Arkansas State University
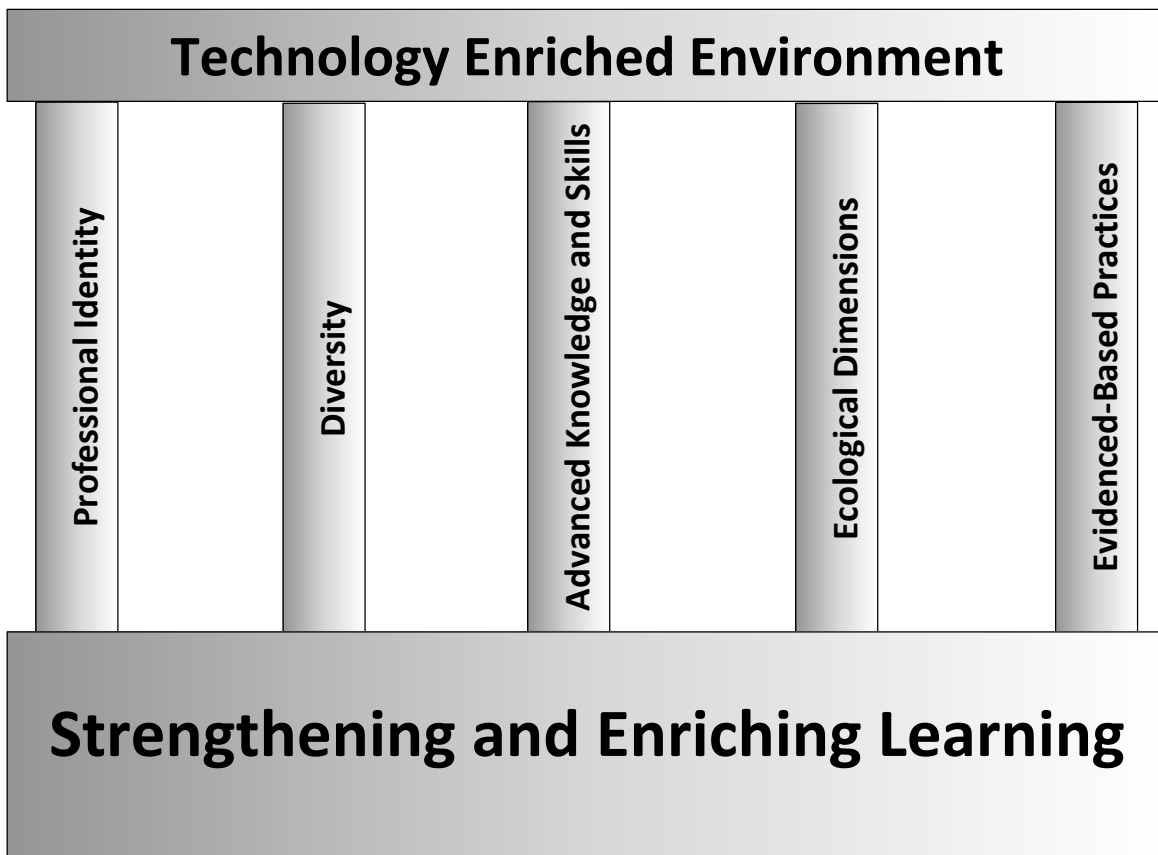## Professional Education Unit
Advanced Programs Conceptual Framework
Strengthening and Enriching Learning

Technology Enriched Environment

Professional Identity

Diversity

Advanced Knowledge and Skills

Ecological Dimensions

Evidenced-Based Practices

Strengthening and Enriching Learning

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Strengthening and Enriching Learning

Historical Context

Advanced programs at Arkansas State University prepare candidates to lead schools, to support student learning, and to enrich learning environments. Even though the advanced programs prepare school professionals for a wide variety of positions, they share common elements that provide a conceptual framework for all advanced programs. The conceptual frameworks for the advanced programs were reviewed and refined through the collaborative efforts of a task force of faculty who represented the advanced programs during the spring and summer of 2010. The task force identified elements among individual advanced programs that were common to all. As a result, the task force accomplished its goal of creating a conceptual framework for all advanced programs.

Shared Vision and Philosophical Foundation

The mission of the Professional Education Unit is to generate and disseminate knowledge through teaching, research, and service; and to apply that knowledge to improve education and the quality of life for all individuals in a pluralistic and democratic society. We accomplish this within student-centered, intellectually challenging environments with faculty and staff dedicated to excellence. The advanced programs contribute to this mission by preparing professionals to improve student learning based on program specialty areas.

Central Elements

The central elements of the advanced programs conceptual framework include: professional identity, diversity, advanced knowledge and skills, ecological dimensions, and evidence-based practices. These concepts encompass the foundational and fundamental ideas of the advanced programs at Arkansas State University that strive to strengthen and enrich learning. Candidates who are enrolled in the advanced programs are expected to have attained an acceptable level of professionalism. Through the advanced programs these candidates, who are preparing to enter new roles in a school or to become more accomplished teachers, develop a professional identity that demonstrates a strong commitment to the profession. That professional identity includes an understanding and respect for diversity that permeates all learning environments. This respect for diversity motivates advanced program candidates to diligently search for knowledge and strategies that engage all students at appropriate levels of learning. Advanced program candidates demonstrate a professional identity that is committed to a respect for diversity. As candidates prepare for leadership and support roles in the schools they are expected to acquire advanced knowledge and skills that show that they are life-long learners and have the ability to implement innovative evidence-based practices to improve learning. Advanced candidates use data and professional knowledge effectively to identify factors and ecological dimensions that impact student learning and promote evidence-based practice.

Technology Integration

 Advanced program candidates acquire appropriate skills to utilize the latest technologies to strengthen and enrich student learning in the 21st century. Technology has the potential to improve student learning, to facilitate communication, to accommodate diverse students, to create global connections, and to provide a broader range of educational opportunities for all students. It also can be used to gather critical information and analyze data so that candidates can make informed decisions for planning and allocating resources. Advanced candidates are expected to embrace appropriate new technologies and utilize them in ways to positively impact learning environments.

Assessment

 Candidates will be assessed at the entry, mid-point, end-point and exit. Assessments within each of these time intervals are as follows: Entry includes MAT/GRE Scores and Grade Point Average; Mid-Point includes Philosophy Paper, Percent of Program Retention and Research Project; End-Point includes Praxis II Exam Scores, Internship/Practicum/Lab, Comprehensive Exam/Comprehensive Portfolio; and Exit includes Grade Point Average, Exit Survey, Follow-Up Survey and Employer Survey. Assessments are aligned with the conceptual framework and, when appropriate, rubrics are used to ensure reliability in assessing candidates' knowledge, skills and dispositions.

Central Elements
Candidate Knowledge, Skills, and Dispositions

Standard 1: Professional Identity: Advanced candidates demonstrate commitment through leadership and advocacy for professional practice in accordance to legal and ethical standards within a multicultural and pluralistic society.

1.1   Knowledge

1.1.a Understands ethical and legal standards.

1.1.b Understands the importance of and strategies for effective advocacy on behalf of the profession.

1.2   Skills

1.2.a   Demonstrates competence in applying knowledge of content and research in professional practice.

1.2.b   Promotes and applies ethical and legal standards in decision-making.

1.2.c   Demonstrates professionalism in use of digital media.

1.3   Professional Dispositions

1.3.a   Values the importance of professional organizations, credentialing standards, and legal and ethical standards as indicators of one's professional identity.

1.3.b   Demonstrates self-efficacy by effectively reflecting on professional practice.

Standard 2: Diversity: Advanced candidates demonstrate in-depth understanding of and respect for diversity and its implications for learning.

2.1   Knowledge

2.1.a   Understands societal factors such as gender, race, social class, ethnicity, ability, sexual orientation, age, and religion that impact student learning.

2.2   Skills

2.2.a   Plans and creates experiences that help all students learn.

2.2.b   Demonstrates ability to build collaborative relationships among schools, families, and communities.

2.2.c   Demonstrates acceptance and respect for persons with diverse ideas, values, and behavioral practices.

2.3   Professional Dispositions

2.3.a   Values and respects individuals and their differences.

2.3.b   Believes all students can learn.

Standard 3: Advanced Knowledge and Skills: Advanced candidates demonstrate mastery of content and pedagogical knowledge and skills to apply that knowledge effectively in school settings.

3.1   Knowledge
  3.1.a   Knows content and concepts of the discipline at an advanced level.

  3.1.b   Understands the interdisciplinary nature of content and pedagogical knowledge.

3.2   Skills
  3.2.a   Demonstrates knowledge through inquiry, critical analysis, and synthesis of discipline-specific content.

  3.2.b   Shares content in challenging, clear, and compelling ways using real world contexts and integrating appropriate technologies.

  3.2.c   Selects and develops strategies and technologies, based on research and experience, to help all students learn.

  3.2.d   Reflects to enhance professional practice.

3.3   Professional Dispositions
  3.3.a   Values caring and supportive learning environments that encourage self-direction by all students.

  3.3.b   Values life-long learning and mastery of content and pedagogical knowledge.

Standard 4: Ecological Dimensions: Advanced candidates demonstrate understanding of influences derived from family, school, and community contexts that impact student learning and development.

4.1   Knowledge
  Understands the complexities of social systems that impact student learning.

4.2   Skills
  4.2.a   Demonstrates a high level of skill in identifying the human, material and technological resources necessary to be effective within their professional role.

  4.2.b   Demonstrates understanding of developmentally appropriate individual, family, and group strategies for working with diverse populations.

4.3   Professional Dispositions
  4.3.a   Values the intertwining role of family, community, and schools and their impact

on student learning.

4.3.b   Appreciates the uniqueness and worth of each student while recognizing the necessity for interdependent functioning and fairness to promote living together within the common society.

Standard 5: Evidence-Based Practices: Advanced candidates apply research-based knowledge to promote optimal development of all constituents and generate data for decision-making.

5.1   Knowledge
5.1.a   Understands the relevance of research findings and performance data.

5.2   Skills
5.2.a   Collects and analyzes student assessment data and makes data-driven decisions to improve student learning.

5.2.b   Demonstrates ability to apply research methods and statistical techniques to improve professional practice.

5.2.c   Demonstrates ability to interpret and apply research findings from professional literature.

5.3   Professional Dispositions
5.3.a   Appreciates the importance of evidence-based practice.

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        teachers and students.

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

The Gilder Lehrman Institute of American History at Yale University, on the web at
        www.gilderlehrman.org, provides access to primary source documents and sponsors

institutes for teachers. The institutes provide teachers with the opportunity to study history with scholars in various fields of U.S. history and to gain practical insight into the integration of primary documents into history lessons. The leader in geography education is the National Geographic Society located at www.natonalgeographic.com. The web site contains the National Standards for Geography and teaching resources for all grade levels.

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