matter Standard 1:
Social studies teachers possess the knowledge, capabilities, and dispositions associated with the central concepts, tools of inquiry, and structures of the disciplines that make up the social studies.
- Subject Matter Standard 2:
Social studies teachers are able to create learning experiences that make these aspects of subject matter meaningful to students
 - A. Thematic Standards:
 - a. Culture and Cultural Diversity (also an EPSB theme: DIVERSITY)
 - b. Time, Continuity, and Change
 - c. People, Places, and Environments
 - d. Individual Development and Identity
 - e. Individuals, Groups, and Institutions
 - f. Power, Authority, and Governance

- g. Production, Distribution, and Consumption
- h. Science, Technology, and Society (also an EPSB theme: TECHNOLOGY)
- i. Global Connections
- j. Civic Ideals and Practices

B. Disciplinary Standards:

- a. History
- b. Geography
- c. Civics and Government
- d. Economics
- e. Psychology

C. Programmatic Standards for Initial Licensure:

- a. Substantial Instruction in Academic Areas within the Social Studies Field
- b. Course or Courses on Teaching Social Studies
- c. Qualified Social Studies Faculty
- d. Clinical School Experiences in Social Studies Setting
- e. General Studies

The National Art Education Association Professional Standards for Visual Arts Educators (NAEA)

- Standard 1: Visual Arts Educators Have a Thorough Understanding of the Visual Arts
- Standard 2: Visual Arts Educators Understand Student Characteristics, Abilities, and Learning Styles
- Standard 3: Visual Arts Educators Understand Diverse Social and Cultural Constructions of Identity (also EPSB themes: CULTURE and DIVERSITY)
- Standard 4: Visual Arts Educators Make Informed Selections of Art Content and Curricula
- Standard 5: Visual Arts Educators Use Knowledge of Students as Learners to Plan Appropriate Instruction
- Standard 6: Visual Arts Educators Use Contemporary Technology to Enhance Teaching and Learning (also EPSB theme: TECHNOLOGY)
- Standard 7: Visual Arts Educators Conduct Meaningful and Appropriate Assessments of Student Learning (also an EPSB theme: ASSESSMENT)
- Standard 8: Visual Arts Educators Systematically Reflect on their Own Teaching Practice
- Standard 9: Visual Arts Educators Assess Program Effectiveness
- Standard 10: Visual Arts Educators Collaborate with Other Educators
- Standard 11: Visual Arts Educators Serve Their Schools and Communities
- Standard 12: Visual Arts Educators Continue Their Professional Development Through Their Careers
- Standard 13: Visual Arts Educators Contribute to the Growth of Their Profession

The American Council on the Teaching of Foreign Languages (ACTFL) 2013 Standards for Teaching Secondary Spanish with P–12 Certification

- Standard 1: Language Proficiency
- Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines
- Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs

- Standard 4: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources
- Standard 5: Assessment of Languages and Cultures – Impact on Student Learning
- Standard 6: Professional Development, Advocacy, and Ethics

International Society for Technology in Education (ISTE) 2012 Standards for Teachers

- Standard 1: Facilitate and Inspire Student Learning and Creativity
- Standard 2: Design and Develop Digital Age Learning Experiences and Assessments
- Standard 3: Model Digital Age Work and Learning
- Standard 4: Promote and Model Digital Citizenship and Responsibility
- Standard 5: Engage in Professional Growth and Leadership

TESOL International Association 2009

- Domain 1: Language
- Domain 2: Culture
- Domain 3: Planning, Implementing, and Managing Instruction
- Domain 4: Assessment
- Domain 5: Professionalism

SOE KNOWLEDGE, SKILLS, AND DISPOSITIONAL PROFICIENCIES

The academic content and organizational processes of the SOE have been developed to align with following state and national standards:

Kentucky Teacher Standards (KTS)

1. Demonstrates Applied Content Knowledge: *The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.* Among these content areas is LITERACY/READING, a current EPSB theme.
2. Designs and Plans Instruction: *The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*
3. Creates and Maintains Learning Climate: *The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*
4. Implements and Manages Instruction: *The teacher introduces/implements/manages instruction that develops student abilities to use concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*
5. Assesses and Communicates Learning Results: *The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.* ASSESSMENT is also a current EPSB theme.
6. Demonstrates the Implementation of Technology: *The teacher uses technology to*

support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research. TECHNOLOGY is also a current EPSB theme.

7. *Reflects On and Evaluates Teaching and Learning: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.*
8. *Collaborates with Colleagues, Parents, and Others: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*
9. *Evaluates Teaching and Implements Professional Development: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.*
10. *Provides Leadership within School, Community, and Profession: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.*

The National Council for Accreditation of Teacher Education (NCATE) 2008 Standards

1. *Candidate Knowledge, Skills, and Professional Dispositions: Candidates preparing to work in schools as teachers...know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Among these content areas is LITERACY/READING, a current EPSB theme.*
2. *Assessment System and Unit Evaluation: The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs. ASSESSMENT is also a current EPSB theme.*
3. *Field Experiences and Clinical Practice: The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.*
4. *Diversity: The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. DIVERSITY is also a current EPSB theme.*
5. *Faculty Qualifications, Performance, and Development: Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.*
6. *Unit Governance and Resources: The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

The International Society for Technology in Education (ISTE) 2000 Standards

(TECHNOLOGY IS also an EPSB theme.)

1. Technology Operations and Concepts: *Teachers demonstrate a sound understanding of technology operations and concepts.*
2. Planning and Designing Learning Environments: *Teachers plan and design effective learning environments and experiences supported by technology.*
3. Teaching, Learning, and the Curriculum: *Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.*
4. Assessment and Evaluation: *Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.* Both TECHNOLOGY and ASSESSMENT are also EPSB themes.
5. Productivity and Professional Practice: *Teachers use technology to enhance their productivity and professional practice.*
6. Social, Ethical, Legal, and Human Issues: *Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and apply that understanding in practice.*

This curriculum and organizational alignment enables SOE teacher education candidates to become proficient as professional educators committed to the dispositions of ethics, advocacy, service, and lifelong learning. Table #1 below indicates the integration of these standards with the SOE Conceptual Framework and the University's Educational Outcomes. Recalling that *Brescia University School of Education candidates are challenged to become professional educators committed to ethics, advocacy, service, and lifelong learning*, the required proficiencies illustrated in Tables #1 and #2 can be summarized as follows:

A. SOE Candidates Will Become PROFESSIONAL EDUCATORS PROFICIENT IN CONTENT/PEDAGOGICAL KNOWLEDGE AND SKILLS

The SOE recognizes the absolute necessity of content knowledge and pedagogical skills for teacher education candidates (KTS 1; NCATE 1; ISTE 1; the Brescia Educational Outcome [BUEO] #2. The performance standards related to content knowledge and pedagogical competencies are derived from Kentucky's curricular standards, national learned society standards, and those competencies and standards in the PRAXIS specialty exams and the Principles of Learning and Teaching (PLT) exams. Matrices illustrating the alignment of the Brescia University School of Education programs with various standards are found in each of the submitted programs (see the Program Review Books), in the various Core Content and PRAXIS folders, and in the Curriculum Alignment Folder. Highly qualified faculty (NCATE 5) help candidates achieve content and skill proficiency, a proficiency that includes both specific subjects such as reading and mathematics and pedagogical content in areas such as curriculum planning (KTS 2 and 8; NCATE 1 and 4; ISTE 2; EPSB Literacy/Reading and Diversity themes; BUEO #1, 2, and 3; Brescia's transitional General Education Outcomes (GEO) Thinking and Creativity skills), classroom management (KTS 3 and 4; NCATE 1; ISTE 3; GEO Human Welfare value), and assessment (KTS 5, 7, and 9; NCATE 2 and 5; ISTE 4; EPSB theme; BUEO #1; GEO Thinking skill). Alignment with the KTS, NCATE, EPSB themes, and the unit's Conceptual Framework, charted in Table #2, occurs throughout the program. In addition, through various course assignments, field experiences, and clinical practice, candidates

are given skill development in planning, implementing, and assessing student learning (KTS 2, 3, and 4; NCATE 3; ISTE 2, 3, and 4; BUEO #1; and GEO Communication and Creativity skills). As a professional educator, Brescia candidates will demonstrate appropriate use of technology (KTS 5; NCATE 6; ISTE 6; EPSB theme; BUEO #1; GEO Communication skill and Science knowledge).

B. SOE candidates will become professional educators committed to ETHICS

The SOE Professional Educator will not only be proficient in content/pedagogical knowledge and skills but also be committed to the disposition of ethics. Candidates learn the ethical requirements of the teaching profession, including the ethical use of technology (KTS 1 and 6; NCATE 1; ISTE 6; EPSB Technology theme; BUEO #4; GEO Human Welfare value and Religion and philosophy knowledge). They assume responsibility to treat their students, colleagues, parents, and others with respect (KTS 3, 4, and 8; NCATE 5; ISTE 2, 3, and 6; GEO Human Welfare value), always mindful of diverse individual needs (KTS 2, 3, and 4; NCATE 3 and 4; ISTE 2 and 3; EPSB Diversity theme; BUEO #3; GEO Science and Human Behavior). SOE professional educators committed to ethics also are fair, respectful, and confidential in their assessment of student learning (KTS 5; NCATE 2; ISTE 4; EPSB theme; GEO Human Welfare value); they also take seriously the need to assess their own performance and plan for ongoing professional development, including in the area of technology (KTS 7 and 9; NCATE 5; ISTE 5; EPSB Assessment and Technology themes). Finally, ethics for an SOE professional educator will guide both thinking and behavior, including how one does research (BUEO #1; GEO skills of Thinking and Research).

C. SOE candidates will become professional educators committed to ADVOCACY

Brescia's professional educators are also committed to the disposition of advocacy. Candidates learn from coursework and extracurricular activities what kinds of advocacy are needed and the agencies through which that can best be accomplished (KTS 1; NCATE 1; GEO Human Welfare value and Human Behavior knowledge). A commitment to advocacy moves SOE candidates to be attentive to individual needs as they design, plan, and implement instruction, within a positive learning environment, for classrooms with diverse populations, including appropriate use of technology (KTS 2, 3, 4, and 6; NCATE 2, 3, and 4; ISTE 2 and 3; EPSB Diversity and Technology themes; BUEO Human Welfare value and Creativity skill). In their assessment of both student learning and their own teaching practice (KTS 5, 7, and 9; NCATE 2 and 5; ISTE 4; EPSB theme; BUEO #1 and #3; GEO Thinking and Communication skills), candidates are attentive not only to diverse needs, but also to issues of Literacy and Reading (EPSB theme) and Closing the Gap in student learning (EPSB theme). As they discover needs, they collaborate with colleagues, school and community officials, and other agencies (KTS 8; NCATE 6; ISTE 6) to ensure that improvements — including technology requirements — can be made. In their commitment to advocacy for diverse populations and diverse needs both in the classroom and beyond, Brescia's SOE professional educators become leaders within their schools, community, and profession (KTS 10).

D. SOE candidates will become professional educators committed to SERVICE

The SOE professional educator committed to a disposition of service is aware of service needs and opportunities within the local school and community (KTS 1; NCATE 1 and 5; BUEO #4; GEO Global and Human Welfare values). In their practice of the teaching profession, they give evidence that they view their work itself as a service to their students, the community, and their profession as they create positive learning environments in their classroom and manage instruction to diverse student populations (KTS 2, 3, and 4; NCATE 4; ISTE 2 and 3; EPSB Diversity theme; BUEO #3). In the many service opportunities made available by the SOE and its partner schools, candidates provide books, tutoring, and other service to area elementary and middle school students (EPSB Advocacy, Literacy/Reading, and Closing the Gap themes). Candidates are invited to be creative as they advocate for and serve local needs (BUEO #4; GEO Creativity skill). As they research local needs and ways to address those needs, they become leaders in their schools and communities (KTS 10; ISTE 6; BUEO #1; GEO Research and Communication skills). Finally, SOE professional educators committed to service regularly evaluate their teaching and maintain a professional development plan in order to ensure that they remain current in the content and best practices of their discipline (KTS 9), all with a view to offering the best service possible to their students.

E. SOE candidates will become professional educators committed to LIFELONG LEARNING

Finally, SOE professional educators are committed to the disposition of lifelong learning. In the context of exploding global knowledge and our rapidly changing world, this commitment is essential if teachers are to remain current in their content areas, in ever-changing technology, in the diverse needs of different student populations as the ethnic and cultural character of the United States continues to grow, and in the ever-deepening understanding of pedagogical theory and practice that guides every element of teaching, from instructional design to delivery to pre- and post-assessment (KTS 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10; NCATE 1, 2, 3, 4, 5, and 6; ISTE I, 1, 3, 4, 5, and 6; EPSB Literacy/Reading, Assessment, Diversity, Technology, and Closing the Gap themes; BUEO #1; GEO Thinking, Creativity, and Research Skills; GEO Religion and Philosophy, Culture and Communication, and Science and Human Behavior knowledge; GEO Global and Personal Welfare values). Driven by their passion to serve their students well, SOE professional educators devote time and financial resources to their ongoing professional development (KTS 9; NCATE 5; ISTE 5; GEO Personal Welfare value). In their commitment to lifelong learning, they assume personal responsibility, but also collaborate with others to become ever more proficient professional educators.

The Table on the following pages provides a visual description of what has just been summarized.

F. TABLE #2: INTEGRATION OF CONCEPTUAL FRAMEWORK

Conceptual Framework	Kentucky Teacher Standards (KTS)	NCATE	ISTE	EPSB Themes	Brescia University Educational Outcomes
Program Content/ Pedagogical Knowledge and Skills	<ul style="list-style-type: none"> • KTS 1 – Demonstrates Applied Content Knowledge • KTS 2 – Designs and Plans Instruction • KTS 3 – Creates and Maintains Learning Climate • KTS 4 – Implements and Manages Instruction • KTS 5 – Assesses and Communicates Learning Results • KTS 6 – Demonstrates Implementation of Technology • KTS 7 – Reflects On and Evaluates Teaching and Learning • KTS 9 – Evaluates Teaching and Implements Professional Development 	<ul style="list-style-type: none"> • NCATE 1 – Candidate Knowledge and Skills • NCATE 2 – Assessment System & Unit Evaluation • NCATE 3 – Field Experiences and Clinical Practice • NCATE 4 – Diversity • NCATE 5 – Faculty Qualifications Performance and Development • NCATE 6 – Unit Governance and Resources 	<ul style="list-style-type: none"> • ISTE 1 – Technology Operations and Concepts • ISTE 2 – Planning and Designing Learning Environments • ISTE 3 – Teaching, Learning, and the Curriculum • ISTE 4 – Assessment and Evaluation • ISTE 6 – Social, Ethical, Legal, and Human Issues 	<ul style="list-style-type: none"> • Literacy/Reading • Assessment • Diversity • Technology 	<ul style="list-style-type: none"> • EO 1: Brescia University graduates will demonstrate the ability to think critically, analyze information, and communicate effectively. • EO 2: Brescia University graduates will attain competence in and apply a field of study in readiness for graduate school or a career in an appropriate field

Conceptual Framework	Kentucky Teacher Standards (KTS)	NCATE	ISTE	EPSB Themes	Brescia University Educational Outcomes
Ethics: The Framework for Principled Attitudes and Action	<ul style="list-style-type: none"> • KTS 1 – Demonstrates Applied Content Knowledge • KTS 2 – Designs and Plans Instruction • KTS 3 – Creates and Maintains Learning Climate • KTS 4 – Implements and Manages Instruction • KTS 6 – Demonstrates Implementation of Technology • KTS 8 – Collaborates with Colleagues, Parents, and Others • KTS 9 – Evaluates Teaching and Implements Professional Development 	<ul style="list-style-type: none"> • NCATE 1 – Candidate Professional Dispositions • NCATE 2 – Assessment System and Unit Evaluation • NCATE 3 – Field Experiences and Clinical Practice • NCATE 4 – Diversity • NCATE 5 – Faculty Qualifications, Performance, and Development • NCATE 6 – Unit Governance and Resources 	<ul style="list-style-type: none"> • ISTE 2 – Planning and Designing Learning Environments • ISTE 3 – Teaching, Learning, and the Curriculum • ISTE 5 – Productivity and Professional Practice • ISTE 6 – Social, Ethical, Legal, and Human Issues 	<ul style="list-style-type: none"> • Assessment • Diversity • Technology 	<ul style="list-style-type: none"> • EO 4: Brescia University graduates will understand and apply ethical standards in promoting justice and service to others

<p>Advocacy: That which Makes Possible and Supports Student Learning</p>	<ul style="list-style-type: none"> • KTS 1 – Demonstrates Applied Content Knowledge • KTS 2 – Designs and Plans Instruction • KTS 3 – Creates and Maintains Learning Climate • KTS 4 – Implements and Manages Instruction • KTS 5 – Assesses and Communicates Learning Results • KTS 6 – Demonstrates Implementation of Technology • KTS 7 – Reflects On Evaluates Teaching and Learning • KTS 8 – Collaborates with Colleagues, Parents, and Others • KTS 9 – Evaluates Teaching and Implements Professional Development • KTS 10 – Provides Leadership within School, Community, and Profession 	<ul style="list-style-type: none"> • NCATE 1 – Candidate Professional Dispositions • NCATE 2 – Assessment System and Unit Evaluation • NCATE 3 – Field Experiences and Clinical Practice • NCATE 4 – Diversity • NCATE 5 – Faculty Qualifications, Performance, and Development 	<ul style="list-style-type: none"> • ISTE 2 – Planning and Designing Learning Environments • ISTE 3 – Teaching, Learning, and the Curriculum • ISTE 6 – Social, Ethical, Legal, and Human Issues 	<ul style="list-style-type: none"> • Literacy/Reading • Assessment • Diversity • Technology • Closing the Achievement Gap 	<ul style="list-style-type: none"> • EO 3: Brescia University graduates will possess the capacity to adapt to diverse environments.
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Conceptual Framework	Kentucky Teacher Standards (KTS)	NCATE	ISTE	EPSB Themes	Brescia University Educational Outcomes
Service: Learning What Direct Service Is and Enhancing Ability To Serve	<ul style="list-style-type: none"> • KTS 1 – Demonstrates Applied Content Knowledge • KTS 2 – Designs and Plans Instruction • KTS 3 – Creates and Maintains Learning Climate • KTS 4 – Implements and Manages Instruction • KTS 9 – Evaluates Teaching and Implements Professional Development • KTS 10 – Provides Leadership within School, Community, and Profession 	<ul style="list-style-type: none"> • NCATE 1 – Candidate Professional Dispositions • NCATE 4 – Diversity • NCATE 5 – Faculty Qualifications, Performance, and Development 	<ul style="list-style-type: none"> • ISTE 6 – Social, Ethical, Legal, and Human Issues 	<ul style="list-style-type: none"> • Advocacy • Diversity • Literacy/Reading • Closing the Gap 	<ul style="list-style-type: none"> • EO 4: Brescia University graduates will understand and apply ethical standards in promoting justice and series to others.

<p>Lifelong Learning: Openness to Continuous Growth and Development</p>	<ul style="list-style-type: none"> • KTS 1 – Demonstrates Applied Content Knowledge • KTS 2 – Designs and Plans Instruction • KTS 3 – Creates and Maintains Learning Climate • KTS 4 – Implements and Manages Instruction 	<ul style="list-style-type: none"> • NCATE 1 – Candidate Professional Dispositions • NCATE 2 – Assessment System and Unit Evaluation • NCATE 3 – Field Experiences and Clinical Practice • NCATE 4 – Diversity 	<ul style="list-style-type: none"> • ISTE 1 – Technology Operations and Concepts • ISTE 2 – Planning and Designing Learning Environments • ISTE 3 – Teaching, 	<ul style="list-style-type: none"> • Literacy/Reading • Assessment • Diversity • Technology • Closing the Gap 	<ul style="list-style-type: none"> • EO 2: Brescia University graduates will attain competence in and apply a field of study in readiness for graduate school or a career in an appropriate field
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Conceptual Framework	Kentucky Teacher Standards (KTS)	NCATE	ISTE	EPSB Themes	Brescia University Educational Outcomes
	<ul style="list-style-type: none"> • KTS 5 – Assesses and Communicates Learning Results • KTS 6 – Demonstrates Implementation of Technology • KTS 7 – Reflects On and Evaluates Teaching and Learning • KTS 8 – Collaborates with Colleagues, Parents, and Others • KTS 9 – Evaluates Teaching and Implements Professional Development • KTS 10 – Provides Leadership Within School, Community, and Profession 	<ul style="list-style-type: none"> • NCATE 5 – Faculty Qualifications, Performance, and Development • NCATE 6 – Unit Governance and Resources 	<ul style="list-style-type: none"> • Learning, and the Curriculum • ISTE 4 – Assessment and Evaluation • ISTE 5 – Productivity and Professional Practice • ISTE 6 – Social, Ethical, Legal, and Human Issues 		

As this chart indicates, Brescia's SOE programs are aligned with these core Teacher Standards, the University Outcomes, current EPSB themes, and the SOE Conceptual Framework. SOE alignment with more program-specific SPAs will be demonstrated in the Program Review Books. What is very evident here is that, as Brescia University SOE teacher education candidates become professional educators, they grow ever more proficient in content/pedagogical knowledge and skills. Having acquired and strengthened the dispositions of ethics, advocacy, service, and lifelong learning, they remain current in the ethical demands of the teaching profession; they become both knowledgeable and experienced advocates for the diverse needs of their own students, their schools, and the education profession itself; they use their expanding knowledge, skill, and dispositional development to become better servants, able to identify and address the diverse needs they encounter both in their classrooms and in the wider community; and their commitment to lifelong learning ensures that their competency and relevance will not diminish within the fast-paced changes producing an as-yet-unknown tomorrow.

I.6 DESCRIPTION OF ASSESSMENT SYSTEM

INTRODUCTION

The undergraduate and graduate level assessment systems are different due to the nature of the MSTL program. However, at both levels (graduate and undergraduate) the SOE's assessment process has been designed and developed to provide ongoing formative and summative review and assessment of candidates (both in an ongoing fashion and at the three key checkpoints during the program), faculty (regular course evaluations submitted by the candidates and the evaluation process related to tenure and promotion), individual educational programs (through the five-year cycle of the Academic Program and Review Committee – APRC), and the SOE as an overall unit. Candidate assessments are done regularly to ensure appropriate progress in meeting 21st Century College and Career Readiness proficiencies, the Brescia University Educational Outcomes, the Kentucky Teacher Standards, and national as well as Specialty Professional Association (SPA) standards. This process includes data from initial Admission to the School of Education program, course-based assessments, field experiences and clinical hours, Admission to Clinical Practice and its subsequent assessments, and exit or graduation requirements. The SOE faculty, TEAC members, and University administrators also use candidate data to assess the effectiveness of the programs and overall operations of the unit.

In the Fall of 2014 the School of Education and the administration at Brescia chose TaskStream as the learning management system (LMS) for the unit. This system will work in combination with NetClassroom, Blackbaud, and Learning House to provide multiple avenues for accessing and analyzing data in a much more efficient way. The annual assessment process that includes such elements as improvement planning, collecting and reviewing formative data, assessing annual BU Educational Outcomes and SOE Learning Outcomes/objectives, and the formal aggregation, disaggregation, and analysis of data for the next cycle of decision-making is now a much more

robust process. Faculty in the SOE and faculty across campus are actively engaged in utilizing the capabilities of TaskStream to capture snapshots of candidate performance as well as track growth over time through the identification of Signature Assignments and their related assessments. The portfolio for Admission to Clinical Practice and the portfolio(s) evidencing candidate performance during each Clinical Practice placement are now e-portfolios which are compiled, presented and scored utilizing TaskStream. TaskStream will also be utilized by field supervisors and cooperating teachers throughout Spring 2015 to pilot submission of candidate performance data for field and clinic experiences, practica and Clinical Practice. The next two sections will discuss the assessment transition points for progress through the program as well as key assessments used in each stage.

A. IDENTIFIED TRANSITION POINTS

Initial (Undergraduate)

The School of Education identifies program transition points during the process of movement through obtaining an undergraduate degree in education. Important transition checkpoints occur as candidates move through Levels I through IV. These four levels are as follows:

- Level I: Application and Admission to the School of Education
- Level II: Successful Completion of Course Work and Field Placements
- Level III: Application and Admission into Clinical Practice/Clinical Practice
- Level IV: Program Completion

Students typically apply for Level I: Admission to the School of Education during the second semester of their sophomore year, having earned at least 45 college credits many of which are General Education Requirements (GERs), and having successfully completed, at least two of the required SOE Professional Core Courses (Edu 204/108, Edu 255, and Psy 300). Once admitted, students become candidates in the SOE. Level II encompasses most of the next two years, during which candidates devote time primarily to professional education courses, field experiences, and skill development. The application for progressing into Level III: Admission to Clinical Practice/Clinical Practice occurs after the completion of at least 90 semester hours of college course work and at least two semesters at Brescia. This application must be made during the semester prior to the anticipated Clinical Practice experience. After successful completion of Clinical Practice and all other degree and certification requirements, SOE teacher education candidates move into Level IV: Program Completion; at this level, SOE faculty and the Brescia University administration verify that all requirements for the degree have been completed and diplomas are issued to graduating seniors. The assessment process within each of these four levels will be described in more detail in the Continuous Assessment Plan document, and are summarized in Section B below.

Advanced (Graduate)

The graduate advanced program has three transition points:

- Entry Level: Admission to the MSTL Program

Mid-Point: Progression and Performance

Exit Point: Program Completion

Upon admission at the *entry level*, candidates interview with the Graduate Program Director and a representative from the School of Education. The interview is designed to give the applicants an opportunity to establish their own teacher dispositions and give the Program Director a chance to make an initial determination of the potential match with the candidate and the program's Conceptual Framework and desired dispositions. Upon admission into the program, candidates meet with their advisors. At *midpoint* in the program, after candidates have completed 15–21 semester hours of coursework in their graduate studies, the Program Director will contact them to discuss the status of their progress in the program. Candidates will complete the *Mid-Program Evaluation Form*, which is designed to provide an opportunity for candidates to reflect on the extent to which they have acquired the dispositions and attitudes for successful completion of the program. The midpoint advising meeting is intended to help candidates identify areas for continuing professional growth and define steps they might take to promote that growth. At the *exit point*, candidates must successfully complete the program with an average GPA of 3.25 and with no more than six hours of grades lower than a “B.”

B. KEY ASSESSMENTS

There are four continuous feedback loops within all SOE programs. Each feedback loop contains both formative and summative evaluations that are appropriate for the candidates at a specific level; an “Inventory of Key Assessments for Initial Programs” in table-format is provided in the CAP. In addition, each assessment tool and process is aligned both with the Kentucky Teacher Standards and with the SOE Conceptual Framework. At each level students/candidates receive this formative and summative assessment data regarding progress in key areas: course work that includes both General Education Requirements and area of specialization (“major”) courses; academic performance as evident in candidates’ cumulative and professional GPA; field experiences/clinic hours/clinical placement that provide opportunities for observation and applied practice; and progress toward the “professional educator” status. Candidates create a Professional Growth Plan (PGP) as part of their SOE Professional Core Courses, and the PGP is updated and revised throughout the candidate’s progress through each level of the program. The alignment of each SOE assessment tool or process with both the Conceptual Framework and the KTS is demonstrated in the CAP and in the individual program documents. Course syllabi further demonstrate the alignment of the curriculum with the Conceptual Framework, the KTS, and the relevant SPAs. Below are the transition points in both the initial (undergraduate) and advanced (graduate) levels.

Initial (Undergraduate)

Level I

The specific assessments of the candidate that occur at this first checkpoint include:

- An evaluation of the candidate’s personal/social and ethical characteristics commensurate

with the SOE and Professional Code of Ethics for Kentucky School Certified Personnel

- A completed background check from the candidate's home state, with case-by-case consideration of potential candidates with felony convictions
- An assessment of content knowledge appropriate at this level. Such knowledge is assessed in the following ways:
 - An cumulative GPA of at least 2.75 on a 4.0 scale in all coursework (or a 3.0 on the last 30 hours of credits completed), a 2.75 GPA in Professional Requirements and a minimum grade of "C" on SOE Professional Core Courses
 - Acceptable scores on the Pre-Professional Skill Test: 176 for Reading, 174 for Mathematics, and 174 for Writing or new PRAXIS I CASE tests: 156 for Reading, 150 for Mathematics, and 162 for Writing.
 - For international candidates, an acceptable TOEFL score or ACT/SAT scores
 - For middle school or secondary candidates, a passing score on the PRAXIS II Specialty Exam(s)
- The completion of at least one semester's academic work at Brescia University
- Demonstration of level-specific teacher dispositions, as determined by forms used in the Core Courses (Edu #4B: Professional Disposition for Core Course Connection to the Conceptual Framework), in candidate interviews with SOE faculty (Edu #5A form), and in candidate oral presentations (Edu #5A form)
- Three Brescia University faculty letters of reference

Based on the results of these varied and ongoing assessments, TEAC renders a decision that a candidate's application is either "Accepted," "Deferred," or "Not Accepted." In each case the SOE Chair notifies the candidate in writing of the TEAC decision. In the case of a "Deferred" decision, specific information is provided concerning what might be missing and a specific timeline for submitting required evidence. In the case of a TEAC decision of "Not Accepted," specific reasons for failure to accept are stated. The candidate is directed to meet with SOE advisor and, if appropriate, the content area advisor and given suggestions to consider for addressing specific deficiencies with a view toward a later resubmission of the application.

Level II

Once admitted into the School of Education, candidates are eligible to pursue upper-division SOE and content area courses. Field experiences will be included in almost all these courses. Assessment during this second level occurs in at least four ways: successful progress through course work (with a cumulative and professional GPA of at least 2.75); candidates' records of their field/clinic experiences shared with faculty; formal feedback from field supervisors through either the Edu #16, Edu #12, or Edu #14 forms (depending on the nature of the field/clinic experience); and candidates' reflective journaling related to onsite visits and regular updates of the PGP. It should be noted that assessment of field/clinical experiences progresses from initial reactions to observations of practicing teachers to greater participation in and responsibility for classroom experiences in practica, and then during Clinical Practice to the complete acquisition of the roles

and responsibilities of the “professional educator.” The Field Supervisor evaluation forms note the progress of candidates in mastering the KTS competencies, the SOE Conceptual Framework dispositions of commitment to ethics, advocacy, service, and lifelong learning, SPA standards and diversity proficiencies.

Level III

Once candidates have completed the required course work (at least 75% of the major and 90 hours towards the degree) and the requisite number of field placement/clinical practice hours (200), they are ready to seek Admission to Clinical Practice. Academic assessment at this level includes ensuring a minimum 2.75 GPA (or passing scores on the PRAXIS II Specialty Exam for candidates who are seeking certification only), completion of (or in process of completing) the appropriate curriculum course and/or methods course(s), and taking the PRAXIS II Specialty Exam and the relevant Principles of Learning and Teaching exam(s). Appropriate mastery of the Kentucky Teacher Standards, relevant SPA standards, and the SOE Conceptual Framework dispositions of ethics, advocacy, service, and lifelong learning plus diversity proficiencies is assessed primarily through the portfolio presented to TEAC, but also through the advisor recommendation ratings. In addition, assessment at this level includes an extensive local, state, and national background check, as well as a health report. As occurs in the transition point before Admission to School of Education at Level I, based on the results of these varied assessments, TEAC determines that candidate applications are either “Accepted,” “Deferred,” or “Not Accepted.” In the case of a “Deferred” decision, specific information is provided concerning what might be missing and a specific timeline for submitting required evidence. In the case of a TEAC decision of “Not Accepted,” specific reasons for failure to accept are stated. The candidate is directed to meet with SOE advisor and, if appropriate, the content area advisor and given suggestions to consider for addressing specific deficiencies with a view toward a later resubmission of the application.

Level IV

Assessment at this final checkpoint, program completion, occurs in multiple ways and is largely summative. The Clinical Practice: Final Evaluation – Form A (Edu #14) and Form B (Edu #15) evaluate the candidates’ overall mastery of the SOE Mission Statement and Conceptual Framework. Other assessment occurs through the EPSB Teacher and Intern Surveys. Of course, the University assesses and approves of each teacher education candidate’s overall program (General Education and the major) in preparation for awarding the baccalaureate degree; in addition, EPSB awarding of the Rank III Provisional Teaching Certificate acknowledges that Level IV mastery of the KTS and University requirements have been fulfilled. Post-graduate job offers and successful entrance into the teaching profession, including the completion of the Kentucky Teacher Internship Program (KTIP), passing scores on the PRAXIS II Specialty Exams, and relevant PLT data all verify that Brescia’s SOE has been successful, confirming that Brescia University’s School of Education candidates have, in fact, become “professional educators committed to ethics, advocacy, service, and lifelong learning.”

Advanced (Graduate)

Entry-Level Assessments. All applicants for admission to the MSTL program submit official transcripts from all colleges/universities attended. Applicants must have a satisfactory undergraduate academic record with a minimum GPA of 2.75. Applicants must submit an official report of satisfactory scores of 400 on the Graduate Record Examination (GRE) on each of the three parts; *or* of the successful completion of the Praxis II and specialty test in the candidate's subject area; *or* successful completion of state certification exam(s). In addition, applicants must submit a resumé and two letters of professional recommendation. Upon admission, candidates interview with the Graduate Program Director and a representative from the School of Education. Prior academic and professional experiences of the enrolling students determines professional development needs that will be addressed during the program.

Midpoint Assessments. The student and advisor track student progress through Net Classroom, an online software program that contains student grades, registration information, and unofficial transcript reports. The candidate completes a Professional Growth Plan in EDL 500 after entry into the program and continues to update the plan as progress is made in the program. Students report professional growth to instructors and the MSTL Director. At midpoint in the program, after candidates have completed 15–21 semester hours of coursework in their graduate studies, the Program Director contacts them to discuss the status of their progress in the program. Candidates complete the *Mid-Program Evaluation Form*, which is designed to provide an opportunity for candidates to reflect on the extent to which they have acquired the dispositions and attitudes considered important for successful completion of the program. The instrument is intended to help candidates identify areas for continuing professional growth and define steps they might take to promote that growth. Data from this self-assessment is used by the Program Director to consider ways in which the program can assist candidates to develop and/or strengthen positive professional dispositions.

Exit Assessments. The candidates successfully complete the program with an average GPA of 3.25 and with no more than six hours of grades lower than “B.” Candidates address four of the areas of professional growth identified upon entry, and they attend at least four graduate seminars. The research project is a capstone experience at the exit level.

C. FAIR, ACCURATE, CONSISTENT, AND BIAS-FREE ASSESSMENTS

Brescia's School of Education, rooted in the Catholic and Ursuline tradition of respect for the sacredness and the individuality of each person, and committed to both the University and EPSB ideal of diversity, strives to provide assessment that is fair, accurate, consistent, and free of bias. The SOE does this in a number of ways.

Fair

The SOE's commitment to fairness means that all candidates are exposed to the knowledge, skills, and dispositions that will be necessary for successful completion of their teacher education

program. This set of knowledge, skills, and values or dispositions is not an arbitrary one, but derived from the Kentucky Teacher Standards (given to every candidate), the relevant SPA standards, and from the SOE's Conceptual Framework (given repeatedly to every candidate). Candidates are provided with a SOE *Handbook* outlining these expectations, ensuring that they know from the very beginning the basis for assessments that will be made concerning their performance as they progress through the program. In addition, they have copies of each assessment instrument, which enables them to know in advance what will be measured and how. In each case, instructions and timing are clearly stated and shared with candidates. They are given information on how every assessment is scored and how each of them counts toward completion of the degree. Documents available to every teacher education candidate include program guidesheets, a *Handbook* checkpoint document, a four-year-plan of study, a unit-wide grading scale, a *Field Handbook* (providing purpose, expectations, etc.), a portfolio scoring guide, and the grade appeal process. Furthermore, all candidates are notified of advising sessions required before each semester's registration period where the PGP is discussed and updated to ensure candidates are on target for progression through their program. A common key assessment Edu #4B is utilized in the Professional Core Courses: Edu 204/108, Edu 246, Edu 255, and Psy 300. Lastly, every syllabus throughout each education program clearly and fairly states course requirements and expectations.

Accurate

The SOE understands "accuracy" as the assurance that key assessments are of the appropriate type and content so that they measure what they purport to measure. Assessment is aligned with the standards and/or the learning proficiencies that they are designed to measure. Program syllabi include section grids that show alignment with the SOE Mission Statement (for dispositions) and with the Kentucky Teacher Standards. Courses and field/clinical placements also address content and pedagogy found in the PRAXIS I CASE and PRAXIS II Specialty Exams and the PLT. The required candidate Professional Growth Plans and portfolios are also aligned with all required teacher standards and the SOE Conceptual Framework.

Consistent

Key assessments used in the SOE produce dependable results, both in evaluating individual teacher education candidates through the course of their program and in evaluating the program or unit overall. In order to offer consistent assessment, the SOE uses the same documents with common rubrics at multiple points in the program. Multiple raters use the same documents to allow for different perspectives; this is particularly evident in the standard rubric for scoring the portfolio by faculty, SOE alumni, TEAC members, and others. Forms such as the KTIP lesson plans offer additional consistency, as does the grading scale that is common for every course with the Edu prefix throughout each of the programs. Core course faculty are key in measuring candidate dispositions, and since these faculty offer the same courses repeatedly, course expectations can become standard and consistent over time. In addition, the University form for course evaluations is the same for every class across the entire University curriculum.

Bias-Free

Consistent with its respect for the sacredness of each person and its commitment to diversity, any hint of bias regarding religion, gender, ethnicity, physical disability, or other qualifier is strictly rejected by the SOE. To facilitate bias-free assessments, the SOE faculty address any contextual distractions and/or problems with key assessment instruments in varied ways. For example, every attempt is made to eliminate environmental distractions such as unnecessary noise and improper lighting or equipment, as well as vague instructions, poorly worded questions, or poor quality copies. Candidate Professional Growth Plans (PGPs) are reviewed to address possible areas of bias. Various options are available to candidates who have identified areas needing further development or additional assistance. Student Support Services offers academic tutoring, disability assistance, and test space with test monitors when needed. The PGP can be used to plan PRAXIS remediation in certain areas, and courses may be retaken. The University offers to SOE candidates a multimedia classroom equipped with CPU, SmartBoard, projection devices, and document cameras; in addition, other SOE classrooms offer lighting filters and adjustable lighting, fans, laminators, test space, and a laser color printer. For all assessments of candidates throughout the program, input from multiple SOE professors, wider-University professors, and field and clinical practice supervisors ensure that possible bias from any one individual cannot block candidate progress in the program. Thus faculty, staff, off-site professionals, as well as University mechanical and technological assistance — all serve to offer students a physical and intellectual climate that is free of bias.

D. REMEDIATION POLICIES

SOE Candidates have multiple opportunities for remediation, should that become necessary during the progression toward degree completion. One of the goals of the various self-assessments is to identify areas of weakness or areas that need strengthening; meetings with advisors or with course instructors about these self-assessments are designed to determine what options are available and target those most useful in addressing those concerns. The same is true for the candidate's Professional Growth Plan. In cases where candidates are eligible according to the restrictions of a federally-funded grant, Student Support Services provides supportive help for students, whether that is in the form of area content tutoring, text-to-speech capabilities, designated areas for test-taking or oral testing, or other accommodations and adaptations that might help candidates improve identified areas in need of further development. Even for those candidates who do not meet the federal guidelines (socioeconomic level, first-generation college student, physical or mental disability), the Student Support Services offers drop-in tutoring, especially for key General Education courses. The SOE also offers PRAXIS remediation in preparation for or for possible retakes of the required exams. As per University policy, courses with a low or failing grade may be retaken, and the higher grade becomes part of the transcript. In certain cases, individual faculty members have provided one-on-one tutoring in needed areas of development or remediation. In any of these cases, at every level of the program the SOE advisor and/or content area advisor counsel(s) and advises candidates as they work together identifying needed areas of remediation and determining the best possible

approach for resolving that need.

Other program areas in which remediation is made available to candidates who need it include the opportunity for reassignment in order to complete Clinical Practice; the opportunity to extend Clinical Practice if areas are identified that need additional growth, professional development opportunities in areas where candidates have identified the need for improvement, and the opportunity for candidates to design an Independent Study course that addresses a specific need. Finally, as candidates make progress in Levels I through IV, the program offers an appeals process if required deadlines are not met in the application processes of Level I and Level III. As a result of these multiple opportunities, the SOE faculty and teacher education candidates cooperate in an ongoing fashion to ensure that candidates are well-prepared as they approach degree completion.

F. SUMMARY OF CANDIDATE PERFORMANCE ON EXIT ASSESSMENTS

Data over the last three full academic years (2011- 2014) reveal the following information about SOE teacher education candidates and their progress through the program, specifically the information about candidates graduating:

2011–2012	Elementary	Spec Ed	Secondary	Middle School	Art Ed	Spanish Ed	Masters
15	6	3	1	1	1		3

2012–2013	Elementary	Spec Ed	Secondary	Middle School	Art Ed	Spanish Ed	Masters
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2013–2014	Elementary	Spec Ed	Secondary	Middle School	Art Ed	Spanish Ed	Masters
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Analysis of admission to Clinical Practice and graduation data reveal that all SOE candidates who were “Accepted” into Clinical Practice during the past three years have progressed to graduation with completed education majors. Guided by their cooperating teachers and the SOE faculty, they are successfully becoming professional educators committed to ethics, advocacy, service, and life- long learning.

CONCLUSION

Brescia University’s School of Education is committed to offering undergraduate and graduate degrees in which “School of Education candidates are challenged to become professional educators committed to ethics, advocacy, service, and lifelong learning.” Graduates will have achieved either initial or advanced competency in the Kentucky Teacher Standards and in the SPA standards appropriate for their chosen field(s) of study. As professional educators who are competent in the knowledge, skills, and pedagogy necessary to be effective in the class-room

and wider educational setting, they will also have become competent in appropriate technology, skilled in assessment, and committed to and competent in their ability to teach in diverse settings and with students from varied backgrounds, abilities, and needs. The “Brescia flavor” of this professional competence is evidenced in their commitment to the dispositions of ethics, advocacy, service, and lifelong learning. In this way, as the SOE candidates of today become the professional educators of tomorrow, P–12 learning will be enhanced. Teachers become advocates for each and every student, classrooms will become and then continue to evolve as places of shared growth, schools and communities will be enriched by the ethical witness and dedicated service of their teachers. Brescia SOE professional educators will evidence their ability to adapt to ongoing change and to model this adaptation consistently for their students as they demonstrate their commitment to lifelong learning.

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