



### Course Syllabus

<b>COURSE NUMBER:</b> <b>LEAD 6001.I1</b>	<b>COURSE TITLE</b> <b>Foundations of Educational Leadership</b>	<b>TERM:</b> <b>Fall, 2006</b>
<b>SITE:</b> <b>Pattonville School District Learning Center</b>	<b>INSTRUCTOR CONTACT INFORMATION:</b> <b>Dr. John Heskett Dr. Roger Stock</b>	<b>CREDIT HOURS:</b> <b>Five Credit Hours</b>

**1. COURSE DESCRIPTION:** This course will help students understand how the educational process occurs in the context of modern society and is influenced by the forces of the larger community. The student will examine the role and responsibilities of the building principal as an educational leader. Students will employ active inquiry, experimentation and reflection to investigate issues of ethnicity, gender, equity, social justice and ethics.

**2. LEARNING OUTCOMES:**

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
The Student will: <ol style="list-style-type: none"> <li>1. Develop knowledge of and analyze complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact the education leadership process.</li> <li>2. Study the role of the building principal as an education leader.</li> <li>3. Understand the theory and research that describe the effective school.</li> <li>4. Identify specific strategies necessary to lead high performing schools.</li> <li>5. Investigate issues of ethnicity, gender, equity, disability, social justice and ethics.</li> <li>6. Investigate issues and concerns of educational leadership from the perspectives of urban, suburban and rural districts.</li> <li>7. Select elementary, middle, or high school principalship as an</li> </ol>	Education Specialist Degree School of Education Webster University  <b>Goals</b> 1.The educational leader/graduate will demonstrate and model scholarship and lifelong learning skills. 2.The educational leader/graduate will demonstrate effective teaching, learning, and leadership based on sound theory and practice and ethical decision-making to create an optimal learning environment 3.The educational leader/graduate will reflect upon his/her own practice in	ISSLC Standards 1.3.1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community  Knowledge 1.3.1.1.1    1.3.1.1.2    1.3.1.1.2 1.3.1.1.3    1.3.1.1.5    1.3.1.1.6 Dispositions 1.3.1.2.1    1.3.1.2.2    1.3.1.2.4 1.3.1.2.6    1.3.1.2.7 Performances 1.3.1.3.1    1.3.1.3.2    1.3.1.3.3 1.3.1.3.4    1.3.1.3.5    1.3.1.3.6 1.3.1.3.7    1.3.1.3.8    1.3.1.3.9 1.3.1.3.10    1.3.1.3.11    1.3.1.3.12 1.3.1.3.13    1.3.1.3.14  1.3.2 A School administrator is an educational leader who

<p>area of concentration.</p> <p>8. Develop inquiry and reflective skills.</p> <p>9. Demonstrate professional attitudes and behaviors expected of educational leaders</p>	<p>order to become an agent of change in classrooms, schools and communities.</p> <p>4. The educational leader/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues, and families.</p>	<p>promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Knowledge 1.3.2.1.3 1.3.2.1.7 1.3.2.1.9 1.3.2.1.10 1.3.2.1.11</p> <p>Dispositions 1.3.2.1.1 1.3.2.2.2 1.3.2.2.4 1.3.2.2.6 1.3.2.2.7 1.3.2.2.8</p> <p>Performances 1.3.2.3.1 1.3.2.3.3 1.3.2.3.4 1.3.2.3.6 1.3.2.1.3.7 1.3.2.3.8 1.3.2.3.10 1.3.2.3.11 1.3.2.3.12 1.3.2.3.15 1.3.2.3.16 1.3.2.3.18</p> <p>1.3.3 A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.</p> <p>Knowledge 1.3.3.1.1</p> <p>Dispositions 1.3.3.2.2 1.3.3.2.3 1.3.3.2.4 1.3.3.2.5 1.3.3.2.7</p> <p>Performances 1.3.3.3.3 1.3.3.3.4 1.3.3.3.7 1.3.3.3.8 1.3.3.3.9 1.3.3.3.12 1.3.3.3.13 1.3.3.3.14 1.3.3.3.15 1.3.3.3.16 1.3.3.3.17 1.3.3.3.18</p> <p>1.3.3 A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members responding to diverse community interests and needs, and mobilizing community resources.</p> <p>Knowledge 1.3.4.1.1 1.3.4.1.2 1.3.4.1.3 1.3.4.1.5</p> <p>Dispositions 1.3.4.2.2 1.3.4.2.3 1.3.4.2.4 1.3.4.2.5 1.3.4.2.6 1.3.4.2.7 1.3.4.2.8</p> <p>Performances 1.3.4.3.1 1.3.4.3.2 1.3.4.3.3</p>
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		<p>1.3.4.3.4    1.3.4.3.5    1.3.4.3.8  1.3.4.3.10    1.3.4.3.11    1.3.4.3.12  1.3.4.3.13    1.3.4.3.14</p> <p>1.3.5    A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner .</p> <p>Knowledge  1.3.5.1.1    1.3.5.1.2    1.3.5.1.3  1.3.5.1.4    1.3.5.1.5</p> <p>Dispositions  1.3.5.2.1    1.3.5.2.2    1.3.5.2.3  1.3.5.2.4    1.3.5.2.5    1.3.5.2.6  1.3.5.2.7</p> <p>Performances  1.3.5.3.1    1.3.5.3.2    1.3.5.3.3  1.3.5.3.4    1.3.5.3.5    1.3.5.3.6  1.3.5.3.7    1.3.5.3.8    1.3.5.3.9  1.3.5.3.10    1.3.5.3.11    1.3.5.3.12  1.3.5.3.13    1.3.5.3.15  1.3.5.3.16</p> <p>1.3.6    A school administrator is an educational leader who promotes the success of all students by understanding and influencing the larger political, social, economic, legal and cultural context.</p> <p>Knowledge  1.3.6.1.1    1.3.6.1.2    1.3.6.1.6</p> <p>Dispositions  1.3.6.2.1    1.3.6.2.3    1.3.6.2.4</p> <p>Performances  1.3.6.3.2    1.3.6.3.4  1.3.6.3.3    1.3.6.3.6</p> <p>Standards for Advanced Programs in Educational Leadership ELCC Professional Competencies for School Leader Preparation (Advanced) ISLLC 1.3</p> <p>ELCC 1.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (ISLLC 1.3.1)</p> <p>ELCC 2.0: Candidates who complete</p>
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		<p>the program are educational leadership who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff (ISLLC 1.3.2) ELCC</p> <p>ELCC 3.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment (ISLLC 1.3.3)</p> <p>ELCC 4.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources (ISLLC 1.3.4)</p> <p>ELCC 5.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by acting with integrity, fairness, and in an ethical manner. (ISLLC 1.3.5)</p> <p>ELCC 6.0: Candidates who complete the program are educational leadership who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (ISLLC 1.3.6)</p>
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### **3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.**

#### **Session I - August 23, 2006 Dr. Heskett and Dr. Stock**

##### Topics:

- Certification Requirements -- Ms. Carol Irvin
- Introduction and Overview of the Course
- Review of Expectations and Projects
- Organization of Learning Groups
  - Assignment of Responsibilities for Readings
  - Facilitation of Discussion
- Organizational Structures in American Education
- Analysis of Schools and the Structural Models Used
- Leadership, Management and Decision Making

##### Activities:

- Group Activities – Leadership, Philosophy and Decision Making
- Small group project - Purpose and Role of Public Education
- Individual Project - In Basket

#### **Session II -- August 30, 2006 Dr. Stock**

##### Topics:

- Organizational Leadership
- Instructional Leadership
- Expectations and Goals
- Problem Solving
- Decision Making
- Group Processes in Decision Making

##### Activities:

- Group Activity – Development of a School Leadership Survey
- Small Group Activity – Purpose and role of Public Education

Reading: Cahn, Section 6, John Mill

Jossey and Bass, Part One – Leadership, Management and Organizational Behavior

##### Assignment:

A written review of a professional journal article related to leadership, problem solving or decision making.

#### **Session III -- September 6, 2006 Dr. Heskett**

##### Topics:

- Portfolio Development for Certification -- Mr. Morgan Clough
- Colonial Education to the Civil War
- Development of Public Education in the U.S.
- Formal and Informal Organizations
- Interacting Spheres Model
- Decision Making and Power
- Discussion regarding Rousseau and Locke

##### Activities:

- Small Group -- Benefits of Bureaucracy
  - An Administrator's Role in a Bureaucracy
- Student Debate -- Should Schools be Developed on an Industrial Model
- Small Group Activity - An Administrator's Role in a Bureaucracy?
- In-basket Activity

##### Readings:

- American Public School Law, Chapters 1 and 2
- Cahn: Section 3 on Locke and Section 4 on Rousseau

#### **Session IV - - September 13 , 2006 Dr. Stock**

##### Topics:

- Education: Civil War to the Present
- Communication Theories
- Learning Theories
- Political Theories
- Professional Learning Communities
- Discussion regarding Principals and Superintendents

##### Activities:

- Group Activity – Development of a School Leadership Survey
  - \_ Professional Learning Communities
- Small Group Activity – Purpose and Role of Public Education
- Individual Activity – In-Basket

##### Reading:

- Cahn, Section 7 Dewey and Section 8 Mills
- Jossey and Bass, Part 2 Principals and Superintendents

##### Assignment:

A written summary of an interview with a building level or district level administrator responding to the question - - What are your the most important leadership functions in your role as a school administrator (two page maximum).

#### **Session V - - September 20, 2006 Dr. Heskett**

##### Topics:

- Leading, Governing and Funding
- Professional Learning Communities at Work

##### Activities:

- Group Activity – Book Talk
- In-Basket

##### Readings:

- Jossey and Bass, Part 4 - Moral Leadership and Part 5 – Shared Leadership

##### Assignment:

A two page written summary of a professional journal article relating to school governance or school funding .

#### **Session VI - - September 27, 2006 Dr. Stock**

##### Topics:

- Open and Closed Systems
- Differences between Systems Theory and Other Theories of Learning
- Building a Vision
- Organizational Planning and Strategic Planning
- School Restructuring
- Beliefs and Vision
- Assessment
- Goals for Achievement
- Action Planning/Project Management
- Restructuring the Curriculum, Learning and Time

##### Activities:

- Small Group Discussion – Cycles of Events in School
- Large Group Discussion – Systems Theory
- Group Simulation: Problem Solving
- Effective Schools Research – What Really Makes Schools Work
- Individual Activity: In-basket

Readings:

Cahn, Chapter 7 – Alfred Whitehead and Chapter 8 – John Dewey

Assignment

Leadership Interview

Small Group Report: Community Analysis

**Session VII - - October 4, 2006 Dr. Heskett**

Topics:

Reform Efforts and Current Trends - - 1980 – 2004

Leadership

Activities:

Group Activity – Book Talk

Small Group Project – Purpose and Role of Leadership

Readings:

Cahn: Chapters 15 – Maritain and 16 – Freire

Fullan – Chapter 1

Assignment:

A two page written reflection on the topic - - Positive and negative implications of “No Child Left Behind” for my school would include:

**Session VIII - - October 11, 2006 Dr. Stock**

Topics:

Leadership and Motivation

Defining Leadership

Leadership Styles and Theories

Theories of Motivation

Activities:

Developing a Leadership Interview

Developing Long Range Goals

Student Debate - - Intrinsic Verses Extrinsic Rewards

Report on an Ethical Leader (Interview)

In-basket

Readings:

Cahn: Chapters 12 – Gutman and 13 – Scheffler

Fullan: Chapters 2 and 3

Assignment:

A two page paper describing the leadership style under which you prefer to work and why this style of leadership motivates you as a professional educator.

**Session IX - - October 18, 2006 Dr. Heskett**

Topics:

Publics and Diversity

The Impact of Gender, Ethnicity, Age and Other Diversities

Factors on Leadership

Leading for Diversity

Activities:

Small Group – Identifying Publics

Book Talk – African American Children

Individual – In-basket

Readings:

Cahn: Chapters 11 – Walzer and 21 – Green

Jossey Bass: Part Three (Chapters 16 and 17)

**Session X - - October 25, 2006 Dr. Stock**

Topics:

Large Group – Report on a Leader (Interviews)

Conflict Theory  
The Benefits of Conflict  
The Costs of Conflict – Stress  
Conflict Management  
Managing the Staff

Activities:

Large Group – Conflict Simulations  
Student Debate – Conflict is Never Good

Readings:

Fullan: Chapters 4, 5, 6 and 7

Assignment:

A two page written summary of a professional journal article regarding conflict.

### **Session XI - - November 1, 2006 Dr. Heskett**

Topics:

Do Schools Have an Effect  
School Reform and Educational Change  
Planning Change  
Managing Change  
Assessment

Activities:

Student Debate – A Nation at Risk Has Been the Best Thing to Happen to Public Education Since  
Sputnik  
Small Group – Team Building  
Individual – In-basket

Reading:

Cahn: Chapters 22 Rorty and 23 Searle

Assignment:

Preparation for the Student Debate

### **Session XII - - November 8, 2006 Dr. Heskett**

Topics:

School Law - - The Legal System  
Historical Perspective of Public Schools  
Role of the Federal Government  
Church / State Issues

Activities:

Large Group – Book Talk  
Small Group – Using the Legal System

Reading:

Alexander and Alexander: Chapters 3, 5.

Assignment:

Bring copies of your district policies related to the law topics.  
Group Presentation on a “Hot Topic” in School Law

### **Session XIII - - November 15, 2006 Dr. Stock**

Topic:

School Law - - Governance  
School Attendance  
Defamation and Student Records  
School Desegregation

Activities:

Large Group – Book Talk

Readings:

Alexander and Alexander: Chapters 4, 6, 12, 19

Assignment:

Review and bring copies of your district policies related to the law topics  
Group Presentation on a “Hot Topic” in School Law.

**November 22, 2006 - - No Class**

**Session XIV - - November 29, 2006 Dr. Heskett**

Topics:

- Future of Education
- Leadership / Followership
- Developing a Personal Leadership Style

Activities:

- Large Group – Reflections from Personal Journals
- Small Group – The Role of the Administrator  
Personal Leadership Style
- Individual - In-basket

**Session XV - - December 6, 2006 Dr. Heskett and Dr. Stock**

Topics:

- Student Presentation of Change Project

**Session XVI - - December 13, 2006 Dr. Heskett and Dr. Stock**

Topic:

- Student Presentation of Change Project

**Journal Reviews** - - All journal articles must come from refereed professional journals in education or a related field. The journal reviews shall contain the bibliographic reference for the article, a summary of the principal research questions studied in the article and the results, or the policy issue discussed, and how the theme can be applied to the student's educational responsibilities.

**School Law Project** - - Students will work together in groups to identify a school law topic on which they will present information to the rest of the class. Topics may be chosen from the topical areas addressed in the syllabus. Presentations must include a discussion of:

- the origin of the law,
- a summary of case law that directs school policy,
- a summary of legislation that directs school policy,
- a summary of DESE or Federal Regulations,
- implications for practice.

The scoring rubric for the project - - for each area identified above the following will be applied:

- 5 - - presentation failed to address the required content
- 10 - - presentation included some of the content expected but it contain errors or misunderstandings of the content
- 15 - - presentation included a majority of the content expected. While it contained errors or omissions, the presentation adequately addressed the category
- 20 - - presentation included a majority of the content expected. There were few errors or omissions.
- 25 - - presentation included all of the content expected. Topics were addressed in detail and fully described.

**Change Project**

- 1 Students will select a topic or something you would like to change in your district, school or classroom. The topic can be something discussed in class or another topic in which you have an interest. The topic must represent significant issues in schools today and reflect topics being addressed by colleagues in school districts. Examples include: inclusion, a new staff development model, changing from a semester to a trimester system for grading and reporting to parents, changing from a "letter grade" grading system to a standards based grading system, implementing a school wide discipline program.
- 2 Students will select an appropriate organizational behavior / change model that you will use to develop and guide the change selected. Indicate your rationale for selection of the change model.
- 3 Identify the stakeholders - - who will be affected by the change. Describe how you will introduce the change to the stakeholder groups, gain their support, and involved them in the process.
- 4 Students will describe a need and a rationale for the change. Use facts, data and research to support your need for change. Identify the source of the data. State the goals for the change project using specific, strategic, measurable, attainable, results oriented and time defined goals.
- 5 Develop an implementation / action plan for making the change a reality. Develop a timeline for the project, identify the individual who are responsible for the project, major assignments to individuals to accomplish the project, projected

meetings, resources needed, training required, and approximate costs. The action plan should also include a method of evaluating the success of the program / project.

- 6 Describe what the program/project will look like if the change is successful. Who will benefit? What will be the outcome? How will the change be sustained -- who will be responsible for sustaining the change and how will that be accomplished?

Rubric for the Change Project

The project will be graded on the basis of the content of the presentation in comparison to the expectations stated above. Points will be awarded by category: Change Topic, Organizational Behavior / Change Model, Stakeholders, Rationale for the Change, Implementation Plan, Sustaining Change

- 1 – 5 Points -- Several elements of the category were omitted or addressed in a weak manner
- 6 – 10 Pontes -- While most elements of the category were included the presentation lacked a professional appearance and grammatical errors
- 11 – 15 Points -- Presentation included the expected content. The presentation was professional in appearance and few if any grammatical errors.

**Article and Reflection Scoring Guide**

	<b>5 Distinguished</b>	<b>4 Competent</b>	<b>3 Basic</b>	<b>2 Needs Improvement</b>	<b>1 Unsatisfactory</b>
<b>Critical Thinking &amp; Analysis</b>	Strength in both thinking and analysis. Reflection is insightful – what might be. Relates on philosophical and theoretical levels.	Both critical thinking and analysis present. Considers effects of family beliefs from multiple perspectives.	Strength in critical thinking or analysis but not both. Shows relation to one’s experiences.	Analysis is present but weak. No strength in critical thinking. Demonstrates understanding. Summary	Analysis is vague or nonexistent. Little or no reference to one’s belief system.
<b>Clarity, Organization Of Writing</b>	Clear identification of introduction, body of discussion, analysis, key findings, and conclusion. Writing is clear, descriptive, and succinct.	Most elements of good writing are addressed. Clear, distinct but not succinct.	Paper organized. Descriptive writing is used but not clear.	Some organization. Lacks key elements of organization. Writing is somewhat clear. Not succinct.	No organization. Unclear introduction. Writing is not cohesive. No connection between findings. No conclusion or summary.
<b>Professional Appearance</b>	Cover page with all relevant and needed information. Clear use of white space and design features to enhance readability. No errors, normal margins, and font size; innovative use of clear well designed graphics. Double spaced. APA format	Cover page with basic information. No errors. Normal margins. Uses space well and applies design elements. Uses APA format, double spaced.	Obvious errors. Reliant on spell check. Adequate or no margins. No use of design or graphic elements.	Multiple errors, relies on spell check. Little design. Minimum or maximum margins and font sizes.	Errors on most pages. Manual corrections. Unusual margins and fonts. Lack of overall design.

**4. RESOURCES:**

**Required Text(s):**

Required for all Four Blocks

Alexander and Alexander, American Public School Law, 5<sup>th</sup> Edition  
West Thompson Learning

Required for this Block

The Jossey-Bass Reader on Educational Leadership, Josey Bass – A  
Wiley Company, 2000  
Cahn, Classic and Contemporary Readings in the Philosophy of  
Education  
Fullan, Leading in a Culture of Change

Recommended

DeFour, Professional Learning and Communities at Work  
Blasé and Blasé, Handbook of Instructional Leadership  
Blanchard, Gung Ho

**5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

**(Insert evaluation Criteria below; the boxes will automatically expand as you type.)**

Assessments	Links to Course Outcomes	Percentage of Grade
Journal Articles and Reflections	1, 2, 3, 4, 5, 6, 7, 8, 9	100 Points
School Law Project	1, 2, 6, 7, 8	25 Points
Change Project	1, 2, 3, 4, 5, 6, 8, 9	90 Points
Attendance	8, 9	50 Points
Preparation	8, 9	50 Points
Professionalism	8, 9	50 Points

**6. GRADING SCALE:**

**1. GRADING SCALE:**

- A -- 325 – 365
- B -- 285 – 324
- C -- 240 – 284
- F -- Below 240

**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.**

## ACADEMIC HONESTY POLICY

### Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

One infraction will result in a "0" for the project. Another infraction will result in an "F" for the course.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

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## ACCESSIBILITY/ACCOMMODATIONS POLICY

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

### 7. Attendance

Attendance in class is required. If a student misses any class, the student must notify the instructor. Students may miss one class without penalty. If a student misses two or three classes, the student will prepare a paper of at least 5 pages on one of the topics presented on the date the student missed. The paper should draw references from professional, refereed journals or from the DESE Website or from Websites of other Governmental Organizations or Professional Organizations. The paper will be due the week following the class.

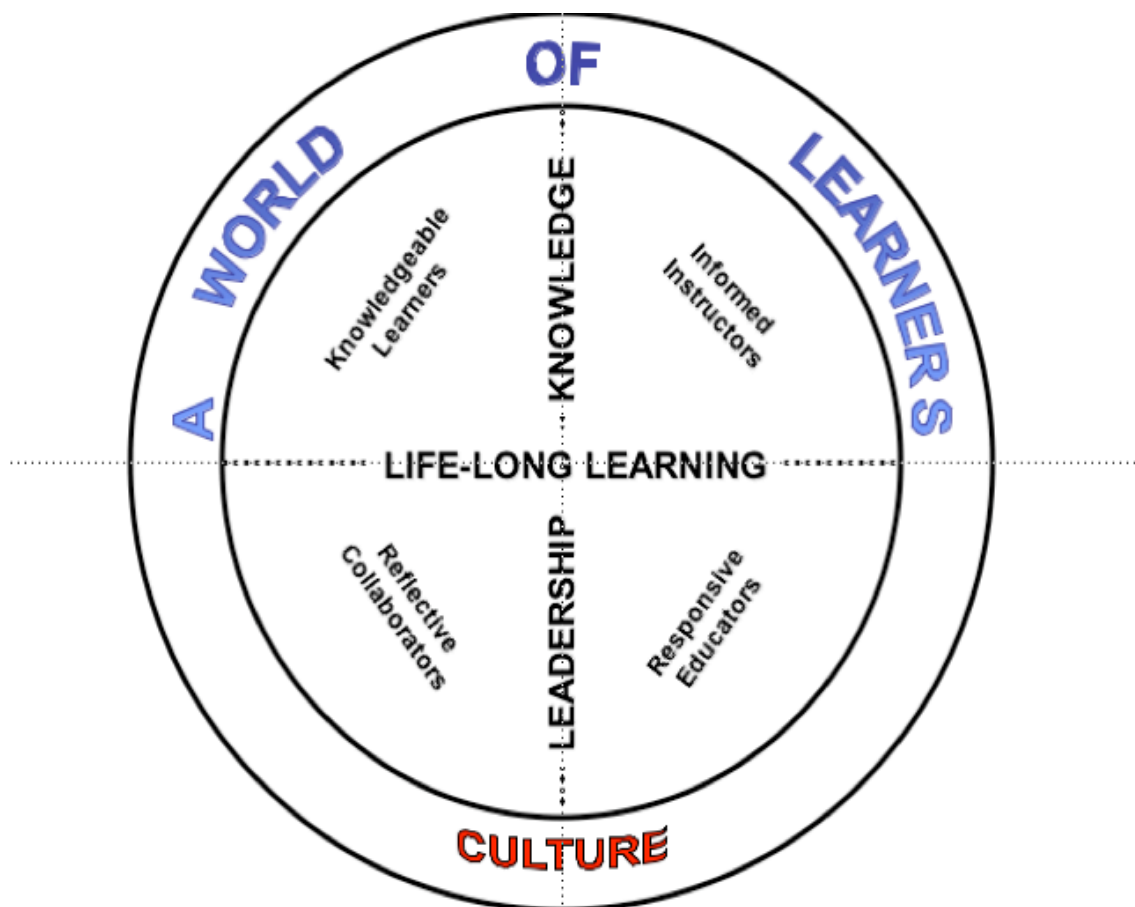
Students who miss more than three classes are subject to an "Incomplete" for the class. Special arrangements must be made with the instructor to determine the work that must be completed for a grade in the class. The instructor reserves the right to require that the student enroll for the class during a subsequent semester.

**Webster University  
School of Education**

**Vision:** “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

### The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
  - 1.2 applies tools of inquiry to construct meaningful learning experiences;
  - 1.3 identifies developmental factors in student learning; and
  - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

### The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
  - 2.2 understands and uses a range of instructional strategies;
  - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
  - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

### The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
  - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
  - 3.3 seeks relationships with families and students to support student learning; and
  - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

### The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

## School of Education Dispositions

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence