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The goal of this Conceptual Framework is to articulate the roles of the College of Education (COE) in the development of educational professionals engaged in and allied with the vital function of education in society. As the leading institutional unit for research and advancement of educational policies, pedagogies, and practices at The University of Alabama, the COE strives to enhance the intellectual and social condition of learners at all levels of teaching and learning. This Conceptual Framework sets forth the vision and guiding principles that support excellence in teaching, scholarship, service, and provides guidelines for the development of professionals committed to this vision and principles.

The theme of the College of Education is **Unite, Act, and Lead (UA Leads)**. This theme is supported by four pillars of guiding principles: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, Commitment to Diversity, and Culture of Collaboration. These pillars enable individual programs to exercise latitude to express their disciplinary uniqueness in developing candidate proficiencies, while maintaining standards of excellence across the COE.

The theme and four pillars of the Conceptual Framework were developed by groups of critical stakeholders including COE faculty, students, and K-12 stakeholders. The Assessment Committee and the Conceptual Framework Committee worked collaboratively to create this document. The development of the COE dispositions by the Assessment Committee was a critical component of this Conceptual Framework, as the dispositions formed the four pillars.

The Conceptual Framework Committee reviewed and revised previous COE Conceptual Frameworks and consulted current NCATE standards to develop this framework. The purpose is to articulate an overarching vision that incorporates accreditation standards in the context of broader institutional and professional goals and in response to contemporary educational needs at the local, state, and national levels. The Conceptual Framework is a living document that will evolve along with the research, teaching, and service activities of the COE.
VISION AND MISSION OF THE INSTITUTION

Mission of The University of Alabama
To advance the intellectual and social condition of the people of the State through quality programs of teaching, research, and service.

Vision of The University of Alabama
The University of Alabama will be the university of choice for the best and brightest students in Alabama and a university of choice for all other students who seek exceptional educational opportunities. The University of Alabama will be a student-centered research university and an academic community united in its commitment to enhancing the quality of life for all Alabamians.

Strategic Goals of The University of Alabama
1. Advance the University's academic, research, scholarship, and service priorities, consistent with a top tier university, and continue to promote growth and national prominence in these areas.
2. Recruit and retain outstanding faculty and staff to support the teaching, research and service mission of the University.
3. Enhance the University’s learning environment to attract and retain excellent students.
4. Develop a university-wide emphasis on leadership as a primary role of the flagship university of the State of Alabama.

VISION AND MISSION OF THE UNIT

Mission of the College of Education
Our mission in the College of Education is to be a leader in Alabama and across the nation in teaching, scholarship, advocacy, and service by developing professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society.

Vision of the College of Education
The vision of the College of Education (COE) at The University of Alabama is to develop effective, ethical, and reflective professionals who advance the theme of the COE: Unite, Act, and Lead (UA Leads). This theme undergirds the four ideals of the COE: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, a Commitment to Diversity, and a Culture of Collaboration. The fulfillment of these ideals calls for a commitment to academic excellence and advocacy through active engagement with shifting social and cultural contexts and advanced technological developments that shape the construction, interpretation, and dissemination of knowledge.

The COE will continue to develop professionals who meet the needs of all learners that may arise from differences in race, ethnicity, language, religion, culture, SES, gender identity and expression, sex, sexual identity, disability, ability, age, national origin, geographic location, military status, and political affiliation. By engaging in theoretically informed and intellectually advanced advocacy and effective practice our graduates will

- UNITE with the larger community to collaboratively nurture cultural competence, empathy, and a vision of equity and justice for all learners;
- ACT to develop the full potential of all learners to be excellent professionals in their fields; and
- LEAD through continuous research-based critical inquiry of policy and reflective practice to enable transformative change in our diverse local and global communities.

Through excellence in teaching, scholarship, advocacy, and service, the COE will facilitate visibility and voice of educational leaders beyond the classroom in support of democracy and social justice for all learners in our global society.
**Philosophy**

This Conceptual Framework is based on the COE’s theme, **UNITE, ACT, and LEAD (UA Leads)**, by offering a progressive conception of human nature that is related to principles of democratic practice and social justice. We support future educational professionals in all areas to develop an informed understanding of the nature and purposes of education and to engage in the ongoing processes of reflection and dialogue that are at the heart of professional practice. These competencies, together with a respect for diversity and a commitment to social justice, empower our faculty, staff, and graduates to **UNITE, ACT, and LEAD** in the community in pursuit of educational excellence for all students across our state and beyond.

This philosophical approach enables educational professionals to facilitate students’ physical, emotional, and intellectual development that is responsive to their specific social, cultural, and political contexts. Where appropriate and possible, our educational professionals will foster students’ self-empowerment and agency, giving them the capacity to critically evaluate and take action to enhance their own lives. Educational professionals are aware of the aims of education, including the knowledge, skills, and dispositions necessary for productive educational careers and democratic citizenship. Educational professionals are also responsible for the development, mastery, and appropriate use of instructional practices, methods of assessment, and technological tools to effectively help students realize these ends. Our philosophy is committed to the following precepts of education: student-centered research-based practice (NRC, 2005), “wide-awakeness” (Greene, 1978), democracy in a diverse society (Dewey, 1932; West, 1993), an ethic of care and service to the community (Noddings, 1984), and social transformation (Freire, 1972). This philosophy encompasses our diverse programs and departments.

**Purpose**

This Conceptual Framework is a model that incorporates an integrated approach to providing programs, endorsements, courses and experiences that are consistent with state, national, and professional standards.

**Goals**

The goals set forth by the College of Education represent what we want our students to be able to do as they become professionals within their respective fields. Concurrently, these goals represent what we want to model and embody for our students as captured in the COE’s theme: **UNITE, ACT, and LEAD (UA Leads)**; and the four supporting pillars of Ideals of Fairness and Equity, Reflective Stance for Professional Practice, Commitment to Diversity, and Culture of Collaboration provide the framework for the specific goals set by our college.

These goals include the following:

1. Collaborate with colleagues, families, schools and communities;
2. Meet educational needs through innovative curriculum and technology, to support all learners inclusive of race, ethnicity, language, religion, culture, SES, gender identity and expression, sex, sexual identity, disability, ability, age, national origin, geographic location, military status, and political affiliation;
3. Embed our work in principles of social justice for a democratic society;
4. Act with professionalism and sound pedagogy grounded in ethical principles; and
5. Reflect continuously on practice for innovation using disciplinary understanding, practical experience, research, and interdisciplinary dialogue with other professionals.

**Table 1. The Alignment of College of Education’s Goals and Supporting Pillars**

<table>
<thead>
<tr>
<th>COE Goals</th>
<th>Ideals of Fairness and Equity</th>
<th>Reflective Stance for Professional Practice</th>
<th>Commitment to Diversity</th>
<th>Culture of Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>x</td>
<td></td>
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<tr>
<td>5</td>
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</tbody>
</table>

The updated goals complement and extend the goals from the 2007 COE Conceptual Framework. Table 2 illustrates how current goals align with the goals of the previous Conceptual Framework.
Table 2. COE Conceptual Framework Comparison of Goals between 2007 and 2014

<table>
<thead>
<tr>
<th>2014 COE Goals</th>
<th>2007 COE Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of students' physical, social, and intellectual abilities</td>
<td>Life-long learning informed by dialogue, practical experience, disciplinary expertise, and educational research</td>
</tr>
<tr>
<td>A democratic society that celebrates diversity and honors difference</td>
<td></td>
</tr>
</tbody>
</table>

Standards and Expectations

The theme of the COE, Unite, Act, and Lead (UA Leads), undergirds the four supporting ideals, which we refer to as pillars: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, Commitment to Diversity, and Culture of Collaboration. The fulfillment of these ideals calls for a commitment to serve in an increasingly diverse, knowledge-based society, which is mediated by sociocultural change and technology. Thus, a commitment to diversity and the ethical and innovative use of technology constitute the two core conceptual elements of all the programs that prepare educational professionals within the COE.

Diversity

The College of Education values the diverse social, cultural, and political forces that shape educators’ identities, as well as the identities of the students they serve. With the knowledge that diversity leads to a more dynamic and inclusive learning community, the College of Education seeks to recognize, cultivate, and respect diversity among its administration, faculty, and students. We are committed to developing professionals whose skills and technical proficiency are undergirded by an ethical foundation that supports sound professional judgment rooted in a commitment to equity and social justice. The COE’s commitment is aligned with the University’s vision statement from the Strategic Diversity Plan in that we are engaging communities through research, teaching, and service.

Diversity Expectations for Candidates

Candidates are encouraged to investigate and gain a current and deeper perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender identity and expression, sex, sexual identity, disability, ability, age, national origin, geographic location, military status, political affiliation, etc.) related to their chosen fields. Candidates have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Candidates examine their belief systems and are encouraged to reexamine and develop more grounded beliefs and practices regarding diversity. Candidates also are provided with ample opportunities to critically engage and reflect on their teaching practices as they encounter diversity in the various work settings and to reflect on educational practices with a commitment to equity, democracy, and social justice.

Technology

The College of Education at The University of Alabama recognizes that technology plays a significant role in teaching, research, and service activities of developing professionals in this digital age. We acknowledge that technology, even the most advanced and sophisticated, is a tool or conduit for implementation of broader educational objectives. Our goal is to use sound professional judgment to engage with the best technological tools and practices in furtherance of the overarching educational goals. In order to develop professionals to serve in an information-rich society where technology is the growing locus for the construction, acquisition and presentation of information, the COE seeks to provide meaningful opportunities and experiences with technology among its students while maintaining that technology is a supplement to, and not a replacement for, quality instruction.

Our faculty in the COE design digital age learning experiences to facilitate and promote creativity and student learning in physical and virtual settings (iste nets.s, 2012). Technology rich environments are designed to enable all students to pursue knowledge, manage their own learning, and assess their progress (iste nets.s, 2012). These environments benefit students by providing the opportunity to access materials and instruction whether or not they are in a traditional college classroom. Instructors model construction of collaborative knowledge and reflection by engaging in learning with students and colleagues (iste nets.s, 2012). This is reflective of how the professionals we
develop are expected to be co-learners with their students as technology is constantly changing.

Instructors also model appropriate digital citizenship and responsibility. The COE recognizes that a growing area of technology as a tool for instruction includes the use for purposes of adaptive instruction, tracking to support understanding of how learners interact with instruction, and artificial intelligence, which can support more differentiated instruction and learning. Various course work, practicum experiences, and technology workshops provide these experiences for faculty and students.

**Technology Expectations for Candidates**
Candidates use technology effectively in a variety of ways to communicate and collaborate with their peers and instructors and create products as a means of expression of knowledge (iste nets.s, 2012). Candidates are exposed to a variety of digital tools that can be used in the creation, evaluation, and use of information. Finally, candidates in the COE advocate for appropriate and ethical use of technology. Through their multiple experiences with a variety of technology, students will develop a positive disposition towards technology that they carry with them into their professional careers.

This commitment to technology aligns with The University of Alabama’s Office of Technology (OIT) goals 3 and 4:

- **OIT Goal 3.** Enrich educational experiences through technology to promote student success and faculty excellence.
- **OIT Goal 4.** Engage the community beyond The University of Alabama campus and build global initiatives.
The Knowledge Base for the College of Education’s Conceptual Framework encompasses the diverse work of the variety of programs, departments, and services provided by the college. We believe that our students should have strong content knowledge within their chosen disciplines. Thus programs assure that essential disciplinary knowledge is covered within their respective courses. The College of Education’s Conceptual Framework knowledge base allowed us to formulate our philosophy, mission, and vision. The following precepts of education: student-centered research-based practice (NRC, 2005), “wide-awakening” (Greene, 1978), democracy in a diverse society (Dewey, 1932; West, 1993), an ethic of care and service to the community (Noddings, 1984), and social transformation (Freire, 1972) are situated within the context of the four supporting pillars of the Conceptual Framework of the College of Education.

The four pillars complement and extend the five themes and three dispositions from the 2007 COE Conceptual Framework. Table 3 illustrates how current supporting pillars align with the themes and dispositions of the previous Conceptual Framework. These pillars provide the venue for students to leave the COE programs with strong pedagogical content knowledge.

**Pillar One: Ideals of Fairness and Equity**

Education in a democratic society should encompass respect for and support of a diverse and inclusive citizenry while providing equal opportunity for individual development and self-actualization. Educational professionals committed to democratic practice should develop awareness and engage in active leadership to advance social justice through the promotion of fairness and equity in decision-making and practice.

We are committed to the development of reflective educational professionals (Schon, 1987) who model critical thinking proficiencies that enable students to evaluate circumstances, policies, and practices. We are committed to the ideal of “prophetic hope” that includes the willingness “to engage in the audacious attempt to galvanize and energize to inspire and invigorate” (West, 1993, p. 5) professionals to work towards transforming systems of power that promote equality of opportunity (Freire, 1972).

**Operationalizing Pillar One for Program Development and Candidate Evaluation**

To ensure that candidates practice behaviors that are consistent with the ideals of fairness and equity, stakeholders involved in the development of the Conceptual Framework developed a standard set of expectations for all professional education candidates:

- Adopt strategies that use all students’ unique prior knowledge, life experiences, and interests to construct educational practices that advance ideals of equity;

<table>
<thead>
<tr>
<th>2014 COE CF</th>
<th>Themes</th>
<th>2007 COE CF</th>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pillars</strong></td>
<td>Candidate and Community</td>
<td>Disciplinary and Pedagogic Expertise</td>
<td>Technology and Assessment</td>
</tr>
<tr>
<td><strong>Ideals of Fairness and Equity</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Reflective Stance for Professional Practice</strong></td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>Commitment to Diversity</strong></td>
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<td>X</td>
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<tr>
<td><strong>Culture of Collaboration</strong></td>
<td>X</td>
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</tbody>
</table>

Table 3. Comparison of 2014 COE Conceptual Framework (CF) Pillars with 2007 COE Conceptual Framework Themes and Dispositions
• Use pedagogical and evaluation methods that demonstrate that all students can learn; and
• Create environments that are safe spaces for productive discussions about fairness, for equitable learning opportunities, motivation, and appropriate behavior management strategies centered in physical, social, and emotional well-being of students.

Pillar Two: Reflective Stance for Professional Practice
Development of reflective practitioners (Schon, 1987) encompasses enhancement of capabilities to read and critically interpret the context of action, to formulate strategies responsive to such contexts, to evaluate the consequences and implications of these strategies, and to adapt these strategies for greater effectiveness and promotion of goals embedded in these pillars.

We envision the educational professionals coming out of our programs to view education as critical action embedded in research-based practices. As such, candidates understand that professional practice is based upon instructional principles that enable educators to design effective, research-based learning environments. Candidates in our programs understand that school curricula comprise different types of content that call for different types of teaching (Shulman, 1987) and diverse learners demand a mixture of instructional methods and learning activities (Brophy, 2001). Through classroom instruction and field experiences, we prepare educational professionals to enable students to transform their prior understandings into well-organized and conceptually grounded knowledge (Chi, Glaser, & Farr, 1988). We also teach educational professionals how to foster students' control over their own learning through goal setting and self-monitoring (Ames, 1992; Bandura, 1997). These practices are developed within a framework that is learner-centered (instruction begins with what students think and know); knowledge-centered (instruction focuses on what is taught, why it is taught, and what mastery entails); assessment-centered (instruction is informed by students' work and thought); and community-centered (instruction is embedded in a culture of questioning, respect, and risk taking) (National Research Council, 2000, 2005). Within our programs, educational professionals understand that effective instruction is principled and content-based: aligning the learning environment, management system, curriculum, instructional materials, assessment, and technology (Brophy, 2001).

Additionally, we want graduates of our programs to be educational professionals who understand that education is relational (Delpit, 2006; Vygotsky, 1978), where the measure of success or effectiveness must ultimately rely upon the ability of educators to nurture and mediate the intellectual and personal growth of students they serve through the relationships they create with these students. We therefore aim to enable educational professionals and the students they serve to experience an education that moves them beyond the performance and mastery of functional skills to imagine and enact critical interventions in their social worlds. According to Maxine Greene (1978), the purpose of education is to initiate young people into a critical questioning of the world around them such that they will keep themselves wide-awake by inquiring into the conditions and obstacles that dominate their life on a daily basis in order to change them. She calls this education wide-awakeness – the capacity to learn to love the questions and to be able to see “what was ordinarily obscured by the familiar, so much part of the accustomed and everyday that it escaped notice entirely” (p. 153).

Operationalizing Pillar Two for Program Development and Candidate Evaluation
To ensure that candidates exhibit a reflective stance for professional practice, stakeholders involved in the development of the Conceptual Framework developed a standard set of expectations for all professional education candidates that

• Exhibit a commitment to planning, reflecting;
• Practice standards of professional and ethical behavior or decision-making;
• Adopt a wide array of resources to promote critical reflection; and
• Seek avenues for lifelong learning, evidenced by engagement in professional learning communities.

Pillar Three: Commitment to Diversity
Diversity is extant in a multicultural society, and our policies and programs must work to meet the learning needs of all learners. Our goal is to develop educational professionals who see themselves as members of a diverse community and who recognize, respect, and engage the centrality of diversity in a growing and evolving society. Within this pillar, our responsibility is to prepare educational professionals who view education as student centered. We are committed to developing educational
professionals who embrace a student-centered educational practice that is critically responsive to the (i) physical, intellectual, and emotional development of each student; (ii) diverse social, cultural, and political forces that shape each student’s identity and influence his/her opportunities in life; and (iii) interests of concerned constituencies, such as parents, school boards, and broader communities (COE Conceptual Framework, 2007). As such, we encourage our candidates to commit to developing a conceptually informed practical understanding of the diverse pathways of development (Piaget, 1954; Vygotsky, 1978) where intellectual growth is continuous, but not linear; personal traits are plastic and highly sensitive to cultural situations (Gardner, 1983; Sternberg, 1985); and social and emotional well-being is necessary for effective learning (Mayer, Caruso, & Salovey, 1999; Zimmerman & Bandura, 1994).

Furthermore, we want our candidates to view education as democracy in a diverse society. We are committed to developing educational professionals whose skills and technical proficiency are grounded in an ethical foundation that supports sound professional judgment that is rooted in a commitment to equity and social justice. John Dewey (1938) has pointed out that the quality of a society and democracy is measured by the degree to which it engenders and productively engages a diversity of views and cultures. We realize the importance of developing educational professionals who are open to learning from the vantage points of diverse lived experiences by entering into dialogue with multiple voices and multiple discourses (Bakthin, 1981) so that we can critically explore “the unanswered questions, the unexplored corners, the nameless faces” (Greene, 1978, p. 128) that are an integral part of diverse society.

Operationalizing Pillar Three for Program Development and Candidate Evaluation
To ensure that candidates demonstrate a commitment to diversity, stakeholders involved in the development of the Conceptual Framework developed a standard set of expectations for all professional education candidates that will enable them to

- Engage in multiple perspectives in the curriculum, and engage in multiple lived experiences in the curriculum, that broaden and deepen knowledge, skills, and dispositions that students bring to the classroom;
- Adapt strategies to students’ life experiences, responses, ideas, and needs to facilitate their critical thinking, independent problem solving, and performance capabilities;
- Demonstrate democratic, just practices with respect to diversity through culturally responsive practices; and
- Use effective communication skills or appropriate technologies necessary to serve all students.

Pillar Four: Culture of Collaboration
While we recognize the importance of the development of expertise and research in the disciplines, we are aware that effective instruction and life-long learning is enabled via integrated knowledge and understanding. To that end, the COE seeks to promote a culture of collaboration which yields deeper and richer knowledge construction and greater appreciation for the relevance and implications of learning. In addition, the COE promotes collaboration that fosters understanding, respect, and care for diverse people with diverse perspectives and diverse ways of being.

We are committed to developing educational professionals who see education as an ethic of care and service to the community (Noddings, 1984, 2002, 2012) and who understand that every child deserves the opportunity, the resources, and the guidance to reach their life potential (Delpit, 2012; Ladson-Billings, 1994). We want candidates in our programs to learn that the ethic of care focuses on our relatedness to and with one another and so education as a caring activity involves receptivity, relatedness, and responsiveness to each other. We want our educational professionals to understand that since education is an endeavor that is both relational and collective in the common goal of empowerment for all people in our state, in our nation, and in our world, our ethic of care should also be our commitment to the motto, “lifting as we climb” (Davis, 1988, p. 349). Thus, we are committed to developing educational professionals who understand that collaborative advancement in education is advancement for the entire community.

To this end, the COE engages in several different collaborations with diverse stakeholders. For instance, COE faculty provide leadership, lend their expertise, and serve at state and regional organizations in the production and dissemination of knowledge within their respective fields. At the same time faculty provide mentorship to students to not only be consumers but producers of knowledge at the regional, state, and local levels. Our faculty also collaborates with the Graduate School, Honors College, International Programs, and a number of other programs across the University.
Additionally, the COE models and advances collaborative practices by having a strong collaboration with the College of Arts and Sciences. Our strong partnership is evidenced in faculty holding joint appointments in both COE and A&S, service in committee work, dissertation committees, and grants and research projects. Indeed, the COE and A&S have established formal joint programs in the STEM disciplines. Furthermore, the elementary and secondary education programs and certifications depend on teacher candidates successfully completing their content courses in the College of Arts and Sciences. Thus, the COE and the College of Arts and Sciences unite, create, and recruit students to address teacher shortages, especially in STEM related fields. With higher expectations on certification assessments, this collaboration and responsibility to content knowledge will grow and expand to benefit the needs of the students.

Operationalizing Pillar Four for Program Development and Candidate Evaluation
To ensure that candidates foster a culture of collaboration, stakeholders involved in the development of the Conceptual Framework developed a standard set of expectations for all professional education candidates to

- Demonstrate collaborative practices with students, schools, families, colleagues, or communities;
- Recognize the importance of local, regional, and global partnerships; and
- Incorporate a wide variety of resources in the school, family, or community to facilitate student learning.
The University of Alabama’s College of Education is committed to accreditation and the alignment of programs to national standards. UA has been accredited by the Southern Association of Colleges and Schools since 1897, the most recent reaffirmation of accreditation was 2005, and the next review will be 2015. Table 4 provides the relevant discipline-based accreditations within the college.

The COE received State Department of Education approval of its programs in 2008 and was accredited by NCATE in 2008. The COE’s professional education programs are based on professional standards that reflect exemplary practice across all professional education programs. The overriding goal of the unit is to consistently and relentlessly achieve the primary purpose of preparing reflective professionals for success in diverse communities.

Alabama State Department of Education
All state initial and advanced teacher certification programs are modeled after the Interstate New Teacher Assessment and Support Consortium (InTASC) as reflected in the professional studies section of the Alabama Code. The state technology standards are aligned with the International Society for Technology in Education (ISTE) standards. The professional education unit rigorously adheres to the Alabama State Department of Education standards for initial and advanced teacher education, educational administration, and school counseling programs.

Programs for teacher preparation and master’s programs are designed to meet the Alabama Quality Teaching Standards (AQTS). These standards include (1) content knowledge; (2) teaching and learning; (3) literacy; (4) diversity; and (5) professionalism. These standards are expected to be met and are assessed within courses.

EDUCATE Alabama
EDUCATE Alabama (EA) is Alabama’s online formative assessment process to evaluate teachers in their first three years. This assessment is aligned with the AQTS and include 1) content knowledge; (2) teaching and learning; (3) literacy; (4) diversity; and (5) professionalism. This assessment provides information about the educator’s current level of practice through reflection, self-assessment, and goal setting. Throughout the teacher preparation programs reflection, self-assessment, and goal setting are embedded to ensure that our students are able to succeed in their beginning years as teachers.

Alabama Standards for Instructional Leaders
Alabama Standards for Instructional Leaders provide the expectation for high quality school leadership for principals and administrators. The standards are (1) planning for continuous improvement; (2) teaching and learning; (3) human resources development; (4) diversity; (5) community and stakeholder relationships; (6) technology; (7) management of the learning organization; and (8) ethics.

Table 4. COE Degree Programs with National Accreditation

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit</th>
<th>Accrediting Agency</th>
<th>Programs and Degree Levels Accredited</th>
<th>Year of Last Accreditation</th>
<th>Review Cycle (Years)</th>
<th>Accredited Through</th>
<th>Next Self-Study Regime</th>
<th>Next Site Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Elementary Education</td>
<td>National Council for Accreditation of Teacher Education (NCATE)</td>
<td>MA, EdD, PhD</td>
<td>2012</td>
<td>8</td>
<td>2016</td>
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<tr>
<td>13</td>
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<td>8</td>
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<tr>
<td>13</td>
<td>Elementary &amp; Middle School Administration</td>
<td>National Council for Accreditation of Teacher Education (NCATE)</td>
<td>MA, EdD, PhD</td>
<td>2012</td>
<td>8</td>
<td>2016</td>
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</tr>
</tbody>
</table>

CANDIDATE PROFICIENCIES ALIGNED WITH EXPECTATIONS IN PROFESSIONAL, STATE, AND INSTITUTIONAL STANDARDS
Interstate New Teacher Assessment and Support Consortium (InTASC)
In addition to meeting state standards, the unit has mapped its teacher preparation programs directly to the InTASC standards. These standards serve as the basis for the unit’s desired outcomes of its teacher candidates which include (1) knowledge of subject matter; (2) knowledge of development and learning; (3) diversity; (4) multiple instructional strategies; (5) learning environment; (6) communication; (7) instructional planning skills including technology; (8) assessment; (9) professional commitment/responsibility/reflection; and (10) collaboration/professionalism.

Interstate School Leaders Licensure Consortium (ISLLC)
The unit has aligned the educational administration program with the six ISLLC standards. The standards serving as the basis of the program include (1) vision of learning; (2) school culture; (3) learning environment; (4) community involvement; (5) ethics and integrity; and (6) political, social, economic, legal and cultural context.

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
For candidates seeking certification in school counseling, the unit has aligned the program with the CACREP standards. The standards serving as the basis of the program are (1) professional identity; (2) social and cultural foundations; (3) human growth and development; (4) career development; (5) helping relationships; (6) group work; (7) assessment; (8) research and evaluation; (8) technology; (9) school counseling program; (10) collaboration; (11) school climate; (12) advocacy; and (13) reflective practice.

National Council for Accreditation of Teacher Education Standards (NCATE)
The professional education unit is equally committed to meeting the six revised 2002 NCATE standards in its initial and advanced certification programs. These include (1) candidate knowledge, skills, and dispositions; (2) assessment system and unit evaluations; (3) field experiences and clinical practice; (4) diversity; (5) faculty qualifications, performance, and development; and (6) unit governance and resources.

National Board for Professional Teaching Standards (NBPTS)
For candidates seeking advanced degrees in teacher education, the unit continues to refine its programs to align more closely with NBSTS standards. The five core propositions serve as the basis for the refinement of these programs. They are (1) teachers are committed to students and their learning; (2) teachers know the subjects they teach and how to teach those subjects to students; (3) teachers are responsible for managing and monitoring student learning; (4) teachers think systematically about their practice and learn from experience; and (5) teachers are members of learning communities.

College of Education Candidate Proficiencies
The theme of the College of Education is Unite, Act, and Lead (UA Leads). This theme is supported by the four pillars of guiding principles: Ideals of Fairness and Equity, Reflective Stance for Professional Practice, Commitment to Diversity, and Culture of Collaboration. The candidate proficiencies/competencies align with the theme of the COE as Unite, Act, and Lead (UA Leads) and with the COE Goals, InTASC, and Educate Alabama standards. The COE Assessment Committee along with the Conceptual Framework Committee solicited input through a faculty survey to develop the College's candidate proficiencies.

Competent Candidates **UNITE** by….
- Modeling life-long learning by analytically and systematically reflecting upon one’s own and others’ practices, and in continuous collaboration with professional learning communities.
- Demonstrating an ability to collaborate with colleagues, schools, families, and communities in order to serve all students.

Competent Candidates **ACT** by….
- Serving with the decorum expected of a contributing member in the educational profession and demonstrating professionalism grounded in ethical principles.
- Developing positive and safe learning environments which allow students to have a democratic voice and reach high levels of learning.
- Appropriately integrating and adapting meaningful technology into professional practice to support the success of all students.
- Utilizing proven skills and methods to reach all learners and effectively teach and assess the content.
Competent Candidates **LEAD by**…. 

- Displaying a depth of knowledge in the content field which is supported by a broad educational foundation.
- Exhibiting the pedagogical expertise to build on the individual and cultural strengths of all students.
- Engaging in authentic and reflective assessment practices for assessing the learning, academic development, and growth of all students.

### College of Education Candidate Competencies Alignment Chart

<table>
<thead>
<tr>
<th>Competency</th>
<th>Educate Alabama</th>
<th>InTASC</th>
<th>COE Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competent Candidates UNITE by….</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Long Learning</td>
<td>Standard 5</td>
<td>Standard 9</td>
<td>Goal 5</td>
</tr>
<tr>
<td>Ability to collaborate</td>
<td>Standard 5</td>
<td>Standard 10</td>
<td>Goal 1</td>
</tr>
<tr>
<td>Competent Candidates ACT by…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serving with decorum</td>
<td>Standard 5</td>
<td>Standard 9</td>
<td>Goal 4</td>
</tr>
<tr>
<td>Safe learning environment</td>
<td>Standard 4</td>
<td>Standard 3</td>
<td>Goal 3</td>
</tr>
<tr>
<td>Meaningful technology</td>
<td>Standard 3</td>
<td>Standard 8</td>
<td>Goal 2</td>
</tr>
<tr>
<td>Skills and Methods</td>
<td>Standard 2</td>
<td>Standard 1, 5, &amp; 7</td>
<td>Goal 2</td>
</tr>
<tr>
<td>Competent Candidates LEAD by….</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge in content</td>
<td>Standard 1</td>
<td>Standard 4</td>
<td>Goal 5</td>
</tr>
<tr>
<td>Pedagogical expertise</td>
<td>Standard 4</td>
<td>Standard 2</td>
<td>Goal 2</td>
</tr>
<tr>
<td>Reflective assessment</td>
<td>Standard 2</td>
<td>Standard 6</td>
<td>Goal 5</td>
</tr>
</tbody>
</table>
The Unit has developed a continuous improvement plan that is supported by a strategic examination of candidate performance, program quality, and unit operations through the UA-S. The UA-S is a two-pronged system: (a) Candidate Performance and Program Quality are overseen by the Assessment Committee; and (b) Unit Operations are evaluated by the Dean and the Unit’s Leadership Council (LC). This system has enabled the Unit to systematically collect and analyze data to assess its progress and develop continuous improvement plans.

**Candidate Performance/Program Quality**

Oversight of candidate performance and program quality are conducted by the Assessment Committee (AC), which is chaired by the Senior Associate Dean. The AC provides input and feedback about the unit-wide assessment system and related processes. The AC consists of representatives from each department in the College of Education (COE), faculty members from Arts and Sciences (A&S) and School Library Science and Information Studies (SLIS), and Unit Assessment staff representatives. Committee members represent their Educator Preparation Programs (EPPs) in Assessment Committee discussions and report meeting business to their respective faculties. The AC meets monthly to discuss assessment issues which include implementation of continuous improvement activities; candidate and program assessments; and possible revisions to the UA-S.

The Unit’s Assessment Staff and Assessment Committee are responsible for collecting, analyzing, and disseminating data collected. The Assessment Staff (Senior Associate Dean, Associate Dean for Student Services and Certification, Coordinator of Accreditation, Assessment, and Reporting Support, and Clinical Instructor for Technology Applications and Assessment) compile reports, which include candidate performance data, stakeholder feedback (graduate, alumni and employer surveys). Data are provided to each EPP at the Unit departmental retreats held in August and January, regularly scheduled EPP faculty meetings, and collegewide faculty/staff meetings (see Attachment UA-S Data Sources).

The work of the AC is supported by the work of other Unit committees and entities. For example, the Clinical Experiences Advisory Committee (CEAC) comprised of classroom teachers, school district personnel, and university faculty/staff discuss issues related to field experiences/Clinical Practice and assessments, which provide recommendations and feedback to Unit Leadership. The CEAC chair, the Director of Clinical Experiences, submits committee recommendations to the Unit’s leadership. The University Council on Teacher Education includes school district personnel, Alabama State Department of Education (ALSDE) personnel, College of Education representation, and College of Arts and Sciences representatives are an important component of the Unit’s assessment process by providing feedback and support (e.g., Praxis test analysis and course alignment) to the Unit. AC recommendations and proposal approvals are sent to the Leadership Council for review. The LC, which is led by the Dean, is comprised of the Administrative Council (Dean, Senior Associate Dean, Associate Dean for Student Services, Associate Dean for Research and Service, and Director of Financial Affairs, and six Department Heads).

**Candidate Performance**

All candidates are assessed at three transition points (checkpoints): Program Entry, Program Progression, and Program Completion. A minimum of five key assessments are employed and evaluated to ensure expectations are met.

**Initial Educator Preparation**

Bachelor’s Degree/Alabama Class “B” Certification

Alternative Master’s Degree/Alabama Class “A” Certification

Key assessments, across three transition points, are used to assess initial certification students in undergraduate and alternative master’s educator preparation programs. Undergraduates and alternative master’s candidates seeking initial certification must meet admission requirements for The University of Alabama and the Teacher Education Program. TEP applications are reviewed by program faculty to ensure that candidates meet program and state requirements (e.g., GPA, Basic Skills test, writing sample/interview) for program entry. Professional dispositions, GPA, and Alabama Quality Teaching Standards (AQTS) are also assessed by program faculty at ALSDE requirements, each of the 150 AQTS indicators were aligned to specific courses in each of the initial EPPs to allow for assessment and the assurance by the Associate Dean for Student Services and Certification, that each initial candidate had met each AQTS indicator, as designated on a 4-point scale (Advanced-4, Target-3, Developing-2, Unacceptable-1). All indicators must be assessed at a 2 or above in order to complete course requirements. Starting in spring 2015, the E-Portfolio is...
assessed for the first of three times at Program Entry.

A review of all initial certification candidates is conducted prior to Clinical Practice. Before candidates can enter Clinical Practice (Program Progression), they must satisfactorily complete a minimum of 150 hours (with 90 hours in three hour increments) in the P – 12 schools, pass Praxis test(s) required by the candidate’s program, and meet all Unit and EPP GPA requirements. At the end of the Clinical Practice (Program Completion), candidates complete their TEP portfolios and must satisfactorily meet all AQTS, Clinical Experiences, and GPA requirements by program areas; all alternative master’s candidates must satisfactorily complete a Comprehensive Assessment designed by their EPP to assess content and pedagogical knowledge. Since implementation for initial certification candidates, only one candidate has not completed the portfolio requirements, and in turn, was not recommended for certification until completed.

Traditional Master’s Degree/Alabama Class “A” Certification

Educational Specialist Degree/ Alabama Class “AA” Certification

All Advanced Teacher Candidates or Other School Professionals pursuing certification at the traditional master’s/A and educational specialist/AA levels are assessed at three transition points with five key assessments. Candidates at both levels must meet all university and state admission requirements at Program Entry; key assessments at Program Entry include GPAs and MAT/GRE Scores.

Recognizing the need to employ technologies to support candidate reflection and data collection through an E-portfolio process, beginning in January 2014, all incoming Advanced candidates were required to utilize LiveText as a tool, which allowed the Unit to engage in systematic digitized assessments that reflected the new Dispositions, Conceptual Framework, Unit Competencies, Clinical Assignment, and E-portfolio assessment which include candidate reflection. For instance, upon admission, a Graduate Orientation Module is completed by each new Educator Preparation Candidate, which includes uploading artifacts into an electronic portfolio that reflect the candidates’ prior professional or academic work that relate to the College’s four professional dispositions. Program faculty assess the artifacts and other components which provides a benchmark on which the candidates can reflect and grow throughout the program; any assessment deemed “Unacceptable” (1 on the 4-point scale) at any checkpoint requires remediation by the candidate’s EPP faculty. Clinical experiences embedded into specific program courses are assessed by program faculty at transition points; a key assessment developed for the clinical component is completed in each candidate’s E-portfolio.

During program completion, candidates must meet Praxis II score cut score (if required) and the GPA requirement (3.0 for MA required and 3.25 for Educational Specialist required). As part of the comprehensive assessment, program faculty evaluate a third dispositions assessment as part of the E-portfolio, which is submitted and assessed by the candidate’s EPP faculty with the Advanced Portfolio Rubric. Candidates must complete a program specific component of the comprehensive assessment, which may be an exam and/or thesis (Ed.S. program) to meet program completion requirements.

Ed.D. Educator Preparation Programs

Curriculum and Instruction, Educational Leadership, and Special Education

Doctorate of Education candidates who enroll in degree programs that are preparing graduates for K-12 educational settings are assessed at three transition points with five key assessments. At Program Entry all students must meet University graduate school admission requirements including GRE/MAT scores, GPA, transcripts, statement of purpose and letters of recommendations. GRE/MAT scores and prior GPA serve as key assessments for the first transition point. Professional dispositions are reviewed at all three transition points and serve as a benchmark for candidates and faculty. During Program Progression, the comprehensive examination serves as a key assessment along with the Professional Dispositions. During the Program Completion phase, Ed.D. candidates participate in a Clinical Experience, are evaluated on their Professional Dispositions, and must complete the dissertation.

Candidate performance data are collected at three checkpoints (transition points) from entry to the program through program completion. Data are reported, shared, and analyzed throughout the academic year with faculty and stakeholders. Data are collected and archived through a variety of processes and technology tools. Admissions data (i.e., GRE/MAT scores, GPA data) are collected from the University’s Office of Institutional Research and Assessment (OIRA). The Office of Student Services, led by the Associate Dean for Student Services and
Certification maintains a database that tracks candidate data, such as Praxis scores, TEP admission dates. This office is also responsible for completing the Title II annual report, ALSDE admission reports and maintaining Praxis II data from Educational Testing Services (ETS). The CAEP Annual Report and the PEDS Report are completed by the Assessment Staff, led by the Senior Associate Dean, with the assistance of the Leadership Council and the Assessment Committee. The Senior Associate Dean represents the College of Education on the University Assessment Council. Information related to SACS COC, annual university assessment reports, and institutional effectiveness are discussed by the University Assessment Council. Data related to candidate, employer, and alumni perceptions collected from the Educational Benchmark Inc. and internal entities are sent to the Coordinator of Accreditation, Assessment, and Reporting Support, to be compiled and shared with stakeholders. The Unit has developed partnerships with other university entities to assist with this process. Disposition, AQTS, and selected Clinical Experience data are housed and archived in LiveText. Faculty complete Professional Dispositions and AQTS assessments each semester on candidates, providing a score of 1 – 4 for each component. Inter-rater reliability is used to ensure the assessment data are reliable. The Clinical Instructor for Technology Applications and Assessment coordinates the LiveText data collected and provides program and departmental reports to the EPP Department Heads, Unit Leadership, and Assessment Committee. Additional data from mentoring teachers and university supervisors are stored in the Office of Clinical Experiences.

Unit Operations
The focus of Unit Operations is to ensure and support the development of “professionals with pedagogic and disciplinary expertise who advance the intellectual and social conditions of all learners in a globalized society” (Conceptual Framework, 2014, p. 4). The ongoing operations of the Unit are indicative of a shared governance model that invites and recognizes voices of its participants in the decision-making process. The leadership team of the Unit includes multiple entities: Administrative Council, Leadership Council, Staff Council, and numerous committees, including the Academic Issues Committee (AIC) and Faculty Issues Committee (FIC). These groups serve to support, review, and recommend policies and procedures for the Unit. The AIC, reviews and makes recommendations to the Dean that related to curricular or academic concerns. The FIC addresses policies (e.g., annual review) or issues of faculty concern.

These groups serve to support, review, and recommend policies and procedures for the Unit. The AIC, reviews and makes recommendations to the Dean that relate to curricular or academic concerns. The FIC addresses policies (e.g., annual review) or issues of faculty concern.

Data are collected and reviewed with the appropriate entity. Research productivity is reviewed to evaluate faculty scholarship, research funding, research impact. Stakeholder data collected examines candidate preparation, advising/mentoring, technology, and facilities. Financial data includes scholarships/advancement, grant funding, and budget/planning. Data are collected and reviewed with the appropriate entity. The Coordinator of Accreditation, Assessment, and Reporting Support collaborates with members of the Administrative Council to collect and provide data to the EPPs and Unit leadership, which are used to inform decision-making.

Technology Tools
As previously mentioned, the Unit employs multiple technologies for its UA-S. At the time of the last visit, the Unit relied on the Teacher Education Assessment System (TEAS), a database for all certification levels and LiveText for initial candidates to organize the UA-S. Initially, TEAS allowed for departments to report program and candidate performance data (e.g., faculty publications, examination pass scores). Over time, the utility of TEAS was deemed insufficient to meet the growing needs of the UA-S, which led to its discontinuance. At present, the Unit employs several technologies to support the UA-S.

Since 2007, evaluations of the 150 Alabama Quality Teaching Standards (AQTS) indicators have been ongoing. Although no indicator is assessed more than once, candidates and faculty can review candidate progress by examining candidate growth as it relates to one of the five AQTS (Content Knowledge, Teaching and Learning, Literacy, Diversity, Professionalism). The Clinical Instructor for Technology Applications and Assessment runs AQTS reports and provides them to the departments as well as the Associate Dean for Student Services and Certification to verify that standards are met for state certification. The LiveText system also allows for reports to be run for the EPPs and Instructors by Unit and EPP, as well as interrater reporting for multiple course sections. Reports
on Dispositions, Graduate Orientation Module, Advanced Clinical Experiences, E-Portfolios are provided to EPPs and the Senior Associate Dean. In 2015, staff from UA Central Administration met with Unit staff to explore ways to interface Banner with the expanded LiveText version, LiveText Analytics, that provides a deeper data analysis, especially as related to individual and longitudinal candidate data.

Another important technology tool used to support candidate data is an ACCESS database, which operates from the Office of Student Services and Certification. Candidate entry points, completion information, and certification requirements are tracked in the database. The Unit’s Registrar utilizes reports from ACCESS and LiveText to ensure that program completion requirements have been met.

As previously mentioned, WEAVEonline is utilized campus wide for submission and sharing of the Institution’s annual reports and goals. The Faculty Activity Report system (FAR) is employed by administrators to assess the productivity of the faculty and assists with the Annual Faculty Review; the Associate Dean for Research and Service serves as lead administrator of the annual FARs, which is utilized by the Dean and Department Heads as part of the Annual Faculty Review. With the implementation of the Unit’s Strategic Plan, and expansions in our UA-S, the Unit’s leadership, led by the Dean will explore new technologies that will meet the expanding needs of the Unit to collect, analyze, and disseminate candidate, program, and unit data.

Data Collection, Analysis, and Implementation
Data are collected and archived through a variety of processes and technology tools. Admissions data (i.e., GRE/MAT scores, GPA data) are collected from the University’s Office of Institutional Research and Assessment (OIRA). The Office of Student Services maintains a database that tracks a candidate’s progress relative to Praxis scores, TEP admission dates from admission through recommendation for certification. This office is also responsible for completing the Title II annual report, State admission reports and maintaining Praxis II data from Educational Testing Services (ETS). The NCATE Annual Report and the PEDS Report are completed by the Senior Associate Dean with the assistance of the College of Education Leadership Council and College of Education Assessment Committee. The Senior Associate Dean represents the College of Education on the University Assessment Council. Information related to SACS COC, annual university assessment reports, and alignments to the University’s strategic plan are discussed by the University Assessment Council. All the tasks and information are essential components of the College of Education’s Assessment System.

Data related to candidate, employer, and alumni perceptions collected from the Educational Benchmark Inc. and internal entities are sent to the Coordinator of Accreditation, Assessment, and Reporting Support, to be compiled and shared with stakeholders. The College of Education has developed partnerships with other university entities to assist with this process. Disposition, AQTS, and selected Clinical Experience data are housed and archived in LiveText. Faculty complete Professional Dispositions and AQTS assessments each semester on candidates, providing a score of 1 – 4 for each component. Inter-rater reliability is used to ensure the assessment data are reliable.

The Clinical Instructor who coordinates the technology applications and assessment systems provides program and departmental reports to Department Heads. Additional data from mentoring teachers and university supervisors are stored in the Office of Clinical Experiences.

Data are reported, shared, and analyzed throughout the academic year with faculty and stakeholders. The College of Education Assessment Committee provides input and feedback about the unit wide assessment system and related processes. Committee members represent their respective programs in Assessment Committee discussions and report meeting business to their respective faculties. Other stakeholders, including the Clinical Experiences Advisory Committee comprised of classroom teachers, school district personnel, and university faculty discuss issues, which emerge about Clinical Experiences and provide feedback to the College. The University Council on Teacher Education includes school district personnel, Alabama State Department of Education personnel, College of Education representation, and College of Arts and Sciences representatives and constitutes an important component of the College of Education’s unit wide assessment process.

The current Conceptual Framework evolved from previous efforts to unify the missions and outcomes of the COE’s multiple academic programs and reflect the growth and progress of the college. The previous work on the Conceptual Framework was completed in 2007 and used by the current committee to expand, clarify, and unite the philosophies and work from all departments. The connection to and revision of the 2007 Conceptual
Framework is demonstrated throughout the document. For example, Table 2 demonstrates the overlap between the goals of the 2007 Conceptual Framework and the 2014 Conceptual Framework. Table 3 demonstrates the overlap between the themes and dispositions of the 2007 Conceptual Framework and the 2014 Conceptual Framework. Language used in the 2007 Conceptual Framework is integrated into the description of the four pillars in the Knowledge Bases section.

The current Conceptual Framework also evolved from other college-wide efforts to develop a unified set of dispositions to be used as an analytic, design, and assessment framework across the college. In Spring 2013, a college-wide assessment committee consisting of representatives from all departments across the college developed four dispositions (see Appendix A) that were made available for college-wide feedback, then revised, voted on, and adopted in Summer 2013.

In Fall 2013 the Conceptual Framework Committee was formed to evaluate and revise the 2007 Conceptual Framework. This committee represents all departments within the college and includes faculty, graduate students, and undergraduate students. This committee met weekly from Fall 2013 through Spring 2014 developing the Conceptual Framework.

Before crafting the current Conceptual Framework, the committee developed a list of stakeholders including College of Education faculty, students, and staff, affiliated faculty and administrators across the university, K-12 educational leaders across the state, principals from across the state, and local K-12 administrators and educators who represent key community partnerships with the College of Education. At the beginning of October 2013, these stakeholders were solicited via email to take an open ended on-line survey for their feedback about the vision, mission, and general direction of the college. The survey was developed from the NCATE Conceptual Framework requirements and consisted of seven open-ended questions.

They included the following:

1. What is the purpose/mission of education;
2. What core attributes does the college want to develop in professionals in education;
3. What goals and outcomes should the college have for the different professionals in education;
4. In what ways can the Conceptual Framework address relevant local, state, and national educational policies and standards;
5. What are the expected proficiencies among professionals in education;
6. How should the goals, outcomes, and proficiencies of professionals in education be assessed and evaluated; and
7. Describe any additional thoughts and ideas about the mission of the College of Education.

Stakeholders had three weeks to reply to the email requests and received multiple emails asking them to complete the survey. In addition, stakeholders were invited to our weekly meetings to voice ideas, questions, or concerns they may have about the College of Education, its vision, mission, and general framework for developing educational professions.

The feedback received from the stakeholders was compiled and organized into themes and ideas. During this process, the committee recognized that the feedback from the stakeholders was consistent with the four dispositions developed by the Assessment Committee. Therefore, the committee decided to use the dispositions developed by the Assessment Committee and adopted by the COE as the foundation for the mission and vision statements. These dispositions became the four pillars described throughout the current Conceptual Framework.

Using the feedback from the stakeholders and the dispositions developed by the Assessment Committee, the Conceptual Framework Committee crafted the vision and mission statements. The vision and mission were sent to COE faculty and stakeholders for comment and discussion at departmental meetings with representatives from the committee. In addition, the mission and vision was openly discussed as an agenda item during the December 2013 COE faculty meeting. Based on the feedback received during these meetings, the Conceptual Framework Committee made minor revisions to the vision and mission of the COE. Since the revisions were minor, the vision and mission of the COE was sent to COE faculty for vote and was approved in January 2014.

Using the vision and mission as its foundation, the Conceptual Framework Committee developed the full Conceptual Framework during Spring 2014. At the beginning of April 2014, the Conceptual Framework was sent to COE faculty and stakeholders for review. The
Conceptual Framework was also openly discussed as an agenda item during the April 2014 COE faculty meeting. COE faculty and stakeholders had three weeks to offer comment. Based on the feedback from these meetings, the Conceptual Framework Committee revised the final document. During the Summer and Fall 2014, the COE Assessment Committee sought input from faculty to complete the College's proficiencies and description of the Unit Wide Assessment System. A final review by the entire faculty and vote was conducted for the entire document in December 2014.

REFERENCES


College of Education Dispositions

These dispositions were created by the College of Education for the College of Education. Candidates throughout the College will be assessed on these. You should be aware of these dispositions as they serve as a guide for your own professional development.

Diversity: The candidate demonstrates a commitment to diversity, such as:
- Adapts strategies to students' life experiences, responses, ideas, or needs in order to facilitate their critical thinking, independent problem solving, or performance capabilities.
- Demonstrates democratic, just practices with respect to diversity through culturally responsive practices.
- Uses effective communication skills or appropriate technologies necessary to serve all students.

Fairness and Equity: The candidate practices behaviors that are consistent with the ideals of fairness and equity, such as:
- Adopts strategies that use all students' unique prior knowledge, life experiences, and interests as part of the context for educational practices that advance ideals of equity.
- Uses methods that demonstrate that all students can learn.
- Creates environments that are safe spaces for open discussions about fairness, provide equitable learning opportunities, and foster student motivation.

Collaboration: The candidate fosters a culture of collaboration, such as:
- Demonstrates collaborative practices with students, schools, families, colleagues, or communities.
- Recognizes the importance of local, regional, and global partnerships.
- Incorporates a wide variety of resources in the school, family, or community to facilitate student learning.

Reflection: The candidate exhibits a reflective stance for professional practice, such as:
- Exhibits a commitment to planning, reflecting, assessing, or learning as ongoing processes.
- Practices standards of professional and ethical behavior or decision making.
- Adopts a wide array of resources to promote critical reflection.
- Seeks avenues for lifelong learning, evidenced by engagement in professional learning communities.