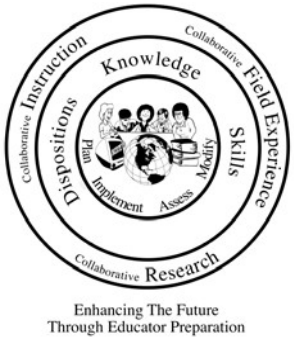
EDLD 7365 - 01
APPLIED STATISTICS I FOR EDUCATIONAL LEADERS
SPRING 2018

Instructor: Dr. John R. Slate
Department of Educational Leadership
Box 2119, Huntsville, TX 77341
Office: 936-294-4348 Fax: 936-294-3886
profslate@aol.com
jrs051@shsu.edu
Classroom: The Woodlands Center assigned room
Time: TUESDAYS 4:40 to 7:10 p.m.



Required Materials

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Slate, J. R., & Rojas-LeBouef, A. (2011a). *Calculating basic statistical procedures in SPSS: A self-help and practical guide to preparing theses, dissertations, and manuscripts.* Ypsilanti, MI: NCPEA Press. Available online at http://www.lulu.com/shop/ana-rojas-lebouef-and-john-r-slate/calculating-basic-statistical-procedures-in-spss-a-self-help-and-practical-guide-to-preparing-theses-dissertations-and-manuscripts/paperback/product-20246882.html

Slate, J. R., & Rojas-LeBouef, A. (2011b). *Writing your statistical results: Model writeups.* Ypsilanti, MI: NCPEA Press. Available online at http://www.lulu.com/shop/john-r-slate-and-ana-rojas-lebouef/presenting-and-communicating-your-statistical-findings-model-writeups/paperback/product-20602594.html

Slate, J. R., Rojas-LeBouef, A., & Moore, G. W. (2012c). *Writing tips for dissertations, theses, and manuscripts: Making APA 6th user-friendly.* Ypsilanti, MI: NCPEA Press. Available online at http://www.lulu.com/content/paperback-book/writing-tips-for-dissertations-theses-and-manuscripts-making-apa-6th-edition-user-friendly/13014489

SPSS Inc. (2016). *SPSS 23.0 for Windows.* [Computer software]. Chicago, IL: SPSS Inc. (Student Version available using your SHSU bookstore or through the SPSS website.). **You are also welcome to use version 17.0 through 22 as well.**

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Online Reading Sources

http://davidmlane.com/hyperstat/index.html
http://www.socialpsychology.org/methods.htm#onlinetexts
http://wise.cgu.edu/

Additional readings of research articles will be assigned.

SUGGESTED MATERIALS

Field, A. (2009). *Discovering statistics using SPSS (Introducing statistical methods).* Thousand Oaks, CA: Sage. ISBN-10: 1847879071 ISBN-13: 978-1847879073

Johnson, R. B., & Christensen, L. B. (2008). *Educational research: Quantitative, qualitative, and mixed approaches* (3rd ed.). Boston, MA: Sage.

Prerequisites: Methods of Research

Course Goal: This course is designed to familiarize doctoral students with the logic and dynamics of the research process in education and provide students with the opportunity to develop skills in posing research questions, designing studies, collecting and examining data, and interpreting and reporting research results. In particular, students will be taught how to use a variety of introductory-level statistical techniques to analyze quantitative data in educational research in general and the areas of educational leadership and/or counselor education in particular. A strong focus will be placed on the use of statistical software (e.g., SPSS, GPOWER) to analyze data. The curricula for this course (1) include knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice.

Course Objectives:

By the end of the semester, it is expected that the student will be able to:

1. Define terms and concepts commonly utilized in quantitative research.
2. Use software (e.g., GPOWER) to conduct an a priori statistical power analysis to determine an appropriate sample size.
3. Understand the concept of psychometric properties of quantitative instruments (e.g., score reliability, score validity)
4. Identify the major procedures for collecting quantitative data
5. Identify the major threats to the internal validity and external validity of findings.
6. Differentiate between independent and dependent variables.
7. Distinguish levels of data (i.e., nominal, ordinal, interval, and ratio).
8. Differentiate between grouping variables and measuring variables.
9. Write null hypotheses directly related to research questions.
10. Write nondirectional hypotheses directly related to research questions.
11. Write directional hypotheses directly related to research questions.
12. Use Statistical Package for Social Sciences (SPSS) to code data, enter data, define variables, run analyses, and interpret printouts.
13. Explain basic concepts and terminology pertinent to statistical methods.
14. Identify and compute basic measures of central tendency (e.g., mode, median, mean)by hand and through the use of SPSS.
15. Identify and compute basic measures of variability (e.g., range, variance, standard deviation) by hand and through the use of SPSS.
16. Identify and compute basic measures of position (e.g., *T*-scores, *z*-scores, percentiles)

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and through the use of SPSS.

17. Identify basic measures of distributional shape (e.g., skewness, kurtosis) through the use of SPSS.
18. Test assumptions to determine whether parametric or non-parametric statistics should be used.
19. Using SPSS, graph data (e.g., bar charts, histograms, pie charts).
20. Identify, compute, and interpret statistical analytic methods of determining parametric and nonparametric bivariate relationships (e.g., Pearson product-moment correlation coefficient, Spearman rank order correlation coefficients, Chi-square analysis).
21. Create and interpret scatterplots directly related to correlational procedures.
22. Write, in appropriate APA 6th edition style, an interpretation of correlational results, both for Pearson *r*s and for Spearman *rhos*.
23. Identify, compute, and interpret statistical analytic methods of determining mean differences through the use of parametric and nonparametric *t*-tests (i.e., one-sample, independent samples, and dependent samples) in SPSS.
24. Write, in appropriate APA 6th edition style, an interpretation of a parametric and nonparametric one-sample *t*-test result.
25. Write, in appropriate APA 6th edition style, an interpretation of a parametric and nonparametric independent samples *t*-test results.
26. Write, in appropriate APA 6th edition style, an interpretation of a parametric and nonparametric dependent samples *t*-test results.
27. Identify, compute, and interpret statistical analytic methods of determining mean differences through the use of parametric and nonparametric analysis of variance (i.e., simple and factorial) in SPSS.
28. Write, in appropriate APA 6th edition style, an interpretation of parametric and nonparametric analysis of variance (i.e., simple and factorial) results.
29. Calculate and interpret effect sizes for each statistical procedure.
30. Demonstrate knowledge of the major steps involved in conducting a quantitative research study.
31. Identify ethical and legal considerations involved in conducting and reporting educational research.
32. Apply guidelines for presenting papers professionally.

Format for class:

- Mini lectures and demonstrations based on your reading assignments.
- Online quizzes based on readings and powerpoints.
- Application of topics discussed using SPSS on the computer.
- Interpretation of statistical analyses.
- Class discussions

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ATTENDANCE

Students are to attend and participate in **all** classes. This behavior is expected of all students enrolled in graduate-level classes. The instructor reserves the right to deduct two points for each hour a student is late to class, 10 points for each class missed, and 2 points for each calendar day an assignment is late. Students who miss 20% or more of the classes are subject to dismissal from the course. If you miss additional classes, you must schedule an appointment with the instructor to discuss your continuation in the course. If you have to miss class, come to class late, or leave class early, it is your responsibility to find out what was covered and assigned. Remember, for every lesson that you fail to attend, you will miss coverage of *several course objectives.* Attendance on examination days (including any presentations) is **compulsory.** Non-attendance on examination days without an acceptable reason will result in a score of zero for that examination.

OFF-TASK BEHAVIOR

It is imperative that students **turn off their cell phones** prior to the start of class. Also, students should **refrain from reading or writing email messages** or engaging in any other off-task behaviors at any point during class. Also, please **refrain from engaging in side conversations** during class unless directed to do so by the instructor.

ASSIGNMENTS

All assignments will be given deadlines. Contact me in advance if you are unable to turn in an assignment on time. Students are reminded that plagiarism (including copying work from another student, present or former) is strictly prohibited. Any student against whom evidence of plagiarism is found automatically will fail the course and may have further action taken against them. **THERE WILL BE NO EXCEPTION TO THIS RULE.**

GRADING CRITERIA

ADDITIONAL COMMENTS ABOUT PLAGIARISM AND HONESTY

Using the words, ideas, or conclusions of another person without giving proper credit is a form of intellectual dishonesty known as **PLAGIARISM.** This behavior always has been, and still is, unacceptable and dishonest. Exact quotes must be cited according to the APA style manual (6th ed.). Paraphrasing means to restate, therefore, the working must be completely changed. Altering a few words or phrases is not sufficient...the entire passage must be restated in **YOUR OWN** words (Tomberlin, 1995). (More about plagiarism in this syllabus).

You are in an elite group having arrived at this place in your educational career through diligent work and your ability to persevere. Do not jeopardize your place in this program by succumbing to the dishonest production of required work--it will be dealt with swiftly.

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GENERAL ADVICE

(I) READ the sections to be covered *before* class. READ *all* handouts *carefully*.

(ii) ASK questions if you do not understand the material presented or in the readings. If there is not enough time for questions during the class, please see me after the class, arrange to see me during our office hours, or contact me via telephone or e-mail.

(iii) READ and be accountable for all class assignments. **Each assignment covers a specified amount of information that may not be covered in class lectures**; however, the lectures and texts supplement and complement each other. **You are responsible for assigned readings, whether covered in class or not.** Attempt to complete fully *all* the assignments. If you have difficulties in any areas, please let me know.

Please note: I care very much about your future development. I will do EVERYTHING I can to prepare you to be an effective researcher and practitioner.

TENTATIVE SCHEDULE

Week 1 January 23rd

Overview of the Course
Introduction to Research Design/Statistics

Readings for this and next week's Class:
http://web.csulb.edu/~msaintg/ppa696/696intro.htm#696intro
http://web.csulb.edu/~msaintg/ppa696/696vars.htm#696vars
http://web.csulb.edu/~msaintg/ppa696/696meas.htm#696meas

PowerPoints to be Covered:
SelectingaResearchProblem
IntroductiontoEducationalResearch
QuantitativeResearchQuestionsandHypotheses
Sample Quantitative Research Questions

Assignment for Next Week:
Develop a quantitative-based research question(s) for your research project

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Weeks 2 & 3: January 30th and February 6th

Important Terms (i.e., independent variable, dependent variable, levels of measurement, dichotomous variable, categorical variable, continuous variable).

For the January 30th class meeting, have a draft of one or more research questions for your research project written. This draft will be discussed in class.

Overview of Educational Databases

PowerPoints to be Covered:

Important Terms

Basic Statistics and Measurement Levels

Required Readings for Next Week:

http://www.csulb.edu/~msaintg/ppa696/696meas.htm#696meas

http://www.ats.ucla.edu/stat/spss/sk/default.htm

http://www.psych.utoronto.ca/courses/c1/spss/toc.htm

http://www.indiana.edu/~statmath/stat/spss/win/index.html

http://www.richland.cc.il.us/james/lecture/spss/data_editor/

Assignment due in Two Weeks:

Write Descriptive Statistics assignment in APA 6th edition format

Week 4 February 13th

Selection of Measuring Instruments (score reliability, score validity)

Internal and External Validity

Online Quiz over previous Week's Information

Begin using SPSS

PowerPoints to be Covered:

Internal-externalvalidity

Reliability.SHSU

Descriptive Statistics

Required Readings for Next Week:

Statistics Glossary of Terms

http://www.stats.gla.ac.uk/steps/glossary/index.html

Measurement

http://vassarstats.net/textbook/

Frequency distributions

http://vassarstats.net/ Distribution

models

http://davidmlane.com/hyperstat/normal_distribution.html

http://vassarstats.net/textbook/

Statistics

http://davidmlane.com/hyperstat/desc_univ.html

SPSS

http://www.ats.ucla.edu/stat/spss/sk/default.htm

http://www.psych.utoronto.ca/courses/c1/spss/toc.htm

http://www.indiana.edu/~statmath/stat/spss/win/index.html

http://www.richland.cc.il.us/james/lecture/spss/data_editor/

Assignment for this Week:
Upload digital copy of your Writing up Descriptive Statistics in APA 6th edition style assignment by 10 p.m. the evening after class meeting day (Wednesday 10 p.m.)

Required Readings for Next Week:
Confidence intervals http://davidmlane.com/hyperstat/confidence_intervals.html
Power http://davidmlane.com/hyperstat/power.html

Leech, N. L., Onwuegbuzie, A. J., & Daniel, L. G. (2007). Arithmetic mean definition. In N. J. Salkind (Ed.), *Encyclopedia of measurement and statistics* (pp. 43-44). Thousand Oaks, CA: Sage. (Handout)
Onwuegbuzie, A. J., Daniel, L. G., & Leech, N. L (2007). Measures of central tendency. In N. J. Salkind (Ed.), *Encyclopedia of measurement and statistics* (pp. 586-591). Thousand Oaks, CA: Sage. (Handout)

Week 5 February 20th

Confidence Intervals, Effect Sizes, and Power Hypothesis Testing
In-class use of SPSS
Calculating Basic Statistics
Standardized Skewness Coefficient
Standardized Kurtosis Coefficient
Chapter 2 "Calculating Descriptive Statistics" in Slate & Rojas-LeBouef (2011a)
Chapter 2 "Writing Up Descriptive Statistics" in Slate & Rojas-LeBouef (2011d)
Chapter 11 "Standardized Skewness and Standardized Kurtosis Coefficient Calculator" in Slate & Rojas-LeBouef (2011a)

PowerPoints to be Covered:
Research Proposal Guidelines (parts pertinent to course only)
Confidence Intervals, Effect Sizes, and Power
Hypothesis Testing

Assignment for next week:
*Prepare application to Institutional Review Board (IRB) which will be submitted to the instructor via paper copy.
IRB form is only submitted to the Professor……

Required Readings for Next Week:
Pearson chi-square
http://www.stats.gla.ac.uk/steps/glossary/categorical_data.html#chigof
http://vassarstats.net/textbook/
Statistics Glossary of Terms
http://www.stats.gla.ac.uk/steps/glossary/index.html
Measurement
http://vassarstats.net/textbook/
Frequency distributions

http://vassarstats.net/textbook/
Distribution models
http://davidmlane.com/hyperstat/normal_distribution.html
http://vassarstats.net/textbook/
Statistics
http://davidmlane.com/hyperstat/desc_univ.html
http://vassarstats.net/textbook/
SPSS
http://www.ats.ucla.edu/stat/spss/sk/default.htm
http://www.psych.utoronto.ca/courses/c1/spss/toc.htm
http://www.indiana.edu/~statmath/stat/spss/win/index.html
http://www.richland.cc.il.us/james/lecture/spss/data_editor/

Assignment for this week:
Submit Institutional Review Board application to me in class

Week 6 March 6th

No formal class meeting; work on research project for the course

Week 7 March 13th

Spring Break
No Class

Week 8 March 20th

Nonparametric statistics

Pearson chi-square statistic
Chapter 3 "Calculating a Non-Parametric Pearson Chi-Square" in Slate & Rojas-LeBouef (2011a)
Chapter 3 "Writing Up Chi-Square" in Slate & Rojas-LeBouef (2011d)

PowerPoints to be Covered:
Chi-Square Statistic

Required Readings for Next Week: Readings:
http://davidmlane.com/hyperstat/desc_biv.html
http://www.statsoft.com/textbook/stathome.html http://vassarstats.net/textbook/
http://www2.sjsu.edu/faculty/gerstman/StatPrimer/correlation.pdf
Regression Readings: http://davidmlane.com/hyperstat/prediction.html
http://vassarstats.net/textbook/

Onwuegbuzie, A. J., Daniel, L. G., & Leech, N. L. (2007). Pearson's product moment correlation coefficient. In N. J. Salkind (Ed.), *Encyclopedia of measurement and statistics* (pp. 750-755). Thousand Oaks, CA: Sage. (Handout)

Onwuegbuzie, A. J., Leech, N. L., & Daniel, L. G. (2007). Spearman's rho. In N. J. Salkind (Ed.), *Encyclopedia of measurement and statistics* (pp. 927-933). Thousand Oaks, CA: Sage. (Handout)

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Onwuegbuzie, A. J., & Daniel, L. G. (2002). Uses and misuses of the correlation coefficient. *Research in the Schools, 9*(1), 73-90.
Chapter 3 "Calculating a Non-Parametric Pearson Chi-Square" in Slate & Rojas-LeBouef (2011a)
Chapter 3 "Writing Up Chi-Square" in Slate & Rojas-LeBouef (2011b)

Assignment for next class meeting:
Prepare your chi-square assignment in APA 6th edition format

Week 9 March 27th

Relationships
Pearson Product Moment Order Correlation Spearman rank order correlation
Score Reliability
Online Quiz Over Chi-Square
Chapter 4 "Calculating Correlations: Parametric and Non-Parametric" in Slate & Rojas-LeBouef (2011a)
Chapter 4 "Writing Up Parametric Pearson Correlation" in Slate & Rojas-LeBouef (2011b)
Chapter 5 "Writing Up Nonparametric Spearman rho Correlation" in Slate & Rojas LeBouef (2011b)

PowerPoints to be Covered:
CorrelationStatistics.SHSU

Assignment for this week:
Email your chi-square assignment in APA format to me by Wednesday at 10 p.m.

Readings for Next Week:
t-tests http://www.statsoft.com/textbook/stathome.html
http://vassarstats.net/textbook/

Week 10 April 3rd

In-Class Use of SPSS
Online Quiz Over correlation Mean differences: *t*-tests
Parametric Independent Samples *t*-tests Parametric Dependent Samples *t*-tests
Chapters 5 through 8 on calculating parametric and nonparametric independent and dependent samples *t*-tests in Slate & Rojas-LeBouef (2011a)
Chapters 6 through 9 on writing up parametric and nonparametric independent and dependent samples *t*-tests in Slate & Rojas-LeBouef (2011b)

PowerPoints to be Covered:

*t*test.SHSU

Required Readings for next class meeting:

Leech, N. L., Daniel, L. G., & Onwuegbuzie, A. J. (2007). Paired samples ttest. In N. J. Salkind (Ed.), *Encyclopedia of measurement and statistics* (pp.723-726). Thousand Oaks, CA: Sage. (Handout).

http://davidmlane.com/hyperstat/logic_hypothesis.html

http://vassarstats.net/textbook/

Sampling

http://vassarstats.net/textbook/

Assignment for next week:

Prepare your parametric and nonparametric correlation assignments

Week 11 April 10th

Use of SPSS in Class
Nonparametric independent samples *t*-tests
Nonparametric dependent samples *t*-tests
Chapters 5 through 8 on calculating parametric and nonparametric independent and dependent samples *t*-tests in Slate & Rojas-LeBouef (2011a)
Chapters 6 through 9 on writing up parametric and nonparametric independent and dependent samples *t*-tests in Slate & Rojas-LeBouef (2011b)

Required Readings for next class meeting:

http://www.psycho.uni-duesseldorf.de/abteilungen/aap/gpower3/download-and-register

Assignment for this week:

Email your parametric correlation assignment in APA format to me for grading by Wednesday evening at 10 p.m.

Email me your nonparametric correlation assignment by Wednesday at 10 p.m.

Assignment for next week:

Prepare your parametric independent samples *t*-test assignment
Prepare your parametric dependent samples *t*-test assignment

Readings for Next Week:

http://davidmlane.com/hyperstat/intro_ANOVA.html
http://vassun.vassar.edu/%7Elowry/webtext.html
http://www.psychstat.smsu.edu/introbook/sbk27.htm
http://www2.chass.ncsu.edu/garson/pa765/anova.htm

Week 12 April 17th

Mean differences: One-way Analysis of variance (ANOVA)
Online quiz over *t*-tests
In Class Use of SPSS
Chapter 9 on "Calculating a Parametric One-Way Analysis of Variance" in Slate & Rojas-LeBouef (2011a)
Chapter 10 on "Writing Up Parametric ANOVA" in Slate & Rojas-LeBouef (2011b)

Assignment for this week:
Email me your parametric independent samples *t*-test assignment by Wednesday 10 p.m.
Email me your parametric dependent samples *t*-test assignment by Wednesday 10 p.m.

Assignment for next week:
Prepare your nonparametric independent samples *t*-test assignment
Prepare your nonparametric dependent samples *t*-test assignment

Week 13 April 24th

Mean differences: One-way Analysis of variance (ANOVA)
In Class Use of SPSS

Assignment for this week:
Email me your nonparametric independent samples *t*-test assignment by Wednesday 10 p.m.
Email me your nonparametric dependent samples *t*-test assignment by Wednesday 10 p.m.

Assignment for next week:
Prepare your parametric oneway ANOVA assignment

Week 14 May 1st

Use of SPSS for Individual Research Data Analyses
Recoding Variables in SPSS
Creating New Variables in SPSS Merging files
Finalize research project statistical analyses

Assignment for this week:
Email me your parametric oneway ANOVA assignment by Wednesday 10 p.m.

Assignment for next week:
Complete your Quantitative Research Report
Prepare your Oral Presentation of Quantitative Research Report Prepare your parametric two-way ANOVA assignment

Week 15 May 8th

Assignment for this week:
Email digital copy of powerpoint presentation by Tuesday noon
Email digital copy of research paper by Wednesday 10 p.m.
Final Examination:
Oral Presentation of Quantitative Research Report

EVALUATION GUIDELINES

The final course total comprises five components, each of which is described below.

1. Each student will maintain a statistics notebook (i.e., a digital one) that will be handed in through digital uploads to the course Blackboard site or emailed to me, as scheduled on the course syllabus. In total, the following 8 statistics procedures will be assigned: (1) chi-square, (2) parametric correlation, (3) nonparametric correlation, (4) parametric independent samples *t*- test, (5) nonparametric independent samples *t*-test, (6) parametric dependent samples *t*-test, (7) nonparametric dependent samples *t*-test, and (8) parametric one-way analysis of variance. Each statistical assignment must be written in strict compliance with APA 6th edition style. A scoring rubric will be used. Each statistics notebook assignment is worth 30 points. You are expected to complete 100% of your assignments by yourself. Do NOT copy the works of other students in the course. Moreover, do not let other students copy your work. You are also expected to modify the wording provided to you in any sample write-ups. Students are reminded that plagiarism **(including copying work from another student, present or former, or copying any sample write-ups)** is strictly prohibited. Students against whom evidence of plagiarism is found automatically will fail the course and may have further action taken against them. **NO EXCEPTION WILL BE MADE TO THIS RULE.**

2. Each student will submit a journal-ready research report using real data. *It is strongly encouraged that archival data be used*. Each research report is worth 75 points. The goal is to allow you the opportunity to collect/download, analyze, and interpret quantitative data. Thus, the research report you should write for this course should contain the following major elements of a traditional published research article: title, abstract, literature review (brief 3-4 pages), purpose of the study, significance of the study, research questions, method (with appropriate subheadings), results, discussion section (brief 2-3 pages), references (a minimum of 15), and tables. It is expected that, upon completion of the report, students will be very familiar with conducting and writing an independent scholarly research project. A scoring rubric, with which you will be provided in advance, will be used. This assignment is valued at 75 points. This assignment should be completely written in APA 6th edition style. APA errors will result in substantial reductions in the grade you receive.

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Each person will conduct a 12/15-minute professional presentation of her/his research project. The goal is to give you an opportunity to present your research findings in a formal setting. The presentation is worth 25 points. Your presentation must be scholarly and professional in nature. Points will be deducted from your presentation and course grade for presentations that are sufficiently less than expectations. You will be provided with the scoring rubric for your presentation in advance of delivering your presentation

3. To facilitate your thorough familiarity with writing in a manner compliant with APA 6th edition style, you have a writing assignment early on in the semester in which you will place descriptive statistical information into a narrative, along with the appropriate references and tables. This assignment, which you will digitally upload to the Blackboard site, will be valued at 10 points.

4. To encourage you to read and understand the course readings, you will have several quizzes through Blackboard. These quizzes will be multiple-choice and/or true-false items based upon the readings that you are assigned. Each quiz will be worth 10 points.

Grading Scale for Doctoral Work

A = Exceeds Standards and demonstrates learning beyond the course and stated expectations. "A" work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed reasoning, written, and verbal communication skills. A student cannot earn an A if any assignments are turned in late or are missing, even if the student earns 90% of the total points.

B = Meets Standards and demonstrates mastery of objectives assessed. "B" work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earning passing grades on assessments.

C= Inconsistent performance that may be impacted by incomplete assignments, absences, or tardiness. "C" work is earned for submissions with several mechanical errors or issues related to quality and quantity standards.

F= Failure to meet Standards as demonstrated by incomplete assignments, absences, tardiness, and failure to produce doctoral level work.

Evaluation

Regarding grading, work that "meets expectation" for doctoral-level work will receive a B. Students earning A's will demonstrate work that **exceeds** expectations in quantity, quality, and levels of thought.

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Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

NCATE Unit Standards
http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf
http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4

Standard 1: *Candidate Knowledge, Skills, and Professional Dispositions*

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students9 learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1a. Content Knowledge for Teacher Candidates *(Initial and Advanced Preparation of Teachers)*		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Teacher candidates have inadequate knowledge of content that they plan to teach and are unable to give examples of important principles and concepts delineated in professional, state, and institutional standards.	**Teacher candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.**	**Teacher candidates have in-depth knowledge of the content that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.**
Fewer than 80 percent of the unit's program completers pass the content examinations in states that require	**Eighty percent or more of the unit's program completers pass the content examinations in states that require**	**All program completers pass the content examinations in states that require examinations for licensure.**

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examinations for licensure.	**examinations for licensure.**	
Candidates in advanced programs for teachers do not have an in-depth knowledge of the content that they teach.	**Candidates in advanced programs for teachers have an in-depth knowledge of the content that they teach.**	**Candidates in advanced programs for teachers are recognized experts in the content that they teach.**
1b. Pedagogical Content Knowledge and Skills for Teacher Candidates ***(Initial and Advanced Preparation of Teachers)***		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Teacher candidates do not understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards in a way that helps them develop learning experiences that integrate technology and build on students' cultural backgrounds and knowledge of content so that students learn.	**Teacher candidates understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the content through presentation of the content in clear and meaningful ways and through the integration of technology.**	**Teacher candidates reflect a thorough understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have in-depth understanding of the content that they plan to teach and are able to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately.**
Candidates in advanced programs for teachers have a limited understanding of the relationship between content and content-specific pedagogy; they are unable to explain the linkages between theory and practice..	**Candidates in advanced programs for teachers demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning.**	**Candidates in advanced programs for teachers have expertise in pedagogical content knowledge and share their expertise through leadership and mentoring roles in their schools and communities. They understand and address student preconceptions that hinder learning. They are able to critique research and theories related to pedagogy and learning.**

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They are not able to select or use a broad range of instructional strategies that promote student learning	**They are able to select and use a broad range of instructional strategies and technologies that promote student learning and are able to clearly explain the choices they make in their practice.**	**They are able to select and develop instructional strategies and technologies, based on research and experience, that help all students learn.**

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1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates *(Initial and Advanced Preparation of Teachers)*		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Teacher candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards.	**Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning.**	**Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards.**
They lack knowledge of school, family, and community contexts, and they are unable to develop learning experiences that draw on students' prior experience.	**They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.**	**They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues. They develop meaningful learning experiences to facilitate learning for all students.**
They do not reflect on their work, nor do they use current research to inform their practice. They are unable to explain major schools of thought about schooling, teaching, and learning.	**They reflect on their practice. They know major schools of thought about schooling, teaching, and learning. They are able to analyze educational research findings and incorporate new information into their practice as appropriate.**	**They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them.**
Candidates in advanced programs for teachers do not reflect on their practice and cannot recognize their strengths and areas of needed improvement. They do not engage in professional development. They do not keep abreast of current research and policies on schooling, teaching, learning, and best practices. They are not engaged with the professional community to develop meaningful learning experiences.	**Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning, and best practices. They are able to analyze educational research and policies and can**	**Candidates in advanced programs for teachers develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal.**

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	explain the implications for their own practice and for the profession.	
1d. Student Learning for Teacher Candidates *(Initial and Advanced Preparation of Teachers)*		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Teacher candidates cannot accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience.	**Teacher candidates focus on student learning. Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience.**	**Teacher candidates focus on student learning and study the effects of their work. They assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.**
Candidates in advanced programs for teachers have a limited understanding of the major concepts and theories related to assessing student learning. They do not use classroom performance data to make decisions about teaching strategies. They do not use community resources to support student learning.	**Candidates in advanced programs for teachers have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice. They analyze student, classroom, and school performance data and make data driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning.**	**Candidates in advanced programs for teachers have a thorough understanding of assessment. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They collaborate with other professionals to identify and design strategies and interventions that support student learning.**
1e. Knowledge and Skills for Other School Professionals		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Candidates for other professional school roles have not mastered the knowledge that undergirds their fields and is delineated in professional, state, and institutional standards.	**Candidates for other professional school roles have an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards.**	**Candidates for other professional school roles have an in-depth understanding of knowledge in their fields as delineated in professional, state, and institutional standards and demonstrated through inquiry, critical analysis, and synthesis.**
They are not able to use data, research or technology. They do	**They know their students, families, and communities; use**	**They collect and analyze data related to their work, reflect on**

not understand the cultural contexts of the school(s) in which they provide professional services.	**data and current research to inform their practices; use technology in their practices; and support student learning through their professional services.**	**their practice, and use research and technology to support and improve student learning.**
Fewer than 80 percent of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.	**Eighty percent or more of the unit's program completers pass the academic content examinations in states that require such examinations for licensure.**	**All program completers pass the academic content examinations in states that require such examinations for licensure.**
1f. Student Learning for Other School Professionals		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Candidates for other professional school roles cannot facilitate student learning as they carry out their specialized roles in schools. They are unable to create positive environments for student learning appropriate to their responsibilities in schools. They do not have an understanding of the diversity and policy contexts within which they work.	**Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.**	**Candidates for other professional school roles critique and are able to reflect on their work within the context of student learning. They establish educational environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools.**
1g. Professional Dispositions for All Candidates		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards.	**Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards.**	**Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards.**
Candidates do not demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn.	**Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn.**	**Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students.**
They do not model these professional dispositions in their work with students, families,	**Their work with students, families, colleagues and communities reflects these**	**Candidates recognize when their own professional dispositions may need to be**

colleagues, and communities.	**professional dispositions.**	**adjusted and are able to develop plans to do so.**

Standard 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.

2a. Assessment System		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
The unit has not involved its professional community in the development of its assessment system. The unit's assessment system is limited in its capacity to monitor candidate performance, unit operations, and programs. The assessment system does not reflect professional, state, and institutional standards.	**The unit has an assessment system that reflects the conceptual framework and professional and state standards and is regularly evaluated by its professional community. The unit's system includes comprehensive and integrated assessment and evaluation measures to monitor candidate performance and manage and improve the unit's operations and programs..**	**The unit, with the involvement of its professional community, is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards. The unit regularly examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards.**
Decisions about continuation in and completion of programs are based on a single or few assessments.	**Decisions about candidate performance are based on multiple assessments at admission into programs, appropriate transition points, and program completion.**	**Decisions about candidate performance are based on multiple assessments made at multiple points before program completion and in practice after completion of programs. Data show a strong relationship of performance assessments to candidate success throughout their programs and later in classrooms or schools.**
The unit has not examined bias in its assessments, nor made an effort to establish fairness, accuracy, and consistency of its assessment procedures and unit operations.	**The unit has taken effective steps to eliminate bias in assessments and is working to establish the fairness, accuracy, and consistency of its assessment procedures and unit**	**The unit conducts thorough studies to establish fairness, accuracy, and consistency of its assessment procedures and unit operations. It also makes changes in its practices**

	operations	**consistent with the results of these studies.**
2b. Data Collection, Analysis, and Evaluation		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
The unit does not regularly and comprehensively gather, aggregate, summarize, and analyze assessment and evaluation information on the unit's operations, its programs, or candidates.	**The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality.**	**The unit's assessment system provides regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of its programs, extending into the first years of completers' practice.**
The unit does not use multiple assessments from internal and external sources to collect data on applicant qualifications, candidate proficiencies, graduates, unit operations, and program quality.	**Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and unit operations.**	**Assessment data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources that are systematically collected as candidates progress through programs. These data are regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations.**
The unit cannot disaggregate candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs	**The unit disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs.**	**These data are disaggregated by program when candidates are in alternate route, off-campus, and distance learning programs.**
The unit does not maintain a record of formal candidate complaints or document the resolution of complaints.	**The unit maintains records of formal candidate complaints and documentation of their resolution.**	**The unit has a system for effectively maintaining records of formal candidate complaints and their resolution.**
The unit does not use appropriate information technologies to maintain its assessment system.	**The unit maintains its assessment system through the use of information technologies appropriate to the size of the unit and institution.**	**The unit is developing and testing different information technologies to improve its assessment system.**

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2c. Use of Data for Program Improvement		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
The unit makes limited or no use of data collected, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit fails to make changes in its courses, programs, and clinical experiences when evaluations indicate that modifications would strengthen candidate preparation to meet professional, state, and institutional standards.	**The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit analyzes program evaluation and performance assessment data to initiate changes in programs and unit operations.**	**The unit has fully developed evaluations and continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary. The unit not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences.**
Faculty do not have access to candidate assessment data and/or data systems. Candidates and faculty are not regularly provided formative feedback based on the unit's performance assessments.	**Faculty have access to candidate assessment data and/or data systems. Candidate assessment data are regularly shared with candidates and faculty to help them reflect on and improve their performance and programs.**	**Candidates and faculty review data on their performance regularly and develop plans for improvement based on the data.**

Standard 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.

3a. Collaboration between Unit and School Partners		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
The unit makes decisions about the nature and assignment of field experiences and clinical practice independently of the schools or other agencies hosting them.	**The unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and professional dispositions.**	**Both unit and school-based faculty are involved in designing, implementing, and evaluating the unit's conceptual framework and the school program; they each participate in the unit's and the school partners' professional**

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		development activities and instructional programs for candidates and for children. The unit and its school partners share expertise and integrate resources to support candidate learning.
The unit's school partners do not participate in the design, delivery, or evaluation of field experiences or clinical practice. Decisions about the specific placement of candidates in field experiences and clinical practices are solely the responsibility of the schools.	**The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences. The school and unit share expertise to support candidates' learning in field experiences and clinical practice.**	**They jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience for candidates and P–12 students.**
3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Candidates do not meet entry and exit criteria for clinical practice. Field experiences are not linked to the development of proficiencies delineated in professional, state, and institutional standards.	**Candidates meet entry and exit criteria for clinical practice. Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers or other school professionals prior to clinical practice.**	**Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and professional dispositions in a variety of settings with students and adults.**
Field experiences and clinical practice do not reflect the unit's conceptual framework and do not help candidates develop the competencies delineated in standards.	**Both field experiences and clinical practice reflect the unit's conceptual framework and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and professional dispositions delineated in standards.**	**Both field experiences and clinical practice extend the unit's conceptual framework into practice through modeling by clinical faculty and well designed opportunities to learn through doing.**
Clinical practice does not provide opportunities to use	**They allow candidates to participate as teachers or other**	**During clinical practice, candidate learning is integrated**

information technology to support teaching and learning. Candidate coursework is not fully integrated into the clinical setting. **Clinical practice is not long or intensive enough for candidates to develop or demonstrate their ability to take full responsibility for the roles for which they are preparing. Criteria for school faculty are not known. School faculty do not demonstrate the knowledge and skills expected of accomplished school professionals. Clinical faculty do not provide regular and continuing support for student teachers and other interns.**	**professional educators, as well as learners in the school setting. Clinical practice allows candidates to use information technology to support teaching and learning.** **Clinical practice is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing. Criteria for school faculty are clear and known to all of the involved parties. School faculty are accomplished professionals who are prepared for their roles as mentors and supervisors. Clinical faculty, which includes both higher education and P–12 school faculty, use multiple measures and multiple assessments to evaluate candidate skills, knowledge, and professional dispositions in relation to professional, state, and institutional standards. Clinical faculty provide regular and continuing support for student teachers and interns in conventional and distance learning programs through such processes as observation, conferencing, group discussion, email, and the use of other technology.**	**into the school program and into teaching practice. Candidates observe and are observed by others. They interact with teachers, families of students, administrators, college or university supervisors, and other interns about their practice regularly and continually. They reflect on and can justify their own practice. Candidates are members of instructional teams in the school and are active participants in professional decisions. They are involved in a variety of school-based activities directed at the improvement of teaching and learning, such as collaborative projects with peers, using information technology, and engaging in service learning.**
Candidates in advanced programs for teachers do not participate in field experiences that require them to apply course work in classroom settings, analyze P–12 student learning, or reflect on their practice.	**Candidates in advanced programs for teachers participate in field experiences that require them to apply course work in classroom settings, analyze P–12 student learning, and reflect on their practice in the context of theories on teaching and learning.**	**Candidates in advanced programs for teachers participate in field experiences that require them to critique and synthesize educational theory related to classroom practice based on their own applied research.**
Candidates in programs for	**Candidates in programs for**	**Candidates in programs for**

other school professionals do not participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. The field experiences and clinical practice for these programs do not involve the analysis of data, the use of technology and current research, or the application of knowledge related to students, families, and communities.	**other school professionals participate in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing. These activities involve the analysis of data, the use of technology and current research, and the application of knowledge related to students, families, and communities.**	**other school professionals participate in field experiences and clinical practice that require them to design and prepare projects. These projects are theoretically based, involve the use of research and technology, and have real-world application in the candidates' field placement setting. Design, implement, and evaluate projects related to the roles for implement, and evaluate implement, and evaluate projects related to the roles for which they are preparing. These implement, and evaluate projects related to the roles for which they are preparing. These projects are theoretically based, involve the use of research and technology, and have real-world application in the candidates' field placement setting.**
3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions To Help All Students Learn		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Assessments before admission to and used during clinical practice are not linked to candidate competencies delineated in professional, state, and institutional standards. Assessments do not examine candidates' effect on student learning.	**Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice. Assessments used in clinical practice indicate that candidates meet professional, state, and institutional standards identified in the unit's conceptual framework and affect student learning. Multiple assessment strategies are used to evaluate candidates' performance and impact on student learning.**	**Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each others' practice and their effects on student learning with the goal of improving practice.**
Assessments of candidate performance are not conducted jointly by candidates and clinical	**Candidates and clinical faculty jointly conduct assessments of candidate performance**	**Field experiences and clinical practice facilitate candidates' exploration of their knowledge,**

faculty. Feedback and coaching in field experiences and clinical practice are not evident. Field experiences and clinical practice do not provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping all students learn.	**throughout clinical practice. Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Candidates and clinical faculty systematically examine results related to P–12 learning. They begin a process of continuous assessment, reflection, and action directed at supporting P–12 student learning. Candidates collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning. Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and professional dispositions for helping all students learn.**	**skills, and professional dispositions related to all students.**
Candidates do not work with students with exceptionalities or with students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in their field experiences or clinical practice.	**All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups.**	**Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms and schools.**

Standard 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. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

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4a. Design, Implementation, and Evaluation of Curriculum and Experiences		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
The unit has not articulated candidate proficiencies related to diversity identified in the unit's conceptual framework. The curriculum and field experiences for the preparation of educators do not prepare candidates to work effectively with diverse populations, including English language learners and students with exceptionalities.	**The unit clearly articulates proficiencies related to diversity identified in the unit's conceptual framework that candidates are expected to develop during their professional programs. Curriculum and field experiences provide a well grounded framework for understanding diversity, including English language learners and students with exceptionalities.**	**They are based on well developed knowledge bases for, and conceptualizations of diversity and inclusion so that candidates can apply them effectively in schools. Curriculum, field experiences, and clinical practice promote candidates' development of knowledge, skills, and professional dispositions related to diversity identified in the unit's conceptual framework.**
Candidates do not understand the importance of diversity in teaching and learning. They are not developing skills for incorporating diversity into their teaching and are not able to establish a classroom and school climate that values diversity.	**Candidates are aware of different learning styles and adapt instruction or services appropriately for all students, including linguistically and culturally diverse students and students with exceptionalities. Candidates connect lessons, instruction, or services to students' experiences and cultures. They communicate with students and families in ways that demonstrate sensitivity to cultural and gender differences. Candidates incorporate multiple perspectives in the subject matter being taught or services being provided. They develop a classroom and school climate that values diversity. Candidates demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn.**	**Candidates learn to contextualize teaching and draw effectively on representations from the students' own experiences and cultures. They challenge students toward cognitive complexity and engage all students, including English language learners and students with exceptionalities, through instructional conversation.**
Assessments of candidate proficiencies do not include data on candidates' ability to incorporate multiple perspectives into their teaching	**Candidate proficiencies related to diversity are assessed, and the data are used to provide feedback to candidates for improving their knowledge,**	**Candidates and faculty regularly review candidate assessment data on candidates' ability to work with all students and develop a plan for improving**

or service, develop lessons or services for students with different learning styles, accommodate linguistically and culturally diverse students and students with exceptionalities, and communicate effectively with diverse populations.	**skills, and professional dispositions for helping students from diverse populations learn.**	**their practice and the institution's programs.**
4b. Experiences Working with Diverse Faculty		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Candidates in conventional or distance learning programs interact with professional education faculty, faculty from other units, and/or school faculty who are from one gender group or are members of only one ethnic/racial group. Professional education and school faculty have limited knowledge and experiences related to diversity.	**Candidates in conventional and distance learning programs interact with professional education faculty, faculty from other units, and/or school faculty, both male and female, from at least two ethnic/racial groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with diverse student populations, including English language learners and students with exceptionalities.**	**Candidates in conventional and distance learning programs interact with professional education faculty, faculty in other units, and school faculty from a broad range of diverse groups. Higher education and school faculty with whom candidates work throughout their preparation program are knowledgeable about and sensitive to preparing candidates to work with diverse students, including students with exceptionalities.**
The unit has not demonstrated good-faith efforts to recruit and maintain male and female faculty from diverse ethnic/racial groups.	**Affirmation of the value of diversity is shown through good-faith efforts to increase or maintain faculty diversity.**	
4c. Experiences Working with Diverse Candidates		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Candidates engage in professional education experiences in conventional or distance learning programs with candidates who are from one gender group or from the same socioeconomic group or ethnic/racial group.	**Candidates engage in professional education experiences in conventional and distance learning programs with male and female candidates from different socioeconomic groups, and at least two ethnic/racial groups.**	**Candidates engage in professional education experiences in conventional and distance learning programs with candidates from the broad range of diverse groups.**
Unit activities for candidates do not encourage or support the involvement of candidates from	**They work together on committees and education projects related to education**	**The active participation of candidates from diverse cultures and with different**

diverse populations. The unit has not demonstrated good-faith efforts to increase or maintain a pool of candidates, both male and female, from diverse socioeconomic and ethnic/racial groups.	**and the content areas. Affirmation of the value of diversity is shown through good-faith efforts the unit makes to increase or maintain a pool of candidates, both male and female, from diverse socio-economic and ethnic/racial groups.**	**experiences is solicited, valued, and promoted in classes, field experiences, and clinical practice. Candidates reflect on and analyze these experiences in ways that enhance their development and growth as professionals.**
4d. Experiences Working with Diverse Students in P–12 Schools		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
In conventional or distance learning programs, not all candidates participate in field experiences or clinical practices with exceptional students and students from diverse ethnic/ racial, gender, language, and socioeconomic groups. The experiences do not help candidates reflect on diversity or develop skills for having a positive effect on student learning for all students.	**Field experiences or clinical practice for both conventional and distance learning programs provide experiences with male and female P–12 students from different socioeconomic groups and at least two ethnic/racial groups. Candidates also work with English language learners and students with disabilities during some of their field experiences and/or clinical practice to develop and practice their knowledge, skills, and professional dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.**	**Extensive and substantive field experiences and clinical practices for both conventional and distance learning programs are designed to encourage candidates to interact with exceptional students and students from a broad range of diverse groups. The experiences help candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates' effectiveness as teachers.**

Standard 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.

5a. Qualified Faculty		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**

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The majority of professional education faculty does not have earned doctorates. The professional education faculty do not have the expertise and contemporary professional experiences that qualify them for their assignments.	**Professional education faculty have earned doctorates or exceptional expertise that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise but often do not hold the doctorate.**	**Professional education faculty at the institution have earned doctorates or exceptional expertise, have contemporary professional experiences in school settings at the levels that they supervise, and are meaningfully engaged in related scholarship.**
Not all school faculty are licensed in the fields that they teach. Not all higher education clinical faculty have had contemporary professional experiences in school settings.	**Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.**	**Clinical faculty (higher education and school faculty) are licensed in the fields that they teach or supervise and are master teachers or well recognized for their competence in their field.**
5b. Modeling Best Professional Practices in Teaching		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Professional education faculty have limited understanding of their fields.	**Professional education faculty have a thorough understanding of the content they teach.**	**All professional education faculty have an in-depth understanding of their fields and are teacher scholars who integrate what is known about their content fields, teaching, and learning in their own instructional practice. They exhibit intellectual vitality in their sensitivity to critical issues.**
Faculty teaching provides candidates little engagement with content and does not help them develop the proficiencies outlined in professional, state, and institutional standards.	**Teaching by professional education faculty helps candidates develop the proficiencies outlined in professional, state, and institutional standards and guides candidates in the application of research, theories, and current developments in their fields and in teaching.**	**Teaching by the professional education faculty reflects the proficiencies outlined in professional, state, and institutional standards; incorporates appropriate performance assessments; and integrates diversity and technology throughout coursework, field experiences, and clinical practices.**
Professional education faculty use a limited number of instructional strategies; these strategies do not reflect current research on teaching and learning.	**Professional education faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions.**	**Professional education faculty value candidates' learning and adjust instruction appropriately to enhance candidate learning.**

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	Professional education faculty use a variety of instructional strategies that reflect an understanding of different learning styles.	
They seldom model the use of information technology in their own teaching. Few professional education faculty assess their own effectiveness as teachers.	**They integrate diversity and technology throughout their teaching.**	**They understand assessment technology, use multiple forms of assessments in determining their effectiveness, and use the data to improve their practice.**
Many faculty members have not developed systems for assessing whether candidates in their classes or under their supervision are learning.	**They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.**	**Many of the professional education faculty are recognized as outstanding teachers by candidates and peers across campus and in schools.**
5c. Modeling Best Professional Practices in Scholarship		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Few professional education faculty are actively engaged in scholarly work that is appropriate for professionals preparing educators to work in schools and related to the missions of the unit and the institution.	**Most professional education faculty demonstrate scholarly work in their fields of specialization. They are engaged in different types of scholarly work, based in part on the missions of their units and institutions.**	**All professional education faculty demonstrate scholarly work related to teaching, learning, and their fields of specialization. Their scholarly work is driven by the missions of their units and institutions. They are actively engaged in inquiry that ranges from knowledge generation to exploration and questioning of the field to evaluating the effectiveness of a teaching approach.**
5d. Modeling Best Professional Practices in Service		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Few professional education faculty are actively involved in service activities for the college or university.	**Most professional education faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit's mission.**	**All professional education faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P–12 schools.**
They are providing limited or no services to schools and demonstrate limited or no collaboration with faculty in other college or university units.	**They collaborate with the professional world of practice in P–12 schools and with faculty in other college or university units to improve teaching, candidate learning, and the preparation of**	**They collaborate regularly and systematically with P–12 practitioners and with faculty in other college or university units. They are actively engaged in a community of learners.**

	educators.	
Few if any of the faculty are actively engaged in professional associations or provide education-related services at the local, state, national, or international levels.	**They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels.**	**They provide leadership in the profession, schools, and professional associations at state, national, and international levels.**
5e. Unit Evaluation of Professional Education Faculty Performance		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
The unit does not evaluate professional education faculty systematically and regularly. Evaluations that are conducted are not used to improve practice.	**The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve the faculty's teaching, scholarship and service.**	**The unit's systematic and comprehensive evaluation system includes regular and comprehensive reviews of the professional education faculty's teaching, scholarship, service, collaboration with the professional community, and leadership in the institution and profession.**
5f. Unit Facilitation of Professional Development		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Professional development is not related to faculty evaluations. The unit does not encourage faculty to engage in professional development activities.	**Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework, performance assessment, diversity, technology, and other emerging practices.**	**The unit has policies and practices that encourage all professional education faculty to be continuous learners. Experienced professional education faculty mentor new faculty, providing encouragement and support for developing scholarly work around teaching, inquiry, and service.**

Standard 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.

6a. Unit Leadership and Authority		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Unit leadership and authority arrangements do not result in coherent planning, delivery, or operation of programs for the	**The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively**	**The unit provides the leadership for effectively coordinating all programs at the institution designed to prepare education**

preparation of teachers and other school personnel. The unit does not effectively manage or coordinate all programs so that candidates meet standards. The unit does not effectively engage cooperating P–12 teachers and other practicing educators in program design, implementation, and evaluation.	**manages or coordinates all programs so that their candidates are prepared to meet standards.**	**professionals to work in P–12 schools.**
The unit's recruiting and admission practices are not described clearly or consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are inaccurate, inconsistent, and/or out of date.	**The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current.**	**The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current.**
The unit does not ensure that candidates have access to student services such as advising or counseling.	**The unit ensures that candidates have access to student services such as advising and counseling.**	**The unit ensures that candidates have access to student services such as advising and counseling.**
The unit is not recognized as a leader on campus or within the educational community.	**Faculty involved in the preparation of educators, P–12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.**	**The unit and other faculty collaborate with P–12 practitioners in program design, delivery, and evaluation of the unit and its programs. Colleagues in other units at the institution involved in the preparation of professional educators, school personnel, and other organizations recognize the unit as a leader. The unit provides professional development on effective teaching for faculty in other units of the institution.**
6b. Unit Budget		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Budgetary allocations to the unit, either in total or in comparison with other units on campus with clinical components or similar units at other campuses, do not support	**The unit receives sufficient budgetary allocations at least proportional to other units on campus with clinical components or similar units at other campuses to provide**	**Unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the unit to P–12 education and other programs in the institution. The budget**

programs at levels necessary for candidates to meet standards.	**programs that prepare candidates to meet standards. The budget adequately supports on campus and clinical work essential for preparation of professional educators.**	**for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the unit and its school partners.**
6c. Personnel		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Unit workload policies including class-size and online course delivery do not permit faculty members to be engaged effectively in teaching, scholarship, assessment, advisement, P–12 collaboration, and service.	**Workload policies, including class-size and online course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P–12 schools, and service.**	**Workload policies and practices permit and encourage faculty not only to be engaged in a wide range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service, but also to professionally contribute on a community, state, regional, or national basis.**
Faculty loads for teaching on campus and online generally exceed 12 hours for undergraduate teaching and nine hours for graduate teaching per semester or the equivalent. Supervision of clinical practice generally exceeds 18 candidates for each fulltime equivalent faculty member per semester or the equivalent.	**Faculty loads for teaching on campus and online generally do not exceed 12 hours for undergraduate teaching and nine hours for graduate teaching per semester or the equivalent. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member per semester or the equivalent.**	**Formal policies and procedures have been established to include online course delivery in determining faculty load.**
The unit's use of part-time faculty and graduate assistants contributes to the lack of program coherence and integrity.	**The unit makes appropriate use of full-time, part-time, and clinical faculty as well as graduate assistants so that program coherence and integrity are assured.**	**The unit's use of part-time faculty and of graduate teaching assistants is purposeful and employed to strengthen programs, including the preparation of teaching assistants. Clinical faculty are included in the unit as valued colleagues in preparing educators.**
An inadequate number of support personnel limits faculty effectiveness and candidate progress toward meeting standards.	**The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards.**	**Unit provision of support personnel significantly enhances the effectiveness of faculty in their teaching and mentoring of candidates.**
Opportunities for professional	**The unit provides adequate**	**The unit supports professional**

development, including training in the use of technology, are limited, leading to an adverse effect on program quality.	**resources and opportunities for professional development of faculty, including training in the use of technology.**	**development activities that engage faculty in dialogue and skill development related to emerging theories and practices.**
6d. Unit Facilities		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Campus and school facilities are not functional or well-maintained to support candidate progress toward meeting standards. They do not support preparation of candidates to use current technologies.	**The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidate use of information technology in instruction.**	**The unit has outstanding facilities on campus and with partner schools to support candidates in meeting standards. Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes.**
6e. Unit Resources including Technology		
UNACCEPTABLE	**ACCEPTABLE**	**TARGET**
Allocations of resources across programs are uneven in ways that impede candidates' ability to meet standards. Few or no resources are available for developing and implementing the unit's assessment plan.	**The unit allocates resources across programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the unit's assessment plan.**	**The unit aggressively and successfully secures resources to support high quality and exemplary programs and projects to ensure that candidates meet standards. The development and implementation of the unit's assessment system is well funded.**
Information technology resources are so limited that candidates are unable to experience use of information technology.	**The unit has adequate information technology resources to support faculty and candidates.**	**The unit serves as an information technology resource in education beyond the education programs—to the institution, community, and other institutions.**
Professional education faculty and candidates do not have access to sufficient and current library and curricular resources or electronic information.	**Professional education faculty and candidates have access both to sufficient and current library and curricular resources and electronic information.**	**Faculty and candidates have access to exemplary library, curricular, and electronic information resources that serve not only the unit but also a broader constituency.**
Resources for distance learning programs do not provide sufficient reliability, speed, or confidentiality of connection in	**Resources for distance learning programs are sufficient to provide reliability, speed, and confidentiality of connection in the delivery system.**	**Resources for distance learning programs provide exceptional reliability, speed, and confidentiality of connection in the delivery system.**

the delivery system.		

Web link on Educator Preparation Services site for Conceptual Framework:
http://www.shsu.edu/~edu_edprep/

Conceptual Framework

The Conceptual Framework of Sam Houston State University SHSU College of Education is based on theoretical models, research, and sound educational practice identified by faculty, candidates, and public school stakeholders. Just as our programs undergo constant review for effectiveness, the Conceptual Framework also is revisited to ensure it continues to reflect the nuances of our program. We are a college dedicated to the instruction and preparation of PreK-16 teachers, counselors, administrators and support faculty and staff. We believe that knowledgeable candidates leave our institution prepared to make a difference in the lives of those with whom they work, teach and interact. Through our excellent programs, candidates graduate with the knowledge, skills and dispositions necessary for their particular roles within institutions dedicated to educating, nurturing and supporting our future citizens.

Sam Houston Normal Institute or School was created by an act of the Texas Legislature in 1879 "to elevate the standard of education throughout the State, by giving thorough instruction and special training to our present and future teachers". It became the first Normal Institute west of the Mississippi River and began shaping education in Texas for generations. Sam Houston Normal College became a member of the American Association of Teachers Colleges in 1922. In 1923 the curriculum to prepare teachers for elementary schools was expanded to prepare teachers at all levels in the public schools and Sam Houston Normal Institute became Sam Houston State Teachers College. In 1938 the Sam Houston Catalog was altered to reflect a broader horizon and an expanding concept of its educational mission. Courses contributing to the preparation of those students who wished to enter the professions such as dentistry, medicine and law were offered as preprofessional courses. In 1965 the word "Teachers" was dropped from the name of the institution and in 1969 the institution became Sam Houston State University.

The College of Education is one of five colleges that make up the University and there are five departments directly or indirectly involved in public education contained with in the College of Education. Our commitment to the education of students from Pre-K through Grade 12, the preparation of practicing professionals in a variety of education related fields, and the continued development of practicing professionals through our graduate and certification programs shapes the program decisions made to this day.

Mission and Goals

The mission and goals of the College of Education contribute to and serve as the foundation for our Conceptual Framework. The mission statement details our commitment to excellence.

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Mission

Through excellent collaborative instruction, research, and field experiences, the Educator Preparation Programs of Sam Houston State University provide candidates with opportunities to develop dispositions, skills, and knowledge that enable them to create an environment in which they plan, implement, assess, and modify learning processes, while serving effectively in diverse educational roles, reflecting meaningfully on their growth, and responding proactively to societal needs.

The strategic goals of the College of Education are:

1. Enhance quality and effectiveness in academic programs by:
   - Providing credible evidence of candidate preparedness for the field,
   - Securing and maintaining accreditation in every program,
   - Matching curriculum to national, regional, state and specialty program standards, and
   - Providing resources to support program growth.

2. Promote faculty excellence in teaching, scholarship and service, through
   - Providing resources for professional development,
   - Recruiting and hiring high quality faculty and lecturers,
   - Addressing diversity among faculty and the students we serve, and
   - Clarifying expectations for career advancement.

3. Ensure satisfaction among the various constituencies served by the College, through
   - Providing accurate and timely program information to students,
   - Providing personalized service,
   - Building capacity in unit staff and student workers, and
   - Providing opportunities for staff collaboration and knowledge-sharing.

4. Promote quality programs and developing partnerships through
   - Developing partnerships through improved communications,
   - Enhancing state, regional, national and international recruiting and advertising

5. Promote Institutional effectiveness and operational excellence by
   - Collecting and sharing data that is measureable, time-bound and actionable,
   - Systematic evaluation and improvement of procedures and processes,
   - Analyze and improve delivery systems,

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- Recognize faculty and staff service to the College, the University and the Profession

This mission statement and goals are addressed by instructional programs based on our conceptual framework and implemented by concerned and well prepared professionals serving as Dean, Associate Dean, Department Chairs, Program Directors and Faculty in the College of Education. Ongoing data collection leads to program evaluation and change where needed.

Conceptual Framework: Historical Perspective

Our current Conceptual Framework draws heavily from the framework developed in the 2002/2003 academic year. It reflects our continued understanding and attention to the need for our candidates to make a difference in the public schools where they will be employed as teachers, administrators or counselors. In 2005, the Conceptual Framework was circulated among faculty for comment. At that time, the faculty communicated support for the existing model and indicated it still reflected the mission of our preparation programs. Additional meetings were held by the Conceptual Framework committee during the fall and spring of 2006 and 2007 to update the narrative that accompanies the model. Additionally, stakeholders from outside the university were given the opportunity to comment on the framework through their participation in the Sam Houston Innovative Partnership with Schools (SHIPS). SHIPS is a consortium of area school districts participating in field experience opportunities for our preservice candidates. Additionally, administrators and teachers from SHIPS give input into program and assessment decisions and participate in scoring the teacher work sample (one of our assessments of program effectiveness). During the fall of 2007, substantive changes were made to the Conceptual Framework narrative to insure it reflected the most current understanding of our program goals and objectives by stakeholders in our program areas.

Summary of the Sam Houston State University Conceptual Framework

The Sam Houston State University Educator Preparation Program, through collaborative instruction, field experience, and research, ensures that candidates have a strong instructional decision making foundation as they acquire the knowledge, skills, and dispositions to plan, implement, assess, and modify instruction for diverse learners using all technologies available. Administration, counseling, library services, and other programs are equally devoted to ensuring that candidates graduate with an understanding of their role in the success of PreK-12 students. National, state, and institutional standards help define the knowledge and skills expected of candidates and course outcomes align with all standards (Cochran-Smith & Zeichner, 2005; Darling-Hammond & Bransford, 2005). The common syllabi format adopted by the educator preparation faculty outlines this alignment of candidate proficiencies and national and state professional standards.

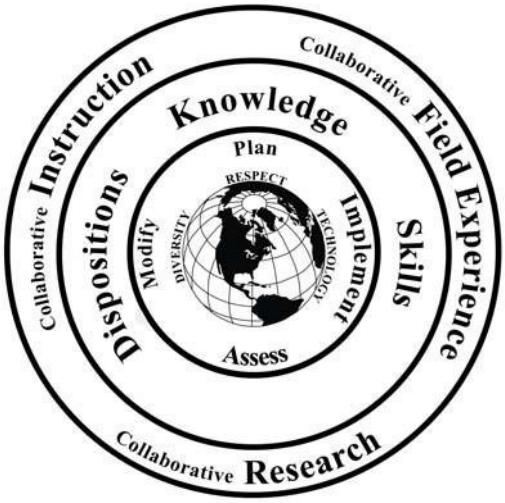
The SHSU Educator Preparation Program in conjunction with content program areas from the Colleges of Arts and Sciences and Humanities and Social Sciences and the SHIPS help to develop candidates who can create an environment for learning that uses current and diverse technologies. This commitment to technology is evidenced in educator preparation course objectives and assessments. Candidates are expected to use diverse technologies to enhance instruction and to communicate effectively with colleagues and community stakeholders in

education. Classrooms in the Teacher Education Center have technology stations and Ethernet connections.

Through collaborative instruction and effective field experiences, the Sam Houston State University Educator Preparation Program prepares candidates for responding positively to diverse learners and diverse cultures. The Sam Houston State University Educator Preparation Program, with the input of our partners (SHIPS), evidences a commitment to diversity by assuring candidates participate in P-12 school settings with diverse populations and also that candidates plan, implement, and modify lessons for diverse populations during field experiences. Candidates track Level 1, Level II, and Level III field experiences on a computer program that links to field site demographics. Candidates are required to select diverse sites with each experience.

The Conceptual Framework and Model

The Educator Preparation Unit within the College of Education is dedicated to instructional excellence, modeling life-long learning, and sharing a vision and expertise with the surrounding community and has adopted a logo that makes the mission explicit to all stakeholders: "Enhancing the Future Through Educator Preparation".



Stakeholders associated with the Educator Preparation Programs believe that learning is a science and a developmental process that through reflective experience can become an art. Through the mission of the Educator Preparation Programs, educators grow as learners and develop the craft of teaching, administrating, or school counseling in public P-12 settings. Striving to fulfill the need in our society for quality educators who will advance and positively influence the goals of society, faculty in the Educator Preparation Programs work collaboratively with faculty in the Colleges of Arts and Sciences and Humanities and Social Sciences, with school district personnel, the general public, and with candidates. The Colleges of Arts and Sciences and Humanities and Social Sciences faculty provide the foundation with content area knowledge and serve as committee members on various committees within the College of Education such as our NCATE committees and the

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professional concerns committee (the professional concerns committee addresses concerns about the dispositions of our candidates from any of our stakeholders). Additionally, district personnel provide proactive insight in field experience (professional experiences in real world settings are described in depth in other parts of the report) and reflective feedback on the work of our pre-service teachers, counselors, administrators, and educational psychologists. Our candidates plan, implement, assess, and modify their methods and strategies to benefit the children in public P-12 schools who are the ultimate benefactors of all efforts (Weimer, 2002). This instructional decision making is reflected throughout course work and capstone experiences like the Teacher Work Sample. The general public supports our institution with tax dollars and expects accountability so we provide that through the Texas State Board of Educator Certification's Accountability Framework (information about specific institutions is available on the TSBEC website www.sbec.state.tx.us). The Conceptual Framework (CF) indicators throughout the framework serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment.

Knowledge Base (CF1)

The purpose, as evidenced by our mission statement and college goals (appearing earlier in this document), of the Sam Houston State University Educator Preparation Programs is to develop a knowledge base that is comprehensive and directed to the candidates' individual needs ; dispositions that enable them to be understanding, respectful, and inclusive in their creation of nurturing learning environments for diverse learners; and skills which enable them to plan, implement, and assess appropriate instruction (Gagne, Briggs & Wagner, 1988). This knowledge base, comprehensive in content, and reinforced with pedagogical and learning theory, prepares candidates to be effective instructional leaders responsive to the diverse needs of their students, campuses and learning communities (Darling-Hammond, 2000; Freiberg, 2002). They will gain this knowledge through course content, faculty modeling, and field experiences. Coaching and modeling by the educator preparation faculty, by content area faculty, and by teachers, administrators, counselors and psychologists in the public school settings reinforce this learning. The educator preparation faculty also integrates opportunities for candidates to collaboratively build an understanding of their vocation (Dewey, 1943, 1975; Schön, 1991; Vygotsky, 1978). Candidates graduate from our programs with the experience of and the theory for effective planning, implementation, assessment, and modification of lessons to insure optimal learning. Additionally, they understand the importance of reflection and inquiry for their continued professional growth (Dembo, 2001; Hackney & Henderson, 1999; Teitel, 2001).

Technological Learning Environment (CF2)

Candidates immerse themselves in a learning culture framed by information technology. This culture focuses on technological mastery and the more complicated processes, problem-solving, and decision-making necessary in a world with complex standards that are at times abstract and perhaps seemingly contradictory (Friedman, 2005; Popkin & Iyengar, 2007; Turkle 2004). The candidates learn to create an authentic environment that encompasses the use of simulation games, research, data assessment, interactive multimedia production, video and audio editing, and the Internet to engage students in the P-16 learning culture (Turkle, 1995). Candidates use diverse technologies, group activities, and teaching strategies to focus, engage, and lead P-16 students to high level thinking skills in the cognitive, affective, and psychomotor domains (Bloom, 1980; Harrow, 1972; Krathwoh, Bloom & Masia, 1964).

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Communication (CF3)
The graduates of the Educator Preparation Programs are effective communicators. Using a variety of media, candidates communicate through their words and thoughts by oral and written methods in ways that further our mission. They are active listeners who are thoughtful before responding. They communicate effectively with a diverse group of stakeholders and strive for the highest levels of professionalism in all their interactions. Several assignments from program course work specifically address communication and are indicated by a CF3 designation in course syllabi.

Assessment (CF4)
Learning to plan and implement learning processes is critical for educators in P-16 settings. However, learning to assess and modify those processes is just as important. Candidates learn how to assess performance and to provide feedback that will lead to growth in their students academically and developmentally and, in the case of administration candidates, to growth in the teachers they will supervise (Chase, 1999; Merhens, 1992). Candidates also learn several formal and informal tools for assessing the development, needs, and strengths of children critical to the professional educator and counselor (Popham, 2000; Stroh & Sink, 2002). Mastering the analysis and uses of learner profiles, our candidates will be able to create tools for measuring and evaluating performance and educational progress to facilitate the success of all students (Glasser, 1969, 1987; Stiggins, 2002). Our faculty is dedicated to helping all candidates gain the skills necessary to be effective evaluators of children, programs, and themselves, and helps candidates make data driven decisions. This includes the components of modeling life-long learning, inquiring into areas where further study is needed, and reflecting on the accountability of the professional educator in the successes and failures of children (Schön, 1991; Schulman, 1992). Knowledge of and about assessment is measured in program coursework and these assignments are indicated by CF4 designation in course syllabi.

Effective Field Experience with Diverse Learners (CF5)
The Educator Preparation Programs immerse candidates in field experiences that help them develop the dispositions of leadership, patience, flexibility, and respect for and acceptance of individual differences. To prepare candidates for diverse cultures found in the schools, the Educator Preparation Programs emphasize an understanding of the issues involved with implementing an anti-bias curriculum (Derman-Sparks, 1989), as well as an awareness of the importance of inclusive education permeating the school experience (Banks & Banks, 1993; Garcia & Pugh, 1992; Hale, 1990; Ladson-Billings, 1994; Paley, 1995). The importance of these field experiences cannot be overstated. It is through these experiences that our candidates develop and test what has been learned in the university setting in a realistic environment. Building a strong, collaborative, respectful relationship with stakeholders enables the Educator Preparation Programs at Sam Houston State University to gather qualitative and quantitative data (TExES data, portfolios and The Teacher Work Sample are described in other sections of the document) that support our belief that graduates are effective in their chosen fields (teaching, administrating, counseling or coaching). This belief is supported with the quantitative data provided from the state accrediting agencies and the testimonials of area administrators who hire our candidates. This conceptual framework guides the way in which we structure our courses and certification programs. It is also a central theme that is reinforced individually in our classes. In the adoption of this framework, the educator preparation faculty insures that the programmatic direction is in alignment with standards established by the State of Texas for the preparation of professional educators and the standards of relevant professional organizations. This coherent program, course objectives, field experience evaluation,

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and state assessment insure the preparation of outstanding graduates in the fields of elementary and secondary education, counseling, school psychology, and educational leadership.

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