



UNIVERSITY OF NEBRASKA AT OMAHA  
COLLEGE OF EDUCATION

# CONCEPTUAL



# FRAMEWORK

Approved by College of Education Faculty: April 2007  
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## TABLE OF CONTENTS

<b>Introduction</b>	
The University .....	4
The College of Education .....	4
<b>Vision and Mission</b>	
UNO Mission Statement .....	6
UNO Vision Statement .....	6
UNO Values Statement .....	6
College of Education Mission Statement .....	7
College of Education Vision Statement .....	7
College of Education Strategic Goals .....	8
<b>Philosophy, Purpose and Goals</b>	
Central Principle: Dedicated Practitioners .....	9
Central Principle: Reflective Scholars.....	14
Central Principle: Responsible Citizens.....	19
<b>Knowledge Bases</b>	
Counseling .....	25
Educational Leadership.....	27
Health, Physical Education, and Recreation .....	30
Special Education and Communication Disorders .....	32
Teacher Education .....	35
School Psychology .....	40
<b>Alignment of Candidate Proficiencies</b>	
Initial Level Programs	
Health Physical Education & Recreation.....	46
Special Education and Communication Disorders .....	49
Teacher Education .....	52
Advanced Level Programs	
Counseling .....	55
Educational Leadership .....	58
Special Education and Communication Disorders .....	60
Teacher Education .....	61
School Psychology .....	64
<b>System of Assessing Candidate Proficiencies</b>	
Initial Level Programs	
Key Assessments .....	67
Gateways and Progression Points .....	71
Advanced Level Programs	
Key Assessments .....	72
Gateways and Progression Points .....	75
<b>Glossary of Abbreviations Used</b> .....	84
<b>List of Website Links</b> .....	86

## INTRODUCTION

### The University

The University of Nebraska at Omaha (UNO) is part of the four-campus University of Nebraska system that also includes the University of Nebraska-Lincoln, the University of Nebraska-Kearney, and the University of Nebraska Medical Center. The system is governed by an elected Board of Regents that has designated UNO the metropolitan university for the state.

UNO is located in Nebraska's largest city. Omaha is a vibrant, thriving community that is home to several Fortune 500 companies, manufacturing industries, insurance companies, telephone reservation centers, data processing centers, and educational institutions. The city has lively arts, entertainment, and sports environments. Omaha is proud of its rich cultural diversity. Along with eastern and western European populations, Omaha is also home to large numbers of African-American, Hispanic, Sudanese, Hmong, Korean, Asian-Pacific Rim, Native American and other peoples. Through the Metropolitan Omaha Educational Consortium (MOEC), the university works with twelve, public school districts in the greater Omaha area. These districts serve over 100,000 P-12 students and their families. Over 50 different languages are represented in the school populations.

UNO is proud to be a member of the Coalition of Urban & Metropolitan Universities (CUMU). UNO embraces and strives to advance the fundamental principles of this organization (See: <http://cumu.uc.iupui.edu/>) The university is not just located **in** the metropolitan community; it is **an integral part of and works with** the community for the betterment of all.

UNO is made up of seven colleges: Arts and Sciences (A&S), Business Administration (BUS), Communication Fine Arts and Media (CFAM), Education (COE), Information Sciences and Technology (IST), Public Affairs and Community Service (CPACS), and the Graduate College. The university offers 110 bachelor degree programs, 42 master's programs, and six doctoral programs. The institution is accredited by the Higher Learning Commission of the North Central Association and follows the AQIP pathway for continuous improvement. The faculty and administration are committed to meeting rigorous standards of academic quality. The faculty and administration are committed to meeting rigorous standards of academic quality. Programs throughout the campus hold accreditation from national, professional organizations. The university is a leader in assessing student achievement with a view to making changes and improvements as appropriate. Under the Chancellor's direction, the university has an on-going strategic planning process that brings together faculty, students, staff, administration, and the community. The strategic plan has three main goals: namely, placing students at the center of the enterprise, providing high quality educational programs, and actively engaging in the community.

### The College of Education

The College of Education (COE) is organized into five academic areas. Candidates may select from programs in counseling (COUN), educational leadership (EDL), health, physical education and recreation (HPER), special education and communication disorders (SECD), and teacher education (TED). The college offers bachelors, masters, and doctoral degree programs, as well as a graduate certificate in urban schools. The college attracts and retains quality candidates with

diverse backgrounds. Each semester, the college enrolls approximately 1,200 undergraduate candidates and 800 graduate candidates. Administratively, the School Psychology program is not a part of COE. The program is housed in the Department of Psychology in the College of Arts and Sciences. Despite this administrative separation, the School Psychology program maintains close ties with COE. Certification of school psychologists is managed through the COE state certification officer.

The college and/or programs within the college are accredited by the National Council for Accreditation of Teacher Education (NCATE), the Nebraska State Department of Education (NDE), the Council for Exceptional Children (CEC), the Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA) of the American Speech Language Hearing Association (ASHA), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the American Library Association/American Association of School Librarians (ALA/AASL), and the Commission on Accreditation of Athletic Training Education (CAATE). All of the preparation programs adhere to the national standards promulgated by their professional organizations. The School Psychology program (in A&S) is accredited by the National Association of School Psychologists (NASP).

The college's academic excellence is founded on and realized in the dedication and commitment of its diverse and dynamic faculty and staff. The faculty endorses the broad concept of scholarship that encompasses discovery, integration, and application (See Boyer, 1990). The faculty has a long and distinguished record of achievement in teaching, research/creative activity, and service. Through their performance, faculty members model the ideals of dedicated practitioners, reflective scholars, and responsible citizens that we seek to instill in our candidates.

Based on faculty input and initiative, the college began a comprehensive review/revision of its conceptual framework in spring 2006. An ad hoc review committee was appointed by the Dean to guide the process. The committee included faculty representation from each academic department/school, the Executive Director of the Metropolitan Omaha Educational Consortium (MOEC), and the Associate Dean. Logistical support was provided through the Dean's Office. The committee solicited input from faculty, students, staff, administrators, and community education partners (MOEC). The Conceptual Framework is reviewed and updated annually. In the 2012-2013 academic year significant revisions to the document were completed.

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## VISION AND MISSION OF THE INSTITUTION AND UNIT

Under the direction of the Chancellor, the university is engaged in an on-going strategic planning process. This is a dynamic process that evolves to meet the changing needs at the university and in the community. The process has broad-based participation from faculty, staff, students, administrators, and the Omaha community. The strategic plan is summed up in the following three overarching goals: 1) UNO will be recognized as a student-centered metropolitan university, 2) UNO will be recognized for its academic excellence as a leading metropolitan university, and 3) UNO will be recognized for its outstanding engagement with the urban, regional, national, and global communities. A steering committee provides overall coordination and guidance for activities related to the strategic plan. Large meetings are held twice a year to review progress and add to the plan as needed. The College of Education has broad participation on the steering committee and in the large biannual meetings. (The university's full strategic plan is available at [http://www.unomaha.edu/plan/our\\_plan.php](http://www.unomaha.edu/plan/our_plan.php).)

The College of Education has a strategic planning process that aligns with the university's efforts. Within the college, each department/school also establishes mission, vision, and purpose statements that align with the college and the university strategic plans. The strategic plans within the college parallel the university's and the college's primary goals. That is, each academic area places candidates at the center of the enterprise, provides high quality preparation programs, and promotes active engagement in the community.

### UNO Mission Statement

The University of Nebraska at Omaha is Nebraska's metropolitan university -- a university with strong academic values and significant relationships with our community that transform and improve life. ([http://www.unomaha.edu/plan/our\\_plan.php](http://www.unomaha.edu/plan/our_plan.php))

### UNO Vision Statement

The University of Nebraska at Omaha will be a metropolitan university of high distinction -- a university with strong academic and scholarly values distinguished by creative relationships with the communities we serve. ([http://www.unomaha.edu/plan/our\\_plan.php](http://www.unomaha.edu/plan/our_plan.php))

The mission and vision are encapsulated in the values espoused by the university.

### University Values Statement

The University of Nebraska at Omaha community is a diverse group of individuals sharing core values and working together to accomplish a common mission and vision.

UNO:

- Believes that knowledge enriches the lives of all people and is committed to preparing students to face the challenges of living and learning in an ever-changing world;

- Strives for an ideal educational partnership characterized by the commitment of: students to learning; faculty to the highest ideals of teaching, research, service; and staff to the highest standards of education and service;
- Values the welfare, talents, and future of our employees and commits to expanding their professional development;
- Values the educational, cultural, and economic strengths of our communities and is committed to enhancing these through teaching, research, service and outreach;
- Values educated and healthy citizens and is committed to offering programs that improve their quality of life;
- Encourages, celebrates, and adopts the principles of inclusion, representation, openness and diversity.  
([http://www.unomaha.edu/plan/our\\_plan.php](http://www.unomaha.edu/plan/our_plan.php))

### College of Education Mission Statement

The College of Education (COE) at the University of Nebraska at Omaha celebrates and embraces its unique metropolitan mission to prepare dedicated professionals committed to excellence in education and human development. Our candidates acquire the knowledge, skills, and dispositions of leaders ready to fulfill critical roles in shaping the future of their communities. COE provides resources and opportunities for the growth and development of dedicated practitioners, reflective scholars, and responsible citizens through a wide variety of academic programs. Through these programs we foster a climate that encourages, supports, and challenges our candidates by:

- Providing initial preparation in teaching, recreation, exercise science, athletic training, health, and library science consistent with standards in the professions;
- Providing advanced preparation in school administration, counseling, teaching, library science, speech-language pathology, and mental and physical health consistent with standards in the professions;
- Applying principles of learning and assessment through a variety of tools and technologies that inform best practices;
- Utilizing new and emerging technologies to support the teaching-learning process;
- Building creative and critical thinking skills to encourage reflective practice and lifelong learning;
- Engaging candidates in basic and applied research on campus and in the community;
- Challenging candidates to address issues of social justice and become agents of change;
- Engaging candidates in dynamic and culturally rich service and learning experiences on campus and in the community;
- Identifying knowledge bases that value diversity and incorporate urban and global perspectives; and
- Modeling and communicating high standards of professional and ethical behavior.

College of Education Strategic Goals

***Providing Leadership for Positive Change in 21<sup>st</sup> Century Communities  
Strategic Goals, 2014-2020***

The UNO College of Education embraces its unique metropolitan mission of inspiring exemplary professionals to become dedicated practitioners, reflective scholars and responsible citizens who provide leadership for positive change in 21<sup>st</sup> century communities.

We offer affordable, inclusive and dynamic learning opportunities that place students at the center, provide high quality educational programs and actively engage in the community. Students may select from programs in:

- Counseling
- Educational Leadership
- Health, Physical Education and Recreation
- Special Education and Communication Disorders, and
- Teacher Education.

The following goals have been identified for advancing the three central principles of preparing graduates who are: *dedicated practitioners, reflective scholars, and responsible citizens*:

DEDICATED PRACTITIONER

- #1 - Emphasize ethical and professional conduct
- #2 - Identify and implement quality program design, effective course delivery and student support services
- #3 - Support and promote ongoing professional development for students, faculty, staff and community partners
- #4 - Align, sustain and utilize efficient assessment systems for continuous improvement

REFLECTIVE SCHOLAR

- #5 - Support and promote faculty, staff, and student research and creative activities
- #6 - Celebrate and share research and creative activities internally and externally

RESPONSIBLE CITIZEN

- #7 - Lead and support collaborative efforts that align with college, campus, and community priorities
- #8 - Recruit and retain a diverse learning community of engaged citizens
- #9 - Communicate and celebrate the mission and vision of the college

## PHILOSOPHY, PURPOSE, AND GOALS

The College of Education's philosophy and purpose are grounded in the central principles identified by the faculty for preparing graduates who are dedicated practitioners, reflective scholars, and responsible citizens. Each of these central principles is described in this section of the document. The descriptions focus on the knowledge, skills, and dispositions associated with each principle. Goals/outcomes related to these central principles are presented in a figure after each principle has been described.

### Central Principles

#### *Dedicated Practitioners*

The UNO College of Education believes that faculty and candidates must be **dedicated practitioners** who are knowledgeable in their content; understand learning theories; recognize social, historical, and philosophical foundations of their discipline; address needs of a diverse community; practice ongoing assessment and evaluation techniques; and engage in ongoing critical reflection.

#### Knowledge

Our candidates develop extensive content and pedagogical knowledge in their discipline, enabling them to challenge learners by creating opportunities for knowledge construction while being responsive teachers. They know the facts and principles of the subject matter in their field of study. As educators and human development professionals, our candidates have a strong foundation in the liberal arts and sciences which forms the basis for shared values and an understanding of the responsibilities in a democracy.

Our candidates understand learning theory and are able to apply developmentally and cognitively appropriate strategies and techniques that support intellectual, social, and personal development (Boyer, 1990; Darling-Hammond, 1999; Goodlad, 1990; Grossman, 1990; Newmann, 1992; Rose & Christina, 2006). They recognize that individual differences must be accommodated through instructional designs that incorporate differentiation (Tomlinson, 2005).

Candidates become practitioners who have a critical understanding of the social, historical, and political contexts in which they serve (Delpit, 1995; Freire, 1998). They are prepared to provide culturally competent leadership in their prospective fields. They know that meeting the needs of diverse students requires knowledge of culture and context and a wide array of pedagogical skills for teaching-learning opportunities (Gay, 2002, President's Council of Advisors on Science and Technology, 2010). They understand the importance of creating caring communities that support learning and social development (Dewey, 1916; Goodlad, 1990; Noddings, 2005; Purkey & Novak, 2005; Sapon-Shevin, 1995).

Dedicated practitioners appreciate that since all humans learn differently, assessment and evaluation processes must reflect these differences. Our candidates understand that assessment must be used to improve teaching, research, and learning as well as serve as summative

measurements. They are able to incorporate assessments that are meaningful, relevant, and authentic and require critical thinking (Black & Wiliam, 1998; Stergiou, 2004; Stiggins, 1997; Wiggins & McTighe, 1998; Stiggins, 1999; Stiggins, 2008; Kim & Sunderman, 2005). They must be able to effectively use a variety of assessment strategies in order to analyze and interpret this data for informed decision-making. In addition, as human resource professionals, our candidates must be accountable to their various publics and have a thorough understanding of state and national standards relevant to their field (O'Connor 2005; Stiggins, 2009).

### Skills

Not only do our candidates have the content and pedagogical knowledge necessary to be dedicated practitioners, they also possess the skills and experiences necessary to transfer this knowledge into practice (Brophy, 1991; Jackson, 1974; Kennedy, 1999; Lortie, 1975; Shulman, 1987; Pedersen, Arslanyilmaz, & Williams, 2009). They are able to develop and implement well-chosen practices that promote active engagement and developmentally appropriate learning for all the individuals they serve (Slavin, 2003; Vygotsky, 1978). They regularly engage in critical thinking and problem solving to achieve deeper understanding of key concepts (Bloom, 1956). Through the use of a wide variety of resources and technologies, candidates provide meaningful experiences that meet the needs of the diverse populations they serve (Herrell & Jordan, 2012; Marzano, Pickering & Pollock, 2001; Veal & MaKinster, 1999; Wright, 2010). Throughout their programs our candidates participate in a coherent and integrated set of classroom activities, service-learning projects, field experiences, and laboratory research that help them transfer content knowledge into effective practice.

### Dispositions

The College of Education is committed to preparing professionals who acquire the knowledge needed to make fully informed decisions and believe that all individuals can learn, grow, change, and succeed (Delpit, 1995; Shulman, 1986, 1987; Shulman & Shulman, 2004). Successful teachers, and human development and health professionals are critical thinkers who engage in ongoing reflection to promote social justice and create caring classrooms, learning environments, and communities (Cochran-Smith, 1999; Purkey & Novak, 2005). They consistently exhibit professional dispositions that are learner-centered; ethical, socially, and culturally respectful; responsible; and optimistic (Brown, 2007; Cartledge, G., & Kourea, L., 2008; Eisner, 1985; Soltero, 2011). The ability to reflect on one's experiences is an important dispositional skill for success (Jadallah, 1996; McAllister & Irvine, 2002; Winitzky, 1992)

Figure 1. Goals/Outcomes Related to Preparing Dedicated Practitioners.

As dedicated practitioners, our candidates integrate content knowledge, evidence-based practice, and learning theory to develop problem solving and critical thinking skills. This is an essential foundation for our candidates who engage in their professions, pursue life-long learning, and actively serve their communities.

As Dedicated Practitioners, our candidates...

Knowledge:

- have comprehensive knowledge of the content in their disciplines;
- know effective strategies and techniques in their disciplines;
- understand cognitive processes associated with learning, movement, and knowledge construction;
- understand best practices in assessment and evaluation;

Skills:

- design instruction and interventions that are developmentally appropriate;
- apply multiple strategies and techniques to create opportunities for diverse learners;
- model problem solving, reflection, and critical thinking skills;
- use assessment and evaluation to inform best practice;

Dispositions:

- believe all individuals can learn, grow, change, and succeed;
- assume responsibility for their own learning and provide opportunities for others to do the same; and
- model professionalism, responsibility, and reflection.

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### *Reflective Scholars*

The UNO College of Education believes that faculty and candidates must be **reflective scholars** who understand the value and use of research, monitor their own professional growth, and advance our field's knowledge and practice. By promoting critical reflection and ethical inquiry, faculty and candidates discover and model best practices that support individual and community improvement.

#### Knowledge

Our candidates encounter numerous opportunities to comprehend and appreciate inquiry, analysis, and reflection as they strive to become effective professionals and educators. They recognize inquiry as “critical and transformative, a stance that is linked not only to high standards for the learning ... but also to social change and social justice and to individual and collective professional growth” (Cochran-Smith & Lytle, 1993, p. 38). Using campus and community resources, our candidates become professionals in their disciplines by learning a variety of responsible methods of inquiry to connect theory and practice (Darling-Hammond, 1994; Darling-Hammond & Bransford, 2005; Donnell & Harper, 2005). Inquiry-based strategies such as problem-based learning are increasingly being identified as effective mechanisms for fostering deep learning across disciplines (Hmelo-Silver, 2004; Dijkels, 2008).

Our candidates also know and understand the steps involved in critical reflection as a way of examining beliefs, encouraging insights, and discovering incongruities of individual and organizational learning (York-Barr, Sommers, Ghere, & Montie, 2001). So that the habits of reflection are realized, the faculty embraces the challenge of embedding reflection consistently and rigorously into research and practice and providing an intellectually stimulating environment that values critical examination of assumptions and practices.

#### Skills

As a foundation and commitment to scholarship, inquiry and research skills are taught and carefully nurtured in an atmosphere of rich historical and theoretical bases. Our candidates learn habits of mind so that they continually question and examine their learning, convictions, and environment (Costa & Kallick, 2000). Indeed, although the focus of inquiry varies by discipline, our candidates all develop skills to observe, record, reflect, analyze, and apply research to practice (Falk, 2004).

Scholarship also requires the skills of reflection, as our candidates build upon a research and theoretical base to reach higher levels of professional and personal meaning. Reflective skills include planning, adjusting to the situation, and analyzing what happened (Schon, 1983, 1987; van Manen, 1991). Being a reflective scholar begins with inquiry and metacognition but becomes apparent in processing and acting on the information (Fiore & Rosenquest, 2010; York-Barr, et al., 2001).

## Dispositions

Reflective scholarship is the lens through which professionals and educators see all aspects of their professional lives. Whether reflection on beliefs leads to a change in behavior or change of behavior precedes a change of beliefs, both are critical to candidate development (Brookfield, 1995; Cochran-Smith & Lytle, 2009). Our faculty and candidates see themselves as part of an evolving community of practitioners that engages in problem solving with courage and creativity (Schon, 1983; York-Barr, et al, 2001). Within a culture of interdisciplinary inquiry, deeper knowledge and subject-matter skills are connected to active interaction with a professional learning community (Dewey, 1938; DuFour & Eaker, 1998; Solomon & Morocco, 1999). Our candidates not only construct meaning from experience but also apply this knowledge beyond the situation in which it was learned (Senge et al., 2000).

As reflective multicultural scholars, our candidates learn that children from all ethnic and socioeconomic backgrounds can learn, and that differences do not have to be feared - rather they should be celebrated and used as a foundation of further learning (Banks, 2009; Heath, 1996; New London Group, 1996). They learn that understanding the problems of children being underprivileged goes far beyond skin color and ethnicity. Reflective scholars must also factor in issues of power and privilege (Farley, 2010) and use data in the context of decision making (Burns, M. K., Klingbeil, D. A., & Ysseldyke, J., 2010). College of Education students identify being committed to lifelong self-assessment and multicultural learning as a needed part of their professional development (Thompson, 2009a; 2009b).

The College of Education is committed to preparing professionals who conduct themselves according to the legal and ethical standards of their discipline. They convey, model, and promote positive standards of professional conduct (Mansfield, 2008) by exhibiting the dispositions of cultural proficiency, ethical consideration, and professional empathy. Systematic assessment and reflection are imperative for improving opportunities for children and adults within the diverse communities our candidates prepare to serve (Abbate-Vaughn, Frechon, & Wright, 2010; Gay, 2000; Lindsey, Robins, & Terrell, 2003; Zeichner, 2010).

## Figure 2. Goals/Outcomes Related to Preparing Reflective Scholars

As reflective scholars, our candidates will also need to keep up with new technologies and new ways that technologies can support learning (Clough, Jones, McAndrew, and Scanlon, 2008; Motiwalla, 2007), as well as ways that new technologies engender new forms of designing, representing and communicating meaning (Cope & Kalantzis, 2009). Mobile technologies, smartphones, tablet computers and many other new technology-related innovations represent a rapidly expanding resource for student learning, and an important new area of educational scholarship (Education Week, 2008).

As reflective scholars, our candidates learn to appreciate the continuity between theory and application and develop the ability to critique, conduct, and use research to generate and incorporate sustainable best practice. Candidates use a diverse array of inquiry methods to develop and determine their place within their evolving disciplines and changing communities. Our candidates use inquiry and reflection to make informed decisions and to recognize and articulate the ethical ramifications of research, inquiry, and practice.

As Reflective Scholars, our candidates ...

### Knowledge:

- understand methods of inquiry as tools for self- assessment, problem-solving, and decision-making;
- are cognizant of research and inquiry resources available on their campus, in their community, and within their discipline that support professional learning and development;
- understand the legal and ethical responsibilities of inquiry within their discipline;

### Skills:

- make conscientious, explicit, and judicious use of research in their discipline;
- take part in critical examinations of tools and processes that help practitioners assess outcomes;
- use observation, information, inquiry, and reflection as sources for evaluating and implementing best practice;
- make connections to other fields of study relevant to their own discipline;
- use diverse methods of inquiry to address issues of social justice and become leaders and agents of change;
- keep up with new technologies associated with learning innovation;
- evaluate and perform research in emerging new disciplines;

### Dispositions:

- believe inquiry and reflection are life-long learning activities necessary for the improvement of practice;
- are committed to the learning, assessment, and reflection necessary for informed decision making;
- are able to identify and articulate their changing perceptions of themselves and their world as a result of inquiry and reflection;
- conduct themselves as professionals according to the legal and ethical standards of their disciplines;
- believe that kids from all ethnic and socioeconomic backgrounds can learn and that differences are to be embraced and celebrated;
- are committed to being change agents who look beyond traditional answers to understand complex issues and meet the needs of all learners – advantaged and disadvantaged; and
- are committed to lifelong multicultural learning and self-assessment.

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## *Responsible Citizens*

Faculty and candidates in the College of Education believe education can transform individuals and society, and we acknowledge both our privilege and our responsibility to propose solutions and provide leadership for learning communities committed to democratic ideals and social justice. This commitment demands that faculty and candidates cultivate an understanding of the social, political, cultural, and economic influences operating in local and global 21<sup>st</sup> Century settings that shape the discourse within their individual disciplines.

### *Knowledge*

Faculty and candidates develop and expand their individual and collective knowledge by critically evaluating content and theories that inform practice and policy in a diverse array of education, clinical, and social settings. We acknowledge “the power of individual minds and the means by which culture aids or thwarts their realization” (Bruner, 1996, p. 6) and recognize that realities for individuals, families, cultural groups, and communities are situated and complex. We embrace the contributions of critical theory and critical pedagogy (Apple, 1995; Giroux, 1981; McClaren, 1998) which challenge us to critique “social reality, identify the actors to change it, and assign education a key role in social transformation” (Bohman, 2005, p. 18). We teach and learn from a premise of possibility and engage candidates in dialogues of respect that lead to a praxis and ‘pedagogy of hope’ (Freire, 1998).

Faculty and candidates celebrate the diversity that exists in our metropolitan community and in our learning environments. A growing body of research informs and inspires all of us to consider issues of ability, race, gender, socioeconomic status, age, religion, and sexual orientation, that impact how we teach, learn, and interact with, and within, our communities (Banks & Banks, 2003; Darder, Nieto, & Macedo, 2012; Gay, 2010; Landsman & Lewis, 2011; Lynch & Hanson, 2011; Nieto, S. 1999). Research (Astin, 1993; Bowen & Bok, 1998; Humphreys, 1998; Milem, 1994) has demonstrated that an integrated approach to diversity is associated with widespread beneficial effects for all learners. An integrated approach to diversity, “... improves their cognitive, affective development, racial understanding, satisfaction with college experience, sense of community, and civic participation: all qualities, one could agree, that will help them succeed in college as well as in a diverse, globalizing world” (Fernandez, 2004, para 5).

The College of Education continues to build a knowledge base that is inclusive, responsive, and empowering to our candidates, our university, and our community:

*UNO exists for the purpose of providing appropriate educational opportunities, discovering and disseminating knowledge through research and teaching, and offering public service to the citizens of the State, particularly the residents of the Omaha metropolitan area. Through these traditional, interdependent, and mutually-reinforcing functions, the faculty of UNO enrich the lives of students; advance the frontiers of knowledge; and contribute to the social, cultural, international, and economic development of the community, state, and region.*

(University of Nebraska Omaha, 2006.)

## Skills

The College of Education is committed to preparing educators and human development professionals who are socially responsible and dedicated to democratic ideals. As products of our educational programs, our candidates take responsibility for being active participants and change agents in their schools, organizations, and communities. Candidates demonstrate the ability to critically examine issues and actively pursue positive change when recognizing social or institutional inequity or harmful and unethical practice. We embrace the historical and fundamental ideal that education is an appropriate and critical venue in which our candidates advocate for social improvement (Dewey, 1916, Goodlad, 1990, 1994) and uphold the rights of children (Bedard, 2007; Osler & Starkey, 2010).

*The reconstruction of society depends, to a very great extent, upon the school. The school is the instrument by which a new society can be built, and through which the unworthy features of the existing society can be modified.* (Clopton & Ou, 1973, p. 213)

Faculty pursue and promote opportunities for candidates to analyze and reflect upon contemporary issues in their disciplines and communities. Informed candidates are able to identify stakeholders and recognize meaningful options relative to current issues in their field. Candidates become competent in developing programs and implementing interventions for positive change. Our empowered candidates demonstrate that thoughtful, committed people can change the world. It is through active and collaborative engagement (Novak, 1994) with individuals, families, cultural groups, family-school-community partnerships, and organizations that our candidates fully experience the power of freedom within a democratic society (Amatea, 2013; Anderson, Swick, & Yff, 2001; Cox-Petersen, 2011; Kelshaw, Lazarus, & Minier, 2009).

*Education either functions as an instrument which is used to facilitate the integration of generations into the logic of the present system and bring about conformity to it, or it becomes 'the practice of freedom', the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.* (Freire, 1998, p.16).

## Dispositions

Faculty work to ensure that our candidates have the personal and professional dispositions that support effective classrooms and workplaces in which the unique contributions of individuals, families, cultural groups, and organizations are acknowledged and respected. We believe that a supportive and caring environment best facilitates learning, growth, and development, and we are committed to enhancing our candidates' ability to form meaningful and positive relationships with their students, clients, and community (Amatea, 2013). Our faculty and candidates are capable of creating and sustaining socially just classrooms and workplaces. They care about providing individuals with the support and opportunity to pursue excellence in their personal and

professional journeys (Darder, Nieto, & Macedo, 2012).

Faculty and candidates recognize and integrate research on professional dispositions that support the development of responsible citizens who are curious, creative, and flexible in developing strong and positive relationships based on compassion and respect (Collinson, 1996; Wubbels, Levy, & Brekelmans, 1997). We believe that candidates who understand their own personal and professional strengths and needs will be better able to attend to the educational, social, emotional, and physical needs of all stakeholders in classroom and community settings.

*Effective teachers are effective people. They are warm and caring, they enjoy life, and they are enthusiastic about helping other people grow and develop. The teacher who is effective is one who combines these personal qualities (dispositions) with content and methods in order to impact on students in a positive way. (Taylor & Wasicsko, 2000, p. 9)*

### Figure 3. Goals/Outcomes Related to Preparing Responsible Citizens.

As responsible citizens, our candidates understand that diversity encompasses all community environments, cultural backgrounds, and exceptional learning needs. Our candidates seek out multiple perspectives and act as advocates for equity through self-awareness, inclusive values, and cultural competence. Our candidates create and implement plans of action that positively impact their local, national, and global communities.

As Responsible Citizens, our candidates...

#### Knowledge

- recognize the importance of the social, historical, and political contexts in which they live, learn, and practice;
- understand organizations and their roles within the local, national, and global communities;
- comprehend how context, culture, and power impact learning needs in diverse communities;
- conceptualize the rights of children;

#### Skills

- analyze and reflect on contemporary issues in light of the historical, philosophical, and sociological foundations of their disciplines;
- collaborate with individuals, families, cultural groups, and organizations to make informed and equitable decisions;
- participate actively in diverse professional and community organizations;
- engage in programs and projects aimed at improving social conditions;

#### Dispositions

- are committed to democratic ideals, social justice and children's rights;
- model sensitivity to all persons regardless of ability, race, ethnicity, cultural beliefs, socioeconomic status, gender, age, religion, sexual orientation, or disabling condition;
- appreciate the unique contributions of individuals, families, cultural groups, and organizations; and
- believe they can make a positive difference; and
- develop as advocates for children and families.

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## KNOWLEDGE BASES

The knowledge base is viewed as a dynamic entity that constantly emerges and changes. Each academic area (department/school) within the college has identified the knowledge bases/standards that guide its preparation programs. Each area establishes its mission statement congruent with the college's and university's mission. Furthermore, the academic areas define how their programs embody the three central principles. The descriptions of these knowledge bases have been organized according to the five academic areas in the college and the School Psychology program that resides in the College of Arts and Sciences.

### *Counseling Department (COUN)*

#### *Mission Statement*

The counselor preparation programs in the College of Education are committed to preparing a diverse candidate population at the master's degree level for professional service as school counselors, clinical mental health counselors, student affairs professionals, and /or for advanced study. Graduates of the program are prepared to function professionally within their areas of specialization. Service to the community is a major emphasis, with all faculty providing expertise to schools and service agencies and with degree candidates providing counseling through a department/college-sponsored clinic to children, families and individuals in the Omaha metropolitan area. Candidates within these programs are expected to demonstrate the knowledge, skills, dispositions, and ethical standards as set forth by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

#### *Knowledge Base*

The foundation of the counseling program knowledge base reflects standards from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009) and guidelines presented in the American School Counselor Association's (ASCA) National Model (2012). To model the content of these standards and to keep pace with the changing nature of a counselor's role, the program teaches candidates to demonstrate their competence as dedicated practitioners, reflective scholars, and responsible citizens.

#### *Embodiment of the Central Principles*

The counseling department is committed to preparing counselor candidates who possess the knowledge, skills, and dispositions of dedicated practitioners, reflective scholars, and responsible citizens.

*Dedicated Practitioners.* The Counseling Department prepares candidates who understand the diverse nature of human behaviors and relationships (Broderick & Blewitt, 2006; Santrock, 2011). Using this understanding, candidates are committed to assisting individuals and families manage their lives more effectively (Gladding, 2010). The specific skills necessary for this professional counseling practice are acquired through training in the following core areas: professional and ethical orientation; counseling theories; the helping relationship; developmental

theories; career development; group process and practice; research and assessment; social, cultural, and diversity understanding; and supervised experience (CACREP, 2009; Corey, 2008; Corey & Cullanan, 2006; Corsini & Wedding, 2008; Hood & Johnson, 2007; Ivey 2009; Nystul 2010; Rosenthal, 2011; Sue & Sue, 2007; Zunker, 2006 ).

*Reflective Scholars.* An effective counseling practice evolves from study, observation, experience, and reflection. The counseling program's curriculum is designed to incorporate a broad range of theoretical perspectives that provide candidates the necessary tools to choose and assess effective interventions. Regardless of individual theoretical orientation, all candidates are expected to practice in a reflective manner and to skillfully facilitate reflection in others. Becoming a reflective counseling practitioner involves the candidates' ability to develop knowledge, skills, and dispositions necessary to individualize their educational experience and to identify and implement best practices to assist clients and students to achieve their highest level of emotional, behavioral, and psychological health.

*Responsible Citizens.* Professionally skilled counselors foster healthy lifestyles and support democratic ideals by helping all individuals take responsibility for developing the skills necessary for becoming productive citizens. In addition to providing valuable educational experiences, we believe our candidates and program have an obligation to use these educational experiences as a means to advocate for social improvement (Dewey, 1916/1977; Freire, 1998). Therefore, to improve these skills, the program embraces service learning opportunities such as the counseling clinic, practica placements, and counseling field experiences.

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### *Department of Educational Leadership (EDL)*

#### *Mission Statement*

The mission of the EDL Department is to develop effective, visionary, intellectual, moral leaders who can cause positive change in education that will promote the success of all students. Following the Interstate School Leaders Licensure Consortium (ISLLC) standards (Council of Chief State School Officers, 2008), the faculty is dedicated to preparing leaders who are not only skilled leaders/managers of school culture but also are life-long scholars and catalysts for sustainable improvement in education.

#### *EDL Programs*

The Department of Educational Leadership offers advanced programs leading to the Master of Science Degree in Education (M.S.), and the Doctoral Degree in Education (Ed.D.) in conjunction with the University of Nebraska-Lincoln. The department also provides a non-degree administration endorsement program for candidates who have completed a master's degree. The department's degree and endorsement programs have a distinctive urban education orientation and are designed to prepare educators capable of providing successful leadership, particularly in metropolitan school districts.

#### *Embodiment of the Central Principles*

Candidates in Educational Administration and Supervision are equipped to assume the leadership roles of dedicated practitioners, reflective scholars, and responsible citizens. By demonstrating the knowledge, skills, and dispositions of leadership, administration and supervision, candidates are prepared to make a positive difference in their communities. EDL is committed to developing professionals by encouraging all candidates to embed sound educational and leadership theory into the practical applications of school leadership.

Candidates in EDL demonstrate they are **dedicated practitioners** through creating a learning environment that is safe, effective, and proficient in fulfilling its mission and operation. Through authentic learning experiences, service learning activities and internships our graduate candidates can effectively lead school improvement through to effective action. Our candidates develop the

knowledge of systems and the skills to have profound influence on academic outcomes. (Corrales & Rhodes, 2001; Senge et al., 2000).

Our candidates apply their leadership, communication and technology skills through real-world issues that impact their districts, schools and communities. Our candidates are immersed in courageous dialogue that stimulates, informs and illuminates concerns that generate momentum for growth and change in the areas of leadership, advocacy, social justice, equity, and cultural proficiency to meaningful action that can make excellence and equity in schools a reality. (Surface, Smith, Keiser, & Hayes, 2012; Campbell Jones, Campbell Jones, & Lindsey, 2010).

Leading change is actively fostered by the faculty, as change management is key in the role of leader. (Schein, 2010; Fullan, 2011; Fullan, 2005; Glickman, Gordon, & Ross-Gordon, 2004; Kotter, 2002). By viewing administration as both leadership and management candidates build upon interpersonal and organizational strengths to guide themselves and others in nurturing a dynamic learning culture (Fullan, 2005; Hersey, Blanchard, & Johnson, 2001; Jazsar & Algozzine, 2007).

School leadership candidates' **reflective scholar** outcomes are grounded in both the Doctor of Education (Ed.D.) and the Master's Degree (M.S.) preparation programs. The outcomes are aligned with the needs of PK-20 schools and are framed to 1) advance application of appropriate and specific practices, 2) generate new knowledge, and 3) foster stewardship of the profession (Carnegie Project on the Education Doctorate, CPED; 2007). Within all program coursework, practicums, seminars, field experiences, and scholarly writing, specifically the dissertation, is the desire for the candidate's ability to think, to perform, and to act with integrity (Shulman, 2005) while studying problems of practice from both theoretical and practical perspectives that are purposeful as well as fluid in response to the ever changing needs of schools, learners, and society (Perry, 2012). As scholar practitioners, graduates make a difference in the lives of individuals, families, organizations, and communities by examining issues of equity, ethics, and social justice using many different frames of reference to develop a big toolbox meaningful solutions (CPED, 2007; Perry, 2012).

Candidates in EDL dedicate themselves to being **responsible citizens** by acting with integrity, fairness and ethics (Shapiro & Stefkovich, 2005; Strike, Haller, & Soltis, 2005). Not only do they understand the larger cultural, economic, legal, social, and political context in which they operate, but they are encouraged to respond and interact with these influences in a proactive manner (Deal & Peterson, 2009; Lindsey, Robins, & Terrell, 2005). "Educational administration faculty address sociocultural consciousness, cultural proficiency, and community connections with candidates in an intentional developmental manner in order to promote measureable growth in knowledge, skills and dispositions of diversity" (Surface, Smith, Keiser, & Hayes, 2012, p.117). Leadership candidates perfect dispositions that allow them to collaborate with diverse individuals, families, and communities (Lindsey et al., 2005; Schein, 2010; Keiser & Smith, 2009) and to model sensitivity to all persons regardless of ability, race, ethnicity, cultural beliefs, socioeconomic status, gender, age, religion, or sexual orientation. By advocating and nurturing a school climate which is democratic, just, and culturally competent, school leaders promote the foundations of an enriched future (Marshall & Oliva, 2006; Sergiovanni, 1994).

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### *School of Health Physical Education and Recreation (HPER)*

#### *Mission Statement*

The School of HPER is dedicated to excellence, and the faculty is dedicated to teaching, scholarly activity, and service. The primary mission of the School of HPER is to prepare candidates for successful careers or advanced academic studies in Health Education, Physical Education, or Recreation. The faculty shares a common sense of purpose to provide the knowledge, resources, and opportunities that will enable candidates to possess the skills and dispositions necessary to become dedicated practitioners, reflective scholars, and responsible citizens.

#### *Knowledge Base*

HPER has undergraduate and graduate programs in athletic training, exercise science, health education, physical education, public health, and recreation and leisure studies. The National Association of Sport and Physical Education's (NASPE) *National Standards & Guidelines for Physical Education Teacher Education* (2008) have been adopted along with the Interstate Teacher Assessment and Support Consortium (InTASC) Principles as a framework for the physical education teacher preparation program. The InTASC Principles, the American Association for Health Education (AAHE) Standards, and The National Commission for Health Education Credentialing, Inc. (NCHEC) are the underlying principles of the Health Education Program. The Commission on Accreditation of Athletic Training Education (CAATE) guidelines are used as the framework for the Athletic Training Program. The National Recreation and Park Association (NRPA) and the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) standards and criteria are used as the framework for the Recreational Administration program.

#### *Embodiment of the Central Principles*

The School of HPER is committed to providing candidates with the knowledge, skills, and dispositions of dedicated practitioners, reflective scholars, and responsible citizens. The faculty provides the knowledge, resources, and opportunities that enable candidates to become leaders ready to fulfill critical roles in shaping the future of their communities.

The School of HPER prepares candidates to be **dedicated practitioners** who understand their dynamic profession and the context in which they work. Through a variety of practical experiences, classroom discussions, and research, candidates become secure in the skills necessary to practice in their chosen profession (Rovegno, 1993; Silverman & Tyson, 1994). Successful candidates will be prepared to acquire the knowledge needed to make fully informed

decisions, think critically, and actively engage in ongoing reflection to promote their profession and communities. (Cochran-Smith, 1999; Mosston & Ashworth, 2002)

The School of HPER mentors candidates to become **reflective scholars**. Through a variety of classroom, lab, research, and field experiences, candidates learn the skills necessary to reflect on their attitudes, behaviors, and dispositions and the overall impact on their constituencies (Byra & Sherman, 1993; Tsangaridou & O'Sullivan, 1997). The candidates then use assessment techniques appropriate for their environment to evaluate their performance and create an action plan for improvement (Collier, O'Sullivan, 1997; Zeichner & Liston, 1987). Through continual evaluation and research, the candidates will be prepared to model best practices and advance their profession (McBride & Cleland, 1998).

The School of HPER provides social and intellectual experiences that foster candidates' development as **responsible citizens**. These varied experiences allow candidates to develop an understanding of their role and responsibility to contribute in a diverse society (Graber, 1989; Hellison, 1995). Through observation, participation, and reflection, candidates become active participants and change agents in their schools, organizations, and communities (Lickona, 1991).

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### *Department of Special Education and Communication Disorders (SECD)*

#### Mission Statement

The mission of the Department of Special Education and Communication Disorders is to prepare **dedicated practitioners, reflective scholars, and responsible citizens** who are unique in their ability to facilitate, design, implement, and evaluate programs for individuals with disabilities. This is accomplished by creating opportunities for the acquisition and maintenance of knowledge, skills, and dispositions as prescribed by the Council for Exceptional Children, the Council for Academic Accreditation, and state and federal agencies. Undergraduate and graduate candidates follow a course of study with accompanying practical experiences that are grounded in learned society theory, research, evidence-based practice, and experience. Our candidates develop essential interpersonal skills that make them valued members of collaborative, interdisciplinary teams in a variety of settings. They evolve into independent, critical thinkers who recognize and integrate the professional ethics of their chosen career with the needs and values of individuals with disabilities, their families, and the employment / community environments.

#### SECD Programs

The Department of Special Education and Communication Disorders offers initial and advanced level programs. At the initial level, candidates may pursue teacher preparation in mild moderate disabilities or in education of the deaf/hard of hearing. These programs are completed simultaneously with a program in either elementary or secondary education. Candidates may also pursue an endorsement in teaching American Sign Language as a World Language or they may choose the Sign Language Interpreter track. At the advanced level, the department offers programs that lead to endorsement in behavioral disorders and mild moderate disabilities. Also at the advanced level, the department offers preparation for speech language pathologists (SLP). In Nebraska, the graduate degree is required for initial certification as an SLP. Finally, the department offers preparation for educational sign language interpreters. This preparation track does not lead to certification.

#### Knowledge Base

Special education preparation programs within the department are based on standards promulgated by the Council for Exceptional Children (CEC), the Council on Education of the

Deaf (CED), and the Nebraska Department of Education. The speech language pathology (SLP) program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) through 2020. In addition, the SLP program meets the standards of the Nebraska Department of Education.

### Embodiment of the Central Principles

As ***dedicated practitioners***, our candidates understand that special education and communication disorders are dynamic fields that require lifelong learners (ASHA, 2010; CEC, 2010). Our programs provide candidates with the historical information that serves as the foundation for special education and communication disorders programs today (Friend & Bursuck, 2012). Candidates are prepared to collect and utilize assessment information when making program and instructional decisions for individuals with disabilities and those responsible for the programs (ASHA, 2007; Salvia, Ysseldyke, & Bolt, 2012). They select research-based and theory-supported instructional and behavioral strategies based on an individual's exceptional learning and communication needs. These strategies are at the core of individualized programs comprised of appropriate adaptations and accommodations (Battle, 2002; Vaughn, & Bos). Our programs emphasize the importance of collaborative problem-solving in order to facilitate inclusion in all contexts and to assist individuals with disabilities in successfully generalizing skills (Friend, 2012; Jacobowitz, 2007; Kroth & Edge, 2007).

As ***reflective scholars***, our candidates learn to act upon the dynamic interplay of theory, research, and practice (Balk, 2005; Hutchins, Huber, & Ciccone, 2011). Candidates learn to apply a decision-making strategy whereby they continuously analyze, synthesize, evaluate, and apply new knowledge as it relates to the unique and diverse educational, functional, and vocational needs of children and adults with disabilities (Anderson & Krathwohl, 2001). The knowledge and understanding that is derived through such critical reflection enables our candidates to carefully select context-specific interventions that are grounded in scholarship and to appropriately measure the response to those interventions (Fuchs, Fuchs, & Compton, 2012). In addition to acquiring the essential knowledge, skills, and dispositions that are informed by theory and research, our candidates understand that any beliefs, assumptions, or hypotheses regarding best practices in the fields of special education and communication disorders must be continuously reevaluated throughout their professional career (ASHA, 2005; Dyches, Carter, & Prater, 2012; Larrivee, 2005).

As ***responsible citizens***, our candidates are expected to reach beyond their professional career and impact their community on all levels (Wehman, 2012). Our candidates are mentored by many professionals to take initiative as responsible citizens through their involvement in service learning projects (Dewey, 1916/1977; Furco & Billig, 2002; Jones, Dohrn, & Dunn, 2004), student professional organizations, campus organizations, community partnerships (Wehman, 2012), and numerous clinics, student teaching, and externships. As a part of their training, they participate in several on campus clinics that not only shape their problem solving skills, but also serve as important resources for the community (Coles, 1993). Candidates are expected to work collaboratively in shaping their communities in ways that result in self-advocacy and empowerment for persons with disabilities (Friend, 2012; Sileo & Prater, 2012).

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### *Teacher Education Department (TED)*

#### *Mission Statement*

The mission of the Teacher Education Department (TED) is to offer quality programs leading to initial certification and advanced degree programs leading to professional certification or added endorsements. As a faculty we are committed to promoting socially responsible learning communities that honor and empower all learners. We strive to model best practices that prepare professionals who demonstrate intentional competence as dedicated practitioners, reflective scholars, and responsible citizens.

#### *Knowledge Base*

TED has initial programs in elementary and secondary education. The Interstate Teacher Assessment and Support Consortium (InTASC) Principles have been adopted as a framework for these programs. At the advanced level TED offers programs in elementary, secondary, and reading. The Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS) have been adopted as a framework for these programs. Both the initial and advanced programs are aligned with specialized professional associations (SPA) standards as reflected in Nebraska Rule 24 requirements.

The table below identifies the endorsements offered in our programs as well as the standards that provide a framework for the knowledge, skills, and dispositions integrated into the professional courses required for program completion.

Endorsement	Framework	SPA Standards (Nebraska Rule 24)
Elementary Education	InTASC	Association for Childhood Education International (ACEI)
Early Childhood Education	InTASC	National Association for the Education of Young Children (NAEYC)
ESL	InTASC	Teachers of English to Speakers of Other Languages (TESOL/NCATE)
Deaf or Hard of Hearing (K-9)	InTASC	Council for Exceptional Children/Council on Education of the Deaf (CEC/CED)

Foreign Language	InTASC	American Council on the Teaching of Foreign Languages (ACTFL)
Library Media	InTASC	American Library Association (ALA)/American Association of School Librarians (AASL)
Mild/Moderate Disabilities	InTASC	Council for Exceptional Children (CEC)
Physical Education	InTASC	National Association of Sport & Physical Education (NASPE)
<b>Secondary Education-Field Endorsements</b>		
Art (K-12)	InTASC	National Art Education Association (NAEA)
Deaf or Hard of Hearing (K-9)	InTASC	Council for Exceptional Children/Council on Education of the Deaf (CEC/CED)
Language Arts	InTASC	National Council of Teachers of English (NCTE), International Reading Association (IRA)
Mathematics	InTASC	National Council of Teachers of Mathematics (NCTM)
Music (K-12)	InTASC	Music Educators National Conference (MENC)
Natural Science	InTASC	National Science Teachers Association (NSTA)
Physical Science	InTASC	National Science Teachers Association (NSTA)
Social Science	InTASC	National Council for the Social Studies (NCSS)
Speech and Theatre	InTASC	National Communication Association (NCA)
<b>Secondary Education-Subject Endorsements</b>		
Basic Business	InTASC	National Business Education Association (NBEA)
Biology	InTASC	National Science Teachers Association (NSTA)
Chemistry	InTASC	National Science Teachers Association (NSTA)
Earth Science	InTASC	National Science Teachers Association (NSTA)
English	InTASC	National Council of Teachers of English (NCTE), International Reading Association (IRA)
French	InTASC	American Council on the Teaching of Foreign Languages (ACTFL)
Geography	InTASC	National Council for the Social Studies (NCSS), National Council for Geographic Education (NCGE)
German	InTASC	American Council on the Teaching of Foreign Languages (ACTFL)
Health Education	InTASC	American Alliance for Health Education (AAHPERD)
Deaf or Hard of Hearing (7-12)	InTASC	Council for Exceptional Children/Council on Education of the Deaf (CEC/CED)
History	InTASC	National Council for the Social Studies (NCSS), National Center for History in the Schools (NCHS)
Journalism	InTASC	Journalism Education Association (JEA)
Library Media	InTASC	American Library Association (ALA)/American Association of School Librarians (AASL)
Mild/Moderate Disabled	InTASC	Council for Exceptional Children (CEC)
Marketing	InTASC	National Business Education Association (NBEA)
Physical Education (K-6; 7-12)	InTASC	National Association of Sport & Physical Education (NASPE)
Physical Education (7-12)	InTASC	National Association of Sport & Physical Education (NASPE)
Physics	InTASC	National Science Teachers Association (NSTA)
Political Science	InTASC	National Council for the Social Studies (NCSS), Center for Civic Education
Spanish	InTASC	American Council on the Teaching of Foreign Languages (ACTFL)

Speech	InTASC	National Communication Association (NCA)
<b>Secondary-Supplemental Endorsements</b>		
Adapted P. E.	InTASC	National Association of Sport & Physical Education (NASPE)
Coaching	InTASC	National Association of Sport & Physical Education (NASPE)
English as a Second Language	InTASC	Teaching of English to Speakers of Other Languages (TESOL)
Cooperative Ed-Diversified Occupations	InTASC	National Business Education Association (NBEA)
<b>Advanced/Graduate Only Endorsements</b>		
Bilingual Education	NBPTS	Center on Standards & Assessment Implementation (CSAI), American Council on the Teaching of Foreign Languages (ACTFL)
Early Childhood Education	NBPTS	National Association for the Education of Young Children (NAEYC)
ESL/ELL	NBPTS	Teaching of English to Speakers of Other Languages (TESOL)
Reading Specialist (PK-12)	NBPTS	International Reading Association (IRA), National Council of Teachers of English (NCTE)
Reading & Writing (7-12)	NBPTS	International Reading Association (IRA), National Council of Teachers of English (NCTE)
School Library	NBPTS	American Library Association (ALA)/American Association of School Librarians (AASL)

### *Embodiment of the Central Principles*

TED is committed to preparing candidates who possess the knowledge, skills, and dispositions of dedicated practitioners, reflective scholars, and responsible citizens. Our programs provide candidates with critical content and learning opportunities requisite for developing ethical leaders who shape the future of their communities.

TED prepares candidates as **dedicated practitioners** who possess a broad understanding of the social, historical, and political contexts in which they will teach (Delpit, 1995; Friere, 1998). Our programs provide an academic foundation of content and pedagogical knowledge and foster a disposition for lifelong learning (Brophy, 1991; Cochran-Smith, 1999; Darling-Hammond & Bransford, 2005; Grossman, 1990; Grossman, Wilson & Shulman, 1989; Lortie, 1975; Shulman, 1987; Zumwalt, 1989). Our candidates place students at the center of their teaching, recognizing the importance of creating safe, inclusive learning environments. They develop and refine their ability to make informed instructional decisions based on relevant evidence generated from both formative and summative data (Black & Wiliam, 1998; Stiggins, 1997; Wiggins, 1998; Wiggins & McTighe, 1998), and they are able to implement best practices for promoting developmentally appropriate cognitive, affective, and psychomotor growth for all learners (Boyer, 1990; Darling-Hammond & Bransford, 2005; Goodlad, 1990; Newman, 1992; Wilson, Shulman, & Richert, 1987). They are committed to providing equal opportunities to all P-12 students and possess the ability to design and deliver adaptive, flexible instruction that capitalizes on what students bring to the learning task as well as challenging them to make connections across content knowledge and skills, leading to higher order thinking through problem-posing and problem-solving (Bloom, 1956; Bruner, 1960/1977; Marzano, Pickering, & Pollock, 2001; Vygotsky, 1978).

TED fosters **reflective scholars** who engage in thoughtful analysis of their teaching that results in conscious competence as professionals. By utilizing reflection-for-action (planning), reflection-in-action (during teaching), and reflection-on-action (analysis of teaching and

learning), our candidates become skilled at recognizing teaching episodes that they will need to refine or remediate as well as those they will want to replicate (Brookfield, 1995; Dewey, 1916/1977; Schon, 1987; van Manen, 1991; Zeichner & Liston, 1987). Our programs provide opportunities for candidates to comprehend and appreciate research literature that leads to an understanding of how research and theory inform their practice (Darling-Hammond & Bransford, 2005). They learn to use methods of inquiry for self-assessment and problem-solving, and they develop skills for implementing action research in their classrooms (Cochran-Smith & Lytle, 1993).

TED mentors candidates to become **responsible citizens** who value diversity and the urban, global perspectives that permeate our schools and community. Dispositions related to professional and ethical behavior and respect for people regardless of race, gender, socioeconomic status, age, religion, sexual orientation, or disabling conditions are integrated throughout course work and monitored closely in field experiences. Through reading, discussion, and contextual experiences such as service learning our candidates are challenged to critically examine socio-political issues that impact programs in our schools, to value the right and to assume the responsibility for being advocates for social and institutional equity, and to become positive change agents in their schools and communities (Banks, 1997; Freire, 1998; Fullan, 1991; Gay, 2010; Kelshaw, Lazarus, & Minier, 2009; Ladson-Billings, 1995; Moll & Greenberg, 1990; Zeichner, 1993).

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## *School Psychology Program*

### *Mission Statement*

Consistent with the mission of the University of Nebraska at Omaha (UNO), the UNO School Psychology Program's mission is to graduate students who have met high levels of academic excellence relevant to the knowledge and skills in the profession of school psychology and have engaged in and are committed to the community. The program is designed to prepare graduates to function as scientist-practitioners in service to children and their families, schools, and communities. The program emphasizes an indirect service delivery approach that is oriented in data-based problem-solving and is responsive to cultural and ecological contexts. Although indirect approaches are emphasized (e.g., consultation, assessment, prevention, and early intervention), graduates are prepared to apply direct psychological services (e.g., individual, group, and systems level interventions) when conditions warrant.

The philosophy of the UNO School Psychology Program is grounded in strong theoretical and empirical ecological and systems psychology as the fundamental approach to understanding children's emotional, social, and academic development. The training objectives are based on the most current research in school and clinical psychology, education, research methods, supervision, child development, social psychology, and community psychology.

The program has a strong orientation towards utilizing community resources as partners in training, which allows for meaningful and diverse community service learning and field experiences that are integrated throughout most core school psychology courses. The diverse metropolitan community of schools serves as a training ground for students in each year of the program. An expanded definition of diversity, which includes respect for individuals from all aspects of culture, ethnicity, sexual orientation, religious preferences, and socioeconomic background, is valued in the program. UNO is a metropolitan university that values the dynamic and culturally rich nature of the community, and the program is dedicated to training students in the importance of valuing and serving diverse individuals and groups. The university and the School Psychology Program adhere to applying these values to admissions, training, evaluation, research, and the community through service learning activities. In this capacity, the program provides educational leadership and community development to its constituents.

The sequential and comprehensive nature of the curriculum provides students with a program that builds from year to year, culminating with the year-long internship. Field experiences are integrated with theoretical foundations throughout the training experience.

The program builds on student strengths through close working partnerships between faculty and students in all facets of professional preparation, including professional development goals, individualized supervision, and annual progress reviews. Students have a solid voice in program decisions.

Program faculty engage in reflective practices and continuous improvement. This ongoing assessment of individual and program effectiveness allows the program and its graduates to track progress toward the program's training objectives.

The program meets the *Standards for Graduate Preparation of School Psychologists* set forth by the National Association of School Psychologists (NASP, 2010) and views these standards as an integrated part of the program's general training objectives. These standards include: 1) data-based decision making and accountability; 2) consultation and collaboration; 3) interventions and instructional support to develop academic skills; 4) interventions and mental health services to develop social and life skills; 5) school-wide practices to promote learning; 6) preventive and responsive services; 7) family-school collaboration services; 8) diversity in development and learning; 9) research and program evaluation; and 10) legal, ethical, and professional practice.

In addition, the program's training objectives (and the NASP standards integrated within them) are consistent with NASP's *School Psychology: A Blueprint for Training and Practice III (Blueprint III; Ysseldyke et al., 2006)*. *Blueprint III* embraces two main outcomes for training and practice in school psychology: build and maintain the capacities of educational systems and improve competencies for all children and youth. To address these two main outcomes, *Blueprint III* identifies eight functional and foundational competencies that all school psychologists should hold (interpersonal and collaborative skills; diversity awareness and sensitive service delivery; technological applications; professional, legal, ethical, and social responsibility, data-based decision-making and accountability; systems-based service delivery; enhancing the development of cognitive and academic skills; and enhancing the development of wellness, social skills, and life competencies). The UNO School Psychology Program seeks to graduate students prepared to function as competent practitioners with these eight competencies ready to provide school psychology services at universal, targeted, and intensive levels of service delivery as espoused by *Blueprint III*.

### Knowledge Base

The school psychology preparation program meets the *Standards for Graduate Preparation of School Psychologists* set forth by the National Association of School Psychologists (NASP, 2010) and views these standards as a more specific execution of the program's general training objectives.

These standards include: 1) data-based decision making and accountability; 2) interpersonal communication, collaboration, and consultation; 3) effective instruction and development of cognitive/academic skills; 4) socialization and development of life competencies; 5) student diversity in development and learning; 6) school structure, organization, and climate; 7) prevention, wellness promotion, and crisis intervention; 8) home/school/community collaboration; 9) research and program evaluation; 10) legal, ethical practice, and professional development; and 11) information technology.

In addition, the program's training objectives (and the NASP standards integrated within them) are consistent with NASP's *School Psychology: A Blueprint for Training and Practice III* (Blueprint III; Ysseldyke et al., 2006). Blueprint III embraces two main outcomes for training and practice in school psychology: build and maintain the capacities of educational systems and improve competencies for all children and youth. To address these two main outcomes, Blueprint III identifies eight functional and foundational competencies that all school psychologists should hold (interpersonal and collaborative skills; diversity awareness and sensitive service delivery; technological applications; professional, legal, ethical, and social responsibility, data-based decision-making and accountability; systems-based service delivery; enhancing the development of cognitive and academic skills; and enhancing the development of wellness, social skills, and life competencies). The UNO School Psychology Program seeks to graduate students prepared to function as competent practitioners with these eight competencies ready to provide school psychology services at universal, targeted, and intensive levels of service delivery as espoused by Blueprint III.

### *Embodiment of the Central Principles*

Based on the program's philosophy, students are trained according to the following objectives. The primary means of accomplishing each objective are listed as actions. While we have separated them for the ease of understanding, the interrelated nature of these objectives is clearly understood and articulated by program faculty in student supervision and coursework. NASP standards and relevant *Blueprint III* domains (which are described in the next section) are indicated in parentheses.

**Objective 1:** Students will acquire the knowledge and skills represented in the scientist-practitioner model of school psychology.

**Action 1.1:** Students will read and critique scholarly work throughout their coursework. During all their field experiences, students will read, evaluate, and apply research and theory to the field work. The theories learned in the core proseminar sequence will be integrated into the decisions made in the field. As a result, all work applying to children, teachers, parents, staff, and systems will require an empirically-based approach.

**Action 1.2 (NASP 9):** The extensive nature of research and field experiences in the program allows for the application of empirical and theoretical knowledge toward skills development. Students will demonstrate knowledge of research, statistics, and evaluation methods. They will evaluate research, translate research into practice,

and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.

**Action 1.3:** Students will evaluate program effectiveness and impact at the individual, small group, and systems level.

**Objective 2:** Students will acquire the knowledge and skills to become data-based problem-solvers for individual, group, and system level issues. Data-based decision-making permeates every aspect of professional practice.

**Action 2.1:** Students will learn and use the Response to Intervention model throughout coursework and field experiences. This model is grounded in a problem-solving approach and functional behavioral assessment.

**Action 2.2 (NASP 2; Blueprint III A1):** Students will develop knowledge and skills of consultation through a consultation course and field experiences. Students have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. Students collaborate effectively with others in planning and decision-making processes at the individual, group, and systems levels.

**Action 2.3 (NASP 1; Blueprint III B1):** Students will use psychometrically sound assessment techniques through their assessment courses, practica, and internships and demonstrate understanding of psychometric properties. Students have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. Students use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

**Action 2.4 (NASP 3; Blueprint III B3):** Students will demonstrate knowledge and use of empirically validated intervention techniques for cognitive and academic concerns through their intervention courses and practica. Students have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. Students, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs, implement interventions to achieve those goals, and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.

**Action 2.5 (NASP 4; Blueprint III B4):** Students will demonstrate knowledge and use of empirically validated intervention techniques for social/emotional/behavioral concerns through their intervention courses and

practica. Students have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. Students, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.

**Action 2.6 (NASP 5; Blueprint III B2):** Students have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. Students work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

**Action 2.7 (NASP 6; Blueprint III B4):** Students have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. Students provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students. Students have knowledge of principles related to resilience and risk factors in learning and mental health, prevention services, and strategies for crisis response.

**Action 2.8 (NASP 7; Blueprint III B2):** Students have knowledge of family systems, including family strengths and influences on students' development, learning, and behavior, and of methods to involve families in education and service delivery. Students work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

**Objective 3 (Blueprint III A2):** Students will practice in a respectful and sensitive manner when addressing the needs of individuals from diverse backgrounds.

**Action 3.1 (NASP 8):** Students have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning.

**Action 3.2:** Through field experiences, students will experience psychological and educational interactions with consultees and clients from diverse backgrounds. Students demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

**Objective 4.** Students will become reflective practitioners and productive contributors to the profession and will behave in accordance with ethical, legal, and professional guidelines.

**Action 4.1:** Students will reflect on their course content and field experiences in class discussions and written work.

**Action 4.2:** Students will participate in the school psychology student organization.

**Action 4.3:** Students will receive feedback about their performance and progress toward achieving program objectives and use that feedback to improve performance and progress.

**Action 4.4:** Students will participate in and contribute to local, state, and national conferences and professional development activities.

**Action 4.5:** Students will contribute to the ongoing improvement of the UNO School Psychology Program.

**Action 4.6 (NASP 10; Blueprint III A4):** Students have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. Students practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.

**Action 4.7 (Blueprint III A4):** Students have knowledge of information sources and technology relevant to their work. Students access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.

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## ALIGNMENT OF CANDIDATE PROFICIENCIES

### Initial Level Programs

All programs that lead to initial teacher certification meet the standards prescribed by the Nebraska Department of Education (NDE). NDE guidelines follow the standards and competency expectations of learned societies, professional accrediting bodies, and specialty program areas when available. In addition, initial level programs have been aligned with the InTASC Principles. The following matrices show how NDE, national standards, and specialty program area standards align with the outcome expectations for the three central principles. Unless otherwise noted, NDE and specialty program area standards have been combined in one column.

#### *Health Physical Education and Recreation*

<b>Alignment of Central Principles with State, National, and Specialty Program Standards</b>		
<b>Initial Level Programs in the School of Health, Physical Education, and Recreation</b>		
<b>Central Principle</b>	<b>National Standard (InTASC<sup>1</sup>)</b>	<b>NDE/SPA Standards (NASPE<sup>2</sup>)</b>
<i>As Dedicated Practitioners, our candidates:</i>		
<i>Knowledge:</i>		
have comprehensive knowledge of the content in their disciplines	1, 4	1, 2
know effective strategies and techniques in their disciplines	8	3, 4
understand cognitive processes associated with learning and knowledge construction	1	3, 4, 5
understand best practices in assessment and evaluation	6	3, 4, 5
<i>Skills</i>		
design instruction and interventions that are developmentally appropriate	2, 7, 8	1, 2, 3
apply multiple strategies and techniques to create opportunities for diverse learners	3, 7, 8	1, 2, 3, 4, 5
model problem solving, reflection, and critical thinking skills	5	4, 5, 6
use assessment and evaluation to inform best practice	6	3, 4, 5
<i>Dispositions</i>		
believe all individuals can learn, grow, change, and succeed	2	5, 6
assume responsibility for their own learning and provide opportunities for others to do the same	7, 9	6

model professionalism, responsibility, and reflection	9, 10	5, 6
1 <a href="http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf">http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf</a>		
<a href="http://www.aahperd.org/naspe/standards/nationalStandards/PETEstandards.cfm">http://www.aahperd.org/naspe/standards/nationalStandards/PETEstandards.cfm</a>		

<b>Alignment of Central Principles with State, National, and Specialty Program Standards</b>		
<b>Initial Level Programs in the School of Health, Physical Education, and Recreation</b>		
<b>Central Principle</b>	<b>National Standard (InTASC<sup>1</sup>)</b>	<b>NDE/SPA Standards (NASPE<sup>2</sup>)</b>
<i>As Reflective Scholars, our candidates:</i>		
<i>Knowledge:</i>		
understand methods of inquiry as tools for self-assessment, problem-solving, and decision-making	5	1, 2, 5
are cognizant of research and inquiry resources available on their campus, in their community, and within their discipline that support professional learning and development	10	3, 4, 5, 6
understand the legal and ethical responsibilities of inquiry within their discipline	9	3, 4, 5, 6
<i>Skills</i>		
make conscientious, explicit and judicious use of research in their discipline	6	3, 4, 5, 6
take part in critical examinations of tools and processes that help practitioners assess outcomes	7, 8	3, 4, 5, 6
use observation, information, inquiry, and reflection as sources for evaluating and implementing best practice	6	3, 4, 5, 6
make connections to other fields of study relevant to their own discipline	10	3, 4, 5, 6
use diverse methods of inquiry to address issues of social justice and become leaders and agents of change	2, 7, 9	3, 4, 5, 6
keep up with new technologies associated with learning innovations	8, 10	3, 4, 5, 6
evaluate and perform research in emerging new disciplines	10	4, 5, 6
<i>Dispositions</i>		
believe inquiry and reflection are life-long learning activities necessary for the improvement of practice	9, 10	6
are committed to the learning, assessment, and reflection necessary for informed decision making	6	6
are able to identify and articulate their changing perceptions of themselves and their world as a result of inquiry and reflection	9, 10	5, 6
conduct themselves as professionals according to the legal and ethical standards of their disciplines	9	6
believe that children from all ethnic and socioeconomic backgrounds can learn and that differences are to be embraced and celebrated	2	3, 4, 6

are committed to being change agents who look beyond traditional answers to understand complex issues and meet the needs of all learners – advantaged and disadvantaged	2, 10	3, 4, 6
are committed to lifelong multicultural learning and self-assessment	2, 6	3, 4, 6
<a href="http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf">1 http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf</a>		
<a href="http://www.aahperd.org/naspe/standards/nationalStandards/PETEstandards.cfm">http://www.aahperd.org/naspe/standards/nationalStandards/PETEstandards.cfm</a>		

<b>Alignment of Central Principles to State, National, and Specialty Program Standards</b>		
<b>Initial Level Programs in the School of Health, Physical Education, and Recreation</b>		
<b>Central Principle</b>	<b>National Standard (InTASC<sup>1</sup>)</b>	<b>NDE/SPA Standards (NASPE<sup>2</sup>)</b>
<i>As Responsible Citizens, our candidates:</i>		
<i>Knowledge</i>		
recognize the importance of the social, historical, and political contexts in which they live, learn, and practice	5	6
understand organizations and their roles within the local, national, and global communities	9, 10	6
comprehend how context, culture, and power impact learning needs in diverse communities	2	5, 6
conceptualize the rights of children	9	5, 6
<i>Skills</i>		
analyze and reflect on contemporary issues in light of the historical, philosophical, and sociological foundations of their disciplines	9, 10	5, 6
collaborate with individuals, families, cultural groups, and organizations to make informed and equitable decisions	9	6
participate actively in diverse professional and community organizations	10	6
engage in programs and projects aimed at improving social conditions	10	6
<i>Dispositions</i>		
are committed to democratic ideals and social justice, and children's rights	10	4, 5, 6,
model sensitivity to all persons regardless of race, ethnicity, cultural beliefs, socioeconomic status, gender, age, religion, sexual orientation, or disabling condition	2	3, 4, 5, 6
appreciate the unique contributions of individuals, families, cultural groups, and organizations	2, 10	3, 4, 5, 6
believe they can make a positive difference	9	5, 6
develop as advocates for children and families	10	5, 6
<a href="http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf">1 http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf</a>		
<a href="http://www.aahperd.org/naspe/standards/nationalStandards/PETEstandards.cfm">http://www.aahperd.org/naspe/standards/nationalStandards/PETEstandards.cfm</a>		

*Department of Special Education and Communication Disorders*

<b>Alignment of Central Principles with State, National, and Specialty Program Standards</b>		
<b>Initial Level Programs in Special Education &amp; Communication Disorders</b>		
<b>Central Principle</b>	<b>National Standard (InTASC<sup>1</sup>)</b>	<b>NDE/SPA Standards (CEC<sup>2</sup>)</b>
<i>As Dedicated Practitioners, our candidates:</i>		
<i>Knowledge:</i>		
have comprehensive knowledge of the content in their disciplines	1, 4	1, 3
know effective strategies and techniques in their disciplines	8	3, 5
understand cognitive processes associated with learning and knowledge construction	1	1
understand best practices in assessment and evaluation	6	4
<i>Skills</i>		
design instruction and interventions that are developmentally appropriate	2, 7, 8	3, 5
apply multiple strategies and techniques to create opportunities for diverse learners	3, 7, 8	3, 5
model problem solving, reflection, and critical thinking skills	5	3, 5
use assessment and evaluation to inform best practice	6	4
<i>Dispositions</i>		
believe all individuals can learn, grow, change, and succeed	2	1, 6
assume responsibility for their own learning and provide opportunities for others to do the same	7, 9	6
model professionalism, responsibility, and reflection	9, 10	6
1 <a href="http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf">http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf</a>		
<a href="http://www.cec.sped.org/Standards?sc_lang=en">http://www.cec.sped.org/Standards?sc_lang=en</a>		

<b>Alignment of Central Principles with State, National, and Specialty Program Standards</b>		
<b>Initial Level Programs in Special Education &amp; Communication Disorders</b>		
<b>Central Principle</b>	<b>National Standard (InTASC<sup>1</sup>)</b>	<b>NDE/SPA Standards (CEC<sup>2</sup>)</b>
<i>As Reflective Scholars, our candidates:</i>		
<i>Knowledge:</i>		
understand methods of inquiry as tools for self-assessment, problem-solving, and decision-making	5	6
are cognizant of research and inquiry resources available on their campus, in their community, and within their discipline that support professional learning and development	10	6
understand the legal and ethical responsibilities of inquiry within their discipline	9	6
<i>Skills</i>		
make conscientious, explicit and judicious use of research in their discipline	6	3, 5, 6
take part in critical examinations of tools and processes that help practitioners assess outcomes	7, 8	3, 4, 5
use observation, information, inquiry, and reflection as sources for evaluating and implementing best practice	6	4, 6
make connections to other fields of study relevant to their own discipline	10	6
use diverse methods of inquiry to address issues of social justice and become leaders and agents of change	2, 7, 9	6
keep up with new technologies associated with learning innovations	8, 10	5
evaluate and perform research in emerging new disciplines	10	6
<i>Dispositions</i>		
believe inquiry and reflection are life-long learning activities necessary for the improvement of practice	9, 10	6
are committed to the learning, assessment, and reflection necessary for informed decision making	6	4, 5
are able to identify and articulate their changing perceptions of themselves and their world as a result of inquiry and reflection	9, 10	6
conduct themselves as professionals according to the legal and ethical standards of their disciplines	9	6, 7
believe that children from all ethnic and socioeconomic backgrounds can learn and that differences are to be embraced and celebrated	2	1,2
are committed to being change agents who look beyond traditional answers to understand complex issues and meet the needs of all learners – advantaged and disadvantaged	2, 10	1, 2, 6
are committed to lifelong multicultural learning and self-assessment	2, 6	1, 2, 6
1 <a href="http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf">http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf</a>		
2 <a href="http://www.cec.sped.org/Standards?sc_lang=en">http://www.cec.sped.org/Standards?sc_lang=en</a>		

<b>Alignment of Central Principles to State, National, and Specialty Program Standards</b>		
<b>Initial Level Programs in Special Education &amp; Communication Disorders</b>		
<b>Central Principle</b>	<b>National Standard (InTASC<sup>1</sup>)</b>	<b>NDE/SPA Standards (CEC<sup>2</sup>)</b>
<i>As Responsible Citizens, our candidates:</i>		
<i>Knowledge</i>		
recognize the importance of the social, historical, and political contexts in which they live, learn, and practice	5	1, 2
understand organizations and their roles within the local, national, and global communities	9, 10	6, 7
comprehend how context, culture, and power impact learning needs in diverse communities	2	1, 2
conceptualize the rights of children	9	6
<i>Skills</i>		
analyze and reflect on contemporary issues in light of the historical, philosophical, and sociological foundations of their disciplines	9, 10	1, 3
collaborate with individuals, families, cultural groups, and organizations to make informed and equitable decisions	9	7
participate actively in diverse professional and community organizations	10	6,7
engage in programs and projects aimed at improving social conditions	10	6
<i>Dispositions</i>		
are committed to democratic ideals and social justice, and children's rights	10	6
model sensitivity to all persons regardless of race, ethnicity, cultural beliefs, socioeconomic status, gender, age, religion, sexual orientation, or disabling condition	2	6
appreciate the unique contributions of individuals, families, cultural groups, and organizations	2, 10	1
believe they can make a positive difference	9	6
develop as advocates for children and families	10	6
<a href="http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf">http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf</a>		
<a href="http://www.cec.sped.org/Standards?sc_lang=en">http://www.cec.sped.org/Standards?sc_lang=en</a>		

*Teacher Education Department*

All initial level programs have adopted the InTASC Principles as the framework for their programs. In addition, specialty program standards are followed in specific endorsement/content areas. Space limitations prevent displaying all of the separate endorsement areas. Rather, alignment of the central principles with the InTASC principles is shown. The state and national specialty program area standards are shown on pages 29-30 of this document. In addition, an alignment matrix is completed for each program area as part of the state review process.

<b>Alignment of Central Principles with State, National, and Specialty Program Standards</b>	
<b>Initial Level Programs in Teacher Education Department</b>	
<b>Central Principle</b>	<b>National Standard (InTASC<sup>1</sup>)</b>
<i>As Dedicated Practitioners, our candidates:</i>	
<i>Knowledge:</i>	
have comprehensive knowledge of the content in their disciplines	1, 4
know effective strategies and techniques in their disciplines	8
understand cognitive processes associated with learning and knowledge construction	1
understand best practices in assessment and evaluation	6
<i>Skills</i>	
design instruction and interventions that are developmentally appropriate	2, 7, 8
apply multiple strategies and techniques to create opportunities for diverse learners	3, 7, 8
model problem solving, reflection, and critical thinking skills	5
use assessment and evaluation to inform best practice	6
<i>Dispositions</i>	
believe all individuals can learn, grow, change, and succeed	2
assume responsibility for their own learning and provide opportunities for others to do the same	7, 9
model professionalism, responsibility, and reflection	9, 10
<a href="http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf">1 <u>http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf</u></a>	

Alignment of Central Principles with State, National, and Specialty Program Standards	
Initial Level Programs in Teacher Education Department	
Central Principle	National Standard (InTASC <sup>1</sup> )
<i>As Reflective Scholars, our candidates:</i>	
<i>Knowledge:</i>	
understand methods of inquiry as tools for self- assessment, problem-solving, and decision-making	5
are cognizant of research and inquiry resources available on their campus, in their community, and within their discipline that support professional learning and development	10
understand the legal and ethical responsibilities of inquiry within their discipline	9
<i>Skills</i>	
make conscientious, explicit and judicious use of research in their discipline	6
take part in critical examinations of tools and processes that help practitioners assess outcomes	7, 8
use observation, information, inquiry, and reflection as sources for evaluating and implementing best practice	6
make connections to other fields of study relevant to their own discipline	10
use diverse methods of inquiry to address issues of social justice and become leaders and agents of change	2, 7, 9
keep up with new technologies associated with learning innovations	8, 10
evaluate and perform research in emerging new disciplines	10
<i>Dispositions</i>	
believe inquiry and reflection are life-long learning activities necessary for the improvement of practice	9, 10
are committed to the learning, assessment, and reflection necessary for informed decision making	6
are able to identify and articulate their changing perceptions of themselves and their world as a result of inquiry and reflection	9, 10
conduct themselves as professionals according to the legal and ethical standards of their disciplines	9
believe that children from all ethnic and socioeconomic backgrounds can learn and that differences are to be embraced and celebrated	2
are committed to being change agents who look beyond traditional answers to understand complex issues and meet the needs of all learners – advantaged and disadvantaged	2, 10
are committed to lifelong multicultural learning and self-assessment	2, 6
1 <a href="http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf">http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf</a>	

<b>Alignment of Central Principles with State, National, and Specialty Program Standards</b>	
<b>Initial Level Programs in Teacher Education Department</b>	
<b>Central Principle</b>	<b>National Standard (InTASC<sup>1</sup>)</b>
<i>As Responsible Citizens, our candidates:</i>	
<i>Knowledge</i>	
recognize the importance of the social, historical, and political contexts in which they live, learn, and practice	5
understand organizations and their roles within the local, national, and global communities	9, 10
comprehend how context, culture, and power impact learning needs in diverse communities	2
conceptualize the rights of children	9
<i>Skills</i>	
analyze and reflect on contemporary issues in light of the historical, philosophical, and sociological foundations of their disciplines	9, 10
collaborate with individuals, families, cultural groups, and organizations to make informed and equitable decisions	9
participate actively in diverse professional and community organizations	10
engage in programs and projects aimed at improving social conditions	10
<i>Dispositions</i>	
are committed to democratic ideals and social justice, and children's rights	10
model sensitivity to all persons regardless of race, ethnicity, cultural beliefs, socioeconomic status, gender, age, religion, sexual orientation, or disabling condition	2
appreciate the unique contributions of individuals, families, cultural groups, and organizations	2, 10
believe they can make a positive difference	9
develop as advocates for children and families	10
<a href="http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf">1. http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf</a>	

## Advanced Level Programs

The unit offers advanced level programs in Counseling (school counseling), Educational Administration and Supervision, Special Education and Communication Disorders, and Teacher Education. School Psychology is offered through the Department of Psychology in the College of Arts and Sciences. Alignment of the central principles with the appropriate state, national, and specialty program area standards is shown by academic department.

### *Counseling Department*

The Counseling Department offers advanced level programs that prepare professional counselors to serve in P-12 schools. These advanced level programs follow the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The table below shows the alignment of CACREP Standards with the central principles of the conceptual framework.

<b>Alignment of Central Principles with State, National, and Specialty Program Standards</b>	
<b>Advanced Level Programs in the Counseling Department</b>	
<b>Central Principle</b>	<b>NDE/SPA Standards (CACREP ) 2009</b>
<i>As Dedicated Practitioners, our candidates:</i>	
<i>Knowledge:</i>	
have comprehensive knowledge of the content in their disciplines	II D. G 1, 2, 3, 4, 5, 6, 7, 8
know effective strategies and techniques in their disciplines	II G. 5C, 5D
understand cognitive processes associated with learning and knowledge construction	II D. 2, 3, 5, III SC. K3
understand best practices in assessment and evaluation	I AA., II D5
<i>Skills</i>	
design instruction and interventions that are developmentally appropriate	III SC. A6, K3
apply multiple strategies and techniques to create opportunities for diverse learners	III SC. E1, E2, E4
model problem solving, reflection, and critical thinking skills	III SC. B2, C2, D3
use assessment and evaluation to inform best practice	III SC. C2
<i>Dispositions</i>	
believe all individuals can learn, grow, change, and succeed	III SC. A5, K1, K2
assume responsibility for their own learning and provide opportunities for others to do the same	III SC 1D, D5
model professionalism, responsibility, and reflection	III SC. B2, P1
<a href="http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf">http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf</a>	

<b>Alignment of Central Principles with State, National, and Specialty Program Standards</b>	
<b>Advanced Level Programs in the Counseling Department</b>	
<b>Central Principle</b>	<b>NDE/SPA Standards (CACREP )</b>
<i>As Reflective Scholars, our candidates:</i>	
<i>Knowledge:</i>	
understand methods of inquiry as tools for self- assessment, problem-solving, and decision-making	III SC. I4, I5
are cognizant of research and inquiry resources available on their campus, in their community, and within their discipline that support professional learning and development	III SC. II, I5, I.E.
understand the legal and ethical responsibilities of inquiry within their discipline	III SC. A2, B2, II G1j
<i>Skills</i>	
make conscientious, explicit and judicious use of research in their discipline	II SC. J1, J3
take part in critical examinations of tools and processes that help practitioners assess outcomes	III SC. J2
use observation, information, inquiry, and reflection as sources for evaluating and implementing best practice	III SC. II
make connections to other fields of study relevant to their own discipline	III SC. M4, N2, N3, IIC
use diverse methods of inquiry to address issues of social justice and become leaders and agents of change	III SC. E1, E2, F3, O4
keep up with new technologies associated with learning innovations	II F, I. F, H1, H3
evaluate and perform research in emerging new disciplines	III SC. J1, 2, 3, II 7, 8
<i>Dispositions</i>	
believe inquiry and reflection are life-long learning activities necessary for the improvement of practice	II G1d
are committed to the learning, assessment, and reflection necessary for informed decision making	III SC. G3
are able to identify and articulate their changing perceptions of themselves and their world as a result of inquiry and reflection	III SC. E1, E2, E4
conduct themselves as professionals according to the legal and ethical standards of their disciplines	III SC. A2, B2, II G2j
believe that children from all ethnic and socioeconomic backgrounds can learn and that differences are to be embraced and celebrated	III SC. F2, F3, H1, II 2b
are committed to being change agents who look beyond traditional answers to understand complex issues and meet the needs of all learners – advantaged and disadvantaged	II. 2, a, b, c, d, e, f
are committed to lifelong multicultural learning and self-assessment	NA
<a href="http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf">http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf</a>	

Alignment of Central Principles to State, National, and Specialty Program Standards	
Advanced Level Programs in the Counseling Department	
Central Principle	NDE/SPA Standards (CACREP )
<i>As Responsible Citizens, our candidates:</i>	
<i>Knowledge</i>	
recognize the importance of the social, historical, and political contexts in which they live, learn, and practice	III SC. A1
understand organizations and their roles within the local, national, and global communities	III SC. M2
comprehend how context, culture, and power impact learning needs in diverse communities	III 2b, e, III SC. 1
conceptualize the rights of children	III SC. A2, II 3h, 3a
<i>Skills</i>	
analyze and reflect on contemporary issues in light of the historical, philosophical, and sociological foundations of their disciplines	III SC. A1
collaborate with individuals, families, cultural groups, and organizations to make informed and equitable decisions	III SC. N1, N2, N3, N5
participate actively in diverse professional and community organizations	III SC. N3
engage in programs and projects aimed at improving social conditions	III SC. N4, N5
<i>Dispositions</i>	
are committed to democratic ideals and social justice, and children's rights	III SC. II2
model sensitivity to all persons regardless of race, ethnicity, cultural beliefs, socioeconomic status, gender, age, religion, sexual orientation, or disabling condition	II 2 ef
appreciate the unique contributions of individuals, families, cultural groups, and organizations	III SC. N2, E1, 2, 34, II2a.
believe they can make a positive difference	II G1i
develop as advocates for children and families	II G1i
<a href="http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf">http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf</a>	

*Department of Educational Leadership*

The Department of Educational Leadership offers advanced level programs that prepare professional leaders to serve in P-12 schools. These advanced level programs follow the standards of the Interstate School Leaders Licensure Consortium (ISLLC). The table below shows the alignment of ISLLC Standards with the central principles of the conceptual framework.

<b>Alignment of Central Principles with State, National, and Specialty Program Standards</b>	
<b>Advanced Level Programs in Educational Leadership</b>	
<b>Central Principle</b>	<b>NDE/SPA Standards (ISLLC)</b>
<i>As Dedicated Practitioners, our candidates:</i>	
<i>Knowledge:</i>	
have comprehensive knowledge of the content in their disciplines	1, 2, 3, 4, 5, 6
know effective strategies and techniques in their disciplines	1, 2, 3, 4, 5, 6
understand cognitive processes associated with learning and knowledge construction	2
understand best practices in assessment and evaluation	2
<i>Skills</i>	
design instruction and interventions that are developmentally appropriate	2
apply multiple strategies and techniques to create opportunities for diverse learners	2, 4, 5
model problem solving, reflection, and critical thinking skills	1
use assessment and evaluation to inform best practice	2
<i>Dispositions</i>	
believe all individuals can learn, grow, change, and succeed	1, 2, 3, 4, 5, 6
assume responsibility for their own learning and provide opportunities for others to do the same	1, 2
model professionalism, responsibility, and reflection	5, 6
<a href="http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf">http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf</a>	

Alignment of Central Principles with State, National, and Specialty Program Standards	
Advanced Level Programs in Educational Leadership	
Central Principle	NDE/SPA Standards (ISLLC)
<i>As Reflective Scholars, our candidates:</i>	
<i>Knowledge:</i>	
understand methods of inquiry as tools for self- assessment, problem-solving, and decision-making	1, 2
are cognizant of research and inquiry resources available on their campus, in their community, and within their discipline that support professional learning and development	2, 3, 4, 6
understand the legal and ethical responsibilities of inquiry within their discipline	5
<i>Skills</i>	
make conscientious, explicit and judicious use of research in their discipline	1, 2, 6
take part in critical examinations of tools and processes that help practitioners assess outcomes	2
use observation, information, inquiry, and reflection as sources for evaluating and implementing best practice	1
make connections to other fields of study relevant to their own discipline	6
use diverse methods of inquiry to address issues of social justice and become leaders and agents of change	4, 6
keep up with new technologies associated with learning innovations	2, 3, 6
evaluate and perform research in emerging new disciplines	2, 6
<i>Dispositions</i>	
believe inquiry and reflection are life-long learning activities necessary for the improvement of practice	1
are committed to the learning, assessment, and reflection necessary for informed decision making	1, 2, 3, 4, 5, 6
are able to identify and articulate their changing perceptions of themselves and their world as a result of inquiry and reflection	1
conduct themselves as professionals according to the legal and ethical standards of their disciplines	5
believe that children from all ethnic and socioeconomic backgrounds can learn and that differences are to be embraced and celebrated	1, 2, 4, 5, 6
are committed to being change agents who look beyond traditional answers to understand complex issues and meet the needs of all learners – advantaged and disadvantaged	4, 5, 6
are committed to lifelong multicultural learning and self-assessment	1, 2, 4, 5, 6
<a href="http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf">http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf</a>	

<b>Alignment of Central Principles to State, National, and Specialty Program Standards</b>	
<b>Advanced Level Programs in Educational Leadership</b>	
<b>Central Principle</b>	<b>NDE/SPA Standards (ISLLC)</b>
<i>As Responsible Citizens, our candidates:</i>	
<i>Knowledge</i>	
recognize the importance of the social, historical, and political contexts in which they live, learn, and practice	6
understand organizations and their roles within the local, national, and global communities	4, 6
comprehend how context, culture, and power impact learning needs in diverse communities	4, 6
conceptualize the rights of children	1, 2, 4, 5
<i>Skills</i>	
analyze and reflect on contemporary issues in light of the historical, philosophical, and sociological foundations of their disciplines	4, 6
collaborate with individuals, families, cultural groups, and organizations to make informed and equitable decisions	4
participate actively in diverse professional and community organizations	4
engage in programs and projects aimed at improving social conditions	4
<i>Dispositions</i>	
are committed to democratic ideals and social justice, and children's rights	1, 2, 5, 6
model sensitivity to all persons regardless of race, ethnicity, cultural beliefs, socioeconomic status, gender, age, religion, sexual orientation, or disabling condition	2, 4, 5, 6
appreciate the unique contributions of individuals, families, cultural groups, and organizations	2, 4, 5, 6
believe they can make a positive difference	1, 2, 3, 4, 5, 6
develop as advocates for children and families	1, 2, 4, 5, 6
<a href="http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf">http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf</a>	

*Department of Special Education and Communication Disorders*

The department offers advanced level programs leading to endorsement as teachers in the following areas: behavioral disorders, and special education. Candidates seeking these endorsements must hold initial teacher certification. The standards promulgated by the Council for Exceptional Children (CEC) as shown in the initial level programs apply to the advanced level programs as well.

*Teacher Education Department*

The department offers advanced level programs in elementary education, secondary education, and reading. In addition, the department offers certificates in urban education and technology. Candidates may add additional teaching endorsements as well, depending on their professional interests and career goals. The programs follow national (and therefore, state) standards in the specialty areas. Due to space limitations, the central principles are aligned with the National Board of Professional Teaching Standards (NBPTS) which are followed by all of the program areas. Candidates in these programs must hold initial teacher certification.

**Alignment of Central Principles with National Standards  
Advanced Level Programs in Teacher Education Department**

Central Principle	National Standard (NBPTS <sup>1</sup> )
<b><i>Dedicated Practitioner</i></b>	
<i>Knowledge:</i>	
<ul style="list-style-type: none"> <li>• have comprehensive knowledge of the content in their disciplines</li> </ul>	2
<ul style="list-style-type: none"> <li>• know effective strategies and techniques in their disciplines</li> </ul>	2, 3
<ul style="list-style-type: none"> <li>• understand cognitive processes associated with learning and knowledge construction</li> </ul>	1, 3
<ul style="list-style-type: none"> <li>• understand best practices in assessment and evaluation</li> </ul>	3
<i>Skills</i>	
<ul style="list-style-type: none"> <li>• design instruction and interventions that are developmentally appropriate</li> </ul>	1, 3
<ul style="list-style-type: none"> <li>• apply multiple strategies and techniques to create opportunities for diverse learners</li> </ul>	1, 3, 5
<ul style="list-style-type: none"> <li>• model problem solving, reflection, and critical thinking skills</li> </ul>	3, 4, 5
<ul style="list-style-type: none"> <li>• use assessment and evaluation to inform best practice</li> </ul>	3
<i>Dispositions</i>	
<ul style="list-style-type: none"> <li>• believe all individuals can learn, grow, change, and succeed</li> </ul>	1, 3
<ul style="list-style-type: none"> <li>• assume responsibility for their own learning and provide opportunities for others to do the same</li> </ul>	4, 5
<ul style="list-style-type: none"> <li>• model professionalism, responsibility, and reflection</li> </ul>	4, 5
1 NBPTS: <a href="http://www.nbpts.org/five-core-propositions">http://www.nbpts.org/five-core-propositions</a>	

**Alignment of Central Principles with National Standards  
Advanced Level Programs in Teacher Education Department**

Central Principle	National Standard (NBPTS <sup>1</sup> )
<b>Reflective Scholar</b>	
<i>Knowledge:</i>	
<ul style="list-style-type: none"> <li>understand methods of inquiry as tools for self- assessment, problem-solving, and decision-making</li> </ul>	3, 4
<ul style="list-style-type: none"> <li>are cognizant of research and inquiry resources available on their campus, in their community, and within their discipline that support professional learning and development</li> </ul>	4, 5
<ul style="list-style-type: none"> <li>understand the legal and ethical responsibilities of inquiry within their discipline</li> </ul>	2, 4, 5
<i>Skills</i>	
<ul style="list-style-type: none"> <li>make conscientious, explicit and judicious use of research in their discipline</li> </ul>	2, 3, 4
<ul style="list-style-type: none"> <li>take part in critical examinations of tools and processes that help practitioners assess outcomes</li> </ul>	2, 3, 4
<ul style="list-style-type: none"> <li>use observation, information, inquiry, and reflection as sources for evaluating and implementing best practice</li> </ul>	1, 2, 3, 4, 5
<ul style="list-style-type: none"> <li>make connections to other fields of study relevant to their own discipline</li> </ul>	2, 5
<ul style="list-style-type: none"> <li>use diverse methods of inquiry to address issues of social justice and become leaders and agents of change</li> </ul>	3, 4, 5
<i>Dispositions</i>	
<ul style="list-style-type: none"> <li>believe inquiry and reflection are life-long learning activities necessary for the improvement of practice</li> </ul>	2, 4
<ul style="list-style-type: none"> <li>are committed to the learning, assessment, and reflection necessary for informed decision making</li> </ul>	1, 2, 4
<ul style="list-style-type: none"> <li>are able to identify and articulate their changing perceptions of themselves and their world as a result of inquiry and reflection</li> </ul>	4
<ul style="list-style-type: none"> <li>conduct themselves as professionals according to the legal and ethical standards of their disciplines</li> </ul>	4, 5
1 NBPTS: <a href="http://www.nbpts.org/five-core-propositions">http://www.nbpts.org/five-core-propositions</a>	

**Alignment of Central Principles with National Standards  
Advanced Level Programs in Teacher Education Department**

Central Principle	National Standard (NBPTS <sup>1</sup> )
<b><i>Responsible Citizen</i></b>	
<b><i>Knowledge</i></b>	
<ul style="list-style-type: none"> <li>• recognize the importance of the social, historical, and political contexts in which they live, learn, and practice</li> </ul>	3, 4, 5
<ul style="list-style-type: none"> <li>• understand organizations and their roles within the local, national, and global communities</li> </ul>	4, 5
<ul style="list-style-type: none"> <li>• comprehend how context, culture, and power impact learning needs in diverse communities</li> </ul>	1, 3, 5
<b><i>Skills</i></b>	
<ul style="list-style-type: none"> <li>• analyze and reflect on contemporary issues in light of the historical, philosophical, and sociological foundations of their disciplines</li> </ul>	2, 4
<ul style="list-style-type: none"> <li>• collaborate with individuals, families, cultural groups, and organizations to make informed and equitable decisions</li> </ul>	1, 5
<ul style="list-style-type: none"> <li>• participate actively in diverse professional and community organizations</li> </ul>	4, 5
<ul style="list-style-type: none"> <li>• engage in programs and projects aimed at improving social conditions</li> </ul>	1, 2, 5
<b><i>Dispositions</i></b>	
<ul style="list-style-type: none"> <li>• are committed to democratic ideals and social justice</li> </ul>	1, 3, 4
<ul style="list-style-type: none"> <li>• model sensitivity to all persons regardless of race, ethnicity, cultural beliefs, socioeconomic status, gender, age, religion, sexual orientation, or disabling condition</li> </ul>	1, 5
<ul style="list-style-type: none"> <li>• appreciate the unique contributions of individuals, families, cultural groups, and organizations</li> </ul>	1, 3, 5
<ul style="list-style-type: none"> <li>• believe they can make a positive difference</li> </ul>	3, 4
1 NBPTS: <a href="http://www.nbpts.org/five-core-propositions">http://www.nbpts.org/five-core-propositions</a>	

*School Psychology*

The school psychology program is offered through the Psychology Department in the College of Arts & Sciences.

**Alignment of Central Principles with National Standards  
Advanced Level Programs in School Psychology**

Central Principle	NDE/SPA Standards (NASP <sup>1</sup> )
<b><i>Dedicated Practitioner</i></b>	
<i>Knowledge:</i>	
<ul style="list-style-type: none"> <li>• have comprehensive knowledge of the content in their disciplines</li> </ul>	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10
<ul style="list-style-type: none"> <li>• know effective strategies and techniques in their disciplines</li> </ul>	S1, S2, S3, S4, S5, S6, S7, S8, S9
<ul style="list-style-type: none"> <li>• understand cognitive processes associated with learning and knowledge construction</li> </ul>	S3, S4, S5
<ul style="list-style-type: none"> <li>• understand best practices in assessment and evaluation</li> </ul>	S1
<i>Skills</i>	
<ul style="list-style-type: none"> <li>• design instruction and interventions that are developmentally appropriate</li> </ul>	S3, S4, S5, S6
<ul style="list-style-type: none"> <li>• apply multiple strategies and techniques to create opportunities for diverse learners</li> </ul>	S1, S3, S4, S5, S6, S8
<ul style="list-style-type: none"> <li>• model problem solving, reflection, and critical thinking skills</li> </ul>	S1, S10
<ul style="list-style-type: none"> <li>• use assessment and evaluation to inform best practice</li> </ul>	S1, S9
<i>Dispositions</i>	
<ul style="list-style-type: none"> <li>• believe all individuals can learn, grow, change, and succeed</li> </ul>	S10
<ul style="list-style-type: none"> <li>• assume responsibility for their own learning and provide opportunities for others to do the same</li> </ul>	S10
<ul style="list-style-type: none"> <li>• model professionalism, responsibility, and reflection</li> </ul>	S10
<a href="http://www.nasponline.org/standards/FinalStandards.pdf">http://www.nasponline.org/standards/FinalStandards.pdf</a>	

**Alignment of Central Principles with National Standards  
Advanced Level Programs in School Psychology**

<b>Central Principle</b>	<b>NDE/SPA Standards (NASP<sup>1</sup>)</b>
<b><i>Reflective Scholar</i></b>	
<b><i>Knowledge:</i></b>	
<ul style="list-style-type: none"> <li>• understand methods of inquiry as tools for self-assessment, problem-solving, and decision-making</li> </ul>	S1, S9, S10
<ul style="list-style-type: none"> <li>• are cognizant of research and inquiry resources available on their campus, in their community, and within their discipline that support professional learning and development</li> </ul>	S9, S10
<ul style="list-style-type: none"> <li>• understand the legal and ethical responsibilities of inquiry within their discipline</li> </ul>	S10
<b><i>Skills</i></b>	
<ul style="list-style-type: none"> <li>• make conscientious, explicit and judicious use of research in their discipline</li> </ul>	S1, S9
<ul style="list-style-type: none"> <li>• take part in critical examinations of tools and processes that help practitioners assess outcomes</li> </ul>	S1, S9
<ul style="list-style-type: none"> <li>• use observation, information, inquiry, and reflection as sources for evaluating and implementing best practice</li> </ul>	S1, S9
<ul style="list-style-type: none"> <li>• make connections to other fields of study relevant to their own discipline</li> </ul>	S2, S10
<ul style="list-style-type: none"> <li>• use diverse methods of inquiry to address issues of social justice and become leaders and agents of change</li> </ul>	S1, S2, S9
<ul style="list-style-type: none"> <li>• keep up with new technologies associated with learning innovations</li> </ul>	S10
<ul style="list-style-type: none"> <li>• evaluate and perform research in emerging new disciplines</li> </ul>	S1, S9
<b><i>Dispositions</i></b>	
<ul style="list-style-type: none"> <li>• believe inquiry and reflection are life-long learning activities necessary for the improvement of practice</li> </ul>	S10
<ul style="list-style-type: none"> <li>• are committed to the learning, assessment, and reflection necessary for informed decision making</li> </ul>	S1, S10
<ul style="list-style-type: none"> <li>• are able to identify and articulate their changing perceptions of themselves and their world as a result of inquiry and reflection</li> </ul>	S1, S10
<ul style="list-style-type: none"> <li>• conduct themselves as professionals according to the legal and ethical standards of their disciplines</li> </ul>	S10
<ul style="list-style-type: none"> <li>• believe that children from all ethnic and socioeconomic backgrounds can learn and that differences are to be embraced and celebrated</li> </ul>	S8
<ul style="list-style-type: none"> <li>• are committed to being change agents who look beyond traditional answers to understand complex issues and meet the needs of all learners</li> </ul>	S2, S3, S4, S5
<ul style="list-style-type: none"> <li>• are committed to lifelong multicultural learning and self-assessment</li> </ul>	S8, S10

<http://www.nasponline.org/standards/FinalStandards.pdf>  
<http://www.nasponline.org/standards/2010standards.aspx>

**Alignment of Central Principles with National Standards  
Advanced Level Programs in School Psychology**

Central Principle	NDE/SPA Standards (NASP <sup>1</sup> )
<b>Responsible Citizen</b>	
<i>Knowledge</i>	
<ul style="list-style-type: none"> <li>recognize the importance of the social, historical, and political contexts in which they live, learn, and practice</li> </ul>	S10
<ul style="list-style-type: none"> <li>understand organizations and their roles within the local, national, and global communities</li> </ul>	S10
<ul style="list-style-type: none"> <li>comprehend how context, culture, and power impact learning needs in diverse communities</li> </ul>	S5, S8, S10
conceptualize the rights of children	S10
<i>Skills</i>	
<ul style="list-style-type: none"> <li>analyze and reflect on contemporary issues in light of the historical, philosophical, and sociological foundations of their disciplines</li> </ul>	S10
<ul style="list-style-type: none"> <li>collaborate with individuals, families, cultural groups, and organizations to make informed and equitable decisions</li> </ul>	S2, S7, S8, S10
<ul style="list-style-type: none"> <li>participate actively in diverse professional and community organizations</li> </ul>	S10
<ul style="list-style-type: none"> <li>engage in programs and projects aimed at improving social conditions</li> </ul>	S4, S6
<i>Dispositions</i>	
<ul style="list-style-type: none"> <li>are committed to democratic ideals and social justice</li> </ul>	S10
<ul style="list-style-type: none"> <li>model sensitivity to all persons regardless of race, ethnicity, cultural beliefs, socioeconomic status, gender, age, religion, sexual orientation, or disabling condition</li> </ul>	S2, S5, S7
<ul style="list-style-type: none"> <li>appreciate the unique contributions of individuals, families, cultural groups, and organizations</li> </ul>	S5, S7, S9
<ul style="list-style-type: none"> <li>believe they can make a positive difference</li> </ul>	S10
develop as advocates for children and families	S2, S7, S8
<a href="http://www.nasponline.org/standards/FinalStandards.pdf">http://www.nasponline.org/standards/FinalStandards.pdf</a> & <a href="http://www.nasponline.org/standards/2010standards.aspx">http://www.nasponline.org/standards/2010standards.aspx</a>	

## SYSTEM OF ASSESSING CANDIDATE PROFICIENCIES

The college views candidate assessment as comprehensive, coordinated, and continuous. The process is comprehensive in that knowledge, skills, dispositions, and candidates' impact on P-12 learners are examined throughout the preparation programs. The process is coordinated in that the college has an assessment coordinator and overall activities are monitored by a college level committee. Candidate assessment is continuous in that candidate performance/proficiencies are measured within each preparation program area and at critical transition or progression points. A variety of assessment strategies and techniques are used. While the college has identified specific key assessments, actual assessment practices vary some between initial (undergraduate) and advanced (graduate) programs. However, it should be noted that regardless of program level, the assessment process has been aligned to local, state, and national outcome/proficiency standards as our candidates become and grow as dedicated practitioners, reflective scholars, and responsible citizens. A web-based assessment management system (i.e., LiveText) is a key part of the assessment process. The Nebraska Department of Education has identified PRAXIS II Content Tests for purposes of teacher certification in the state. Specific tests and minimum scores are noted below

In this section, initial and advanced level programs are described separately. Initial level programs are offered in the School of Health Physical Education and Recreation, The Department of Special Education and Communication Disorders, and the Teacher Education Department. Advanced level programs are offered in the Counseling Department, the Department of Educational Leadership, the Department of Special Education and Communication Disorders, the Teacher Education Department, and the School Psychology Program (housed in the College of Arts and Sciences).

### Initial Level Programs

#### *Key Assessments*

##### **Key Program Assessment #1a Content Knowledge: EECIA (Elementary & Elementary Special Education)**

The Praxis II *Elementary Education: Curriculum, Instruction, and Assessment* (EECIA) exam has been adopted by the Nebraska Department of Education as the standardized test for all elementary and elementary special education candidates to document candidate knowledge and to become NCLB qualified. The minimum score is 159. EECIA questions assess basic understanding of curriculum planning, instructional design, and assessment of student learning. Questions pose particular problems that teachers might routinely face in the classroom, and some questions are based on authentic examples of student work. Questions are set in the context of

the subject matter commonly taught in the elementary school: reading/language arts, mathematics, science, social studies, fine arts, and physical education (ETS, 2006). In order to be recommended for certification through UNO, elementary and elementary special education graduates must have an EECIA score on file either with the Office of Student Services or with NDE.

### **Key Program Assessment #1b GPA Comparison (For Secondary Education)**

GPA is used to measure content knowledge in the endorsement area for secondary education majors. Courses in the major that reflect content competency have been identified. The GPA of educator preparation candidates have been compared with those of non-education students in the identified courses. The courses used for the comparison were identified in consultation with colleagues in the colleges of Arts and Sciences and Communications, Fine Arts, and Media to document content knowledge. The courses represent the range of knowledge requisite for this endorsement.

### **Key Program Assessment #2 Content Knowledge and Content Application**

Content knowledge is monitored throughout the program. Content knowledge for the elementary education program is based on liberal arts requirements including the Fundamental Academic Skills and the Distribution Requirements. The Fundamental Academic Skills (15 hours) include English and Writing, Mathematics, and Speech. The Distribution Requirements include coursework from the following areas: Humanities/Fine Arts, Social Sciences, Natural & Physical Science, and Diversity. Secondary programs, including middle grades, also complete the content hours required of the endorsement. During clinical practice, candidates are evaluated on content knowledge and application. The clinical practice evaluation section on content knowledge includes items that reflect candidates' ability to synthesize content knowledge in a K-12 classroom setting.

The table below shows the PRAXIS II tests for secondary education level content endorsements.

<b>Rule 24 Endorsement (August 1, 2013)</b>	<b>Required PRAXIS II Content Test</b>	<b>Tentative Recommended Score (Score data will be reviewed and adjustments made prior to 9/1/15)</b>
Art	0134/5134 Art: Content Knowledge	158
Basic Business	0101/5101 Business Education: Content Knowledge	154
Biology	0235/5235 Biology Content Knowledge	148
Chemistry	0245/5245 Chemistry: Content Knowledge	140
English	5039 English Language Arts: Content and Analysis	168
Health Education	5551 Health Education	155
Health and Physical Education	0856/5856 Health and Physical Education: Content Knowledge	151
Language Arts	5039 English Language Arts: Content and Analysis	168
Mathematics	5161 Mathematics: Content Knowledge	160
Music	0114/5114 Music: Content Knowledge	152
Physical Education	0091/5091 Physical Education: Content	146

	Knowledge	
Physics	0265/5265 Physics: Content Knowledge	131
School Librarian	0311/5311 Library Media Specialist	Test under revision-Not required at this time
Science	0435-5435 General Science: Content Knowledge	148
Social Science	0081/5081 Social Studies: Content Knowledge	154
Special Education: Deaf or Hard of Hearing	0272/5272 Special Education: Education of Deaf and Hard of Hearing Students	160
Special Education: Mild/Moderate Disabilities	0354/5354 Special Education: Core Knowledge and Applications	151
World Language	French: World Language	162
	German: World Language	163
	Spanish: World Language	156

### **Key Program Assessment #3 Learner and Learning Environment**

Candidates are given developmentally appropriate instruction and application opportunities throughout the program. The process begins in the professional education sequence block, Human Growth and Learning (EDUC 2010), Foundations of Education (EDUC 2020), Human Relations (EDUC 2030), Applied Special Education (EDUC 2510), Planning for Effective Teaching (EDUC 2520), and Intermediate Field Experience (EDUC 2524). Knowledge and skills are refined in other upper level major coursework and in methods courses. Candidates' progress is monitored through class assignments and practicum experiences. The clinical practice evaluation is the summative assessment related to the learner and the learning environment. Items from the professional knowledge section are related to the needs of specific learners as well as the broader context of the learning environment. Items from the classroom management skills section are related to establishing and maintaining a productive learning environment within a K-12 classroom.

### **Key Program Assessment #4 Instructional Practices**

Through carefully designed instruction throughout the program, candidates establish the knowledge base for planning, writing objectives, engaging learners, promoting student thinking, differentiating instruction, monitoring student progress, reflecting, and assessing. Candidates apply this knowledge in the Intermediate Practicum experience and expand their skills in methods courses and Advanced and Final practicum experiences. The clinical practice evaluation is the summative assessment used to measure the candidates' performance in instructional practice. The instructional skills section and the assessment skills section of the clinical practice evaluation are used to measure the candidates' performance in instructional practices.

### **Key Program Assessment # 5 Assessment Presentation**

The Assessment Presentation documents candidates' assessment knowledge and skills, and candidates' impact on K-12 student learning. Candidates give a 10-12 minute presentation supported with a one-page lesson summary and five PowerPoint slides. Each candidate's

presentation is evaluated by two experienced educators trained to use the Assessment Presentation rubric. Beginning in fall 2013, the rubric categories changed to reflect the College of Education's standard rubric format, and the evaluators electronically scored the presentations using LiveText™. The use of LiveText™ provides candidates immediate access to their scores and allows for deeper data analysis. Rather than providing one overall assessment presentation score, candidate performance on each element from each evaluator of the rubric is available.

### **Key Program Assessment #6 Professional Responsibility**

At the time of admission to the program, candidates formally sign the Professional Disposition Statement and the Personal and Professional Fitness Statement. Professional dispositions are monitored throughout the program in courses and practicum experiences. The summative assessment for professional responsibility are the items in the professional relationships and professional responsibilities sections of the clinical practice evaluation.

### **Key Program Assessment #7 Clinical Practice Final Evaluation and Follow-up Surveys (Overall Proficiency)**

The College of Education draws information regarding overall proficiency of its graduates from two sources. These include the clinical practice evaluation and follow-up surveys. The surveys include graduates of educator preparation programs during their first two years of service and employers of graduates of the program.

The clinical practice final evaluation is completed at the conclusion of a 16-week clinical practice experience. Using a four point rubric, performance is rated by the teacher candidate, cooperating teacher, and the university supervisor. The instrument is categorized in the following sections: A) content knowledge, B) professional knowledge, C) basic skills, D) instructional skills, E) assessment skills, F) classroom management skills, G) professional relationships, and H) professional responsibilities. Each section consists of multiple items. As noted in Table2a, specific sections of this instrument serve as key assessments. Data from the entire clinical practice final evaluation, including all items of sections A-H, is included in Key Assessment #7, Overall Proficiency.

The College of Education follow-up surveys were originally developed at UNO (Schulte, 2007) and revised in 2013. The same surveys are used with both graduates and employers of those graduates. Using a four point scale from Not Prepared (1) to Well Prepared (4), the surveys measure competencies, in the following areas: content knowledge, professional knowledge, instructional skills, assessment skills, classroom management skills, professional relationships, professional responsibilities, and inclusive practices. Items on the survey are aligned with the InTASC principles, specialty program standards, and NDE Professional Education Competencies. Beginning in spring 2014, NDE initiated follow-up surveys of graduates of institutions with educator preparation programs and their employers. Results are reported to the institutions.

Initial Level Programs: Gateways and Progression Points

<b><u>Gateway #1</u> Pre-Education Admission</b>	<b><u>Gateway #2</u> Formal Admission to Educator Preparation Program</b>	<b><u>Gateway #3</u> Professional Coursework and Practicum Experiences</b>	<b><u>Gateway #4</u> Clinical Practice Interview (CPI)</b>	<b><u>Gateway #5</u> Clinical Practice and Assessment Presentation</b>
<p>"Assured Admission" status to UNO for freshman</p> <p>Transfer students to UNO must have cum GPA of 2.50</p> <p>Student transferring within UNO must have cum GPA of 2.50</p>	<p>Admission to UNO</p> <p>Minimum cum GPA of 2.75</p> <p>Minimum 173 on all sections of PPST</p> <p>Formal Application submitted with all requirements met</p> <p>Proctored Essay</p> <p>Background Check</p> <p>Educator Preparation Orientation</p>	<p>Maintain a minimum cum 2.75 GPA</p> <p>GPA monitored each semester through graduation</p> <p>Successfully complete all required coursework and practicum experiences with a grade of 'C' or better</p>	<p>Review of the academic plan</p> <p>Confirmation of minimum cum 2.75 GPA,</p> <p>Review content testing requirement(s)</p> <p>Review clinical practice calendar and obligations</p> <p>Interview with the Field Experience Coordinator or designee</p>	<p>Minimum cum GPA of 2.75</p> <p>Assessment Presentation</p> <p>Grade of "Satisfactory" for Clinical Practice based on final evaluation</p> <p>Verification of appropriate content testing</p>

## Advanced Level Programs

Assessments in the advanced level programs are centered on admission to the various programs and mastery of the outcomes specified in program specific standards. Each program also includes a capstone experience and a follow-up assessment of graduates and their employers. Each advanced level program sets its requirements based on the standards of the profession and the faculty in the academic area. Each program requires that the candidate has a bachelor’s degree from an approved/accredited institution and holds (or has held) a teaching certificate.

### *Key Assessments*

#### **Key Assessment #1** (Content Knowledge): Grade Point Average

The Graduate College of the University of Nebraska at Omaha sets minimum GPA level for admission to the college. Programs may set GPA requirements equal to or greater than this minimum. All advanced level programs require that applicants hold a bachelor’s degree from an accredited institution and have a minimum cumulative undergraduate GPA of 3.00 (on a 4.00 scale). In addition, every program requires that candidates maintain a minimum 3.0 GPA across all coursework with no more than 6 semester hours of grade of C. Candidates who earn a grade below C are dismissed from the program.

The table below shows the PRAXIS II Tests required for advanced level programs as set by NDE

<b>Rule 24 Endorsement (August 1, 2013)</b>	<b>Required PRAXIS II Content Test</b>	<b>Tentative Recommended Score (Score data will be reviewed and adjustments made prior to 9/1/15)</b>
Principal	0411/5411 Educational Leadership	145
Superintendent	6021 School Superintendent Assessment	152
Reading Specialist	5301 Reading Specialist	164
School Counselor	0421/5421 Professional School Counselor	156
School Psychologist	0401 School Psychologist	165
Speech-Language Pathologist	0330/5330 Speech-Language Pathology	600

#### **Key Assessment #2** (Content Knowledge): Written Comprehensive Exam/ Thesis/ Dissertation

The capstone assessment varies across advanced level programs. Completion of written comprehensive examinations is a standard requirement in all programs. These comprehensive exams may be offered in differing formats (e.g., computer based, traditional, negotiated take home questions, field applications, demonstration portfolio). The comprehensive exams are designed to evaluate candidates’ mastery of the content in the specific discipline. Exams are read and rated by faculty in the field. Candidates also have the option of completing a thesis, field project, or dissertation depending on the

program. The dissertation is required in the doctoral degree program in educational administration.

**Key Assessment #3** (Pedagogical and Professional Knowledge, Skills, and Dispositions):  
Candidate Portfolio

Paper and/or electronic candidate portfolios are used in advanced programs to monitor and track candidates' mastery of the knowledge, skills, dispositions, and competencies pertinent to their field/area of preparation. The structure and use of the portfolios are determined by the faculty in the program areas.

**Key Assessment #4** (Pedagogical and Professional Knowledge, Skills, and Dispositions):  
Clinical/Field Experience Evaluations

Programs that have clinical, practica, internships, or student teaching experiences associated with them, evaluate the candidates' outcomes and competencies through carefully designed assessment tools. The tools are based on the competencies and standards specific to the professional preparation area. For example, Site Supervisor evaluations used in the school counseling program are based on CACREP standards. The assessments are completed by site supervisors, cooperating teachers/therapists/clinicians, or other designated cooperating professional and by university supervisors/faculty.

**Key Assessment #5** (Effects on Student Learning): Lesson/Clinical/Therapy/Action Plan

Depending on the professional preparation program, candidates are asked to prepare some type of implementation plan. These plans are evaluated to determine candidate mastery of critical standards in the respective disciplines. The plans require candidates to integrate information, apply information in practical situations, and to implement interventions as appropriate. Performance is evaluated by faculty, supervisors, other professionals, and colleagues.

**Key Assessment #6** (All standards/areas): Exit Surveys and Alumni and Employer Follow-up Surveys

Each advanced program conducts follow-up surveys of its graduates and the employers of its graduates. The contents of the surveys are tailored to the competencies, skills, and dispositions appropriate to the respective discipline/professional preparation area. Survey results are compiled, analyzed, and used by faculty to make program improvements.

**Other Assessments**

As shown in the progression points table below, the advanced level programs use a variety of evaluations for admission to the programs. While these are not viewed as measures of the outcome expectations for program completers, the admission evaluations

are indicators of candidates' entry level knowledge, skills, and dispositions. Descriptions of these are provide to give full information on the admission process for advanced level programs.

Entrance Exams. Programs vary as to use of entrance exams. The major exams used are the Graduate Record Exam (GRE) Revised General Test and the Miller Analogies Test (MAT). The Counseling Department also requires scores from a personality inventory such as the Minnesota Multiphasic Personality Inventory. The School Psychology programs strongly recommend that applicants take the Advanced GRE in Psychology in addition to the general GRE.

The **GRE® Revised General Test** measures verbal reasoning, quantitative reasoning, critical thinking, and analytical writing skills that have been acquired over a long period of time and that are not related to any specific field of study. (ETS, 2006)

The **MAT** is an advanced level mental ability test requiring the solution of problems stated as analogies. The MAT measures candidates' analytical thinking skills that are critical to success in graduate school. (Harcourt Assessment, Inc. 2006)

Letters of Recommendation. Most advanced programs require letters of recommendation for entrance to or continuation in the preparation program. Letters are evaluated/rated on the basis of competencies, knowledge, skills, and experiences that candidates possess prior to starting the program.

Admission Essay/Letter. Advanced programs also require candidates to complete an admission essay or a letter of career purposes and goals. These essays/letters are reviewed (and in some cases rated/scored) on the basis of applicants' ability to clearly state their purposes and goals and on the applicants' skill/command of standard written English.

Interview. Certain programs require personal interviews of applicants by faculty in the program area. Interviews are optional in all programs. Interview responses are analyzed and assessed to determine applicants' suitability for the program and for the profession.

Advanced Programs/Gateways and Progression Points

**Master of Science and Master of Arts Degree in K-12 School Counseling**

Graduate Master’s degree program progressions to recommendation for Graduate Degree:

	<b><u>Progression #1</u></b> <b>Pre-Admissions</b>	<b><u>Progression #2</u></b> <b>Admission to Program</b>	<b><u>Progression #3</u></b> <b>During Program</b>	<b><u>Progression #4</u></b> <b>Exit from Program</b>
<b>GPA</b>	-3.0 average or better in undergraduate education coursework	-3.0 average or better in undergraduate education coursework	-Maintain 3.0 GPA	-Maintain 3.0 GPA
<b>Teacher Licensure/ Certification</b>				-Teaching certificate and 2 years of successful teaching experience, if seeking recommendation for endorsement in Nebraska. -Completion of Abnormal Psychology (3 hrs.)
<b>Performance-Based Assessments</b>		-GRE or MAT -Group interview (Rubric Scored) -Writing sample (Rubric Scored) -Personality assessment (MCMI)	-Successful coursework in alignment with CACREP identified performance standards	-Portfolio -Written comprehensive exam
<b>Field Experience</b>				-Satisfactory completion of 700 hours of practica/internship in school settings

**Graduate Educational Leadership degree program progressions to recommendation  
for Graduate Degree and Certification**

<b>Initial Administrative Certificate (M.S. or endorsement)</b>	<b><u>Progression #1</u> Pre-admission</b>	<b><u>Progression #2</u> Admission to Program</b>	<b><u>Progression #3</u> Following EDL 8030</b>	<b><u>Progression #4</u> Capstone</b>
GPA	3.0	3.0	3.0	3.0
Test/Assessment			Administrator's Disposition Index (ADI) ISLLC Standards Index (ISLLC)	Administrator's Disposition Index (ADI) ISLLC Standards Index (ISLLC) <i>Principal Certification:</i> Praxis: Educational Leadership: Administration and Supervision <i>Curriculum Supervisor:</i> None
Performance-Based Assessments	Teaching certificate Two years of successful teaching	Letters of recommendation, Resume, Letter	Electronic portfolio: ISLLC artifacts and reflections	Comprehensive Exam Electronic Portfolio: ISLLC Reflections
<b>Superintendent Certificate (Ed.S or EdD.)</b>	<b><u>Progression #1</u> Pre-admission</b>	<b><u>Progression #2</u> Admission to Program</b>	<b><u>Progression #3</u> Capstone/Candidacy</b>	<b><u>Progression #4</u> Completion</b>
GPA	3.0	3.0	3.0	3.0
Test/Assessment		GRE		Praxis: School Superintendent Assessment
Performance-Based Assessments	Administrative certificate, Masters degree Two years of successful teaching	Letters of recommendation, Resume, Letter, Writing samples	Comprehensive Exam Internship entry plan Field project evaluation/dissertation proposal	

## Master of Science in Special Education

Graduate Master's degree program progressions to Recommendation for Graduate Degree

	<b><u>Progression #1</u></b> Pre-Admissions	<b><u>Progression #2</u></b> Admission to Program	<b><u>Progression #3</u></b> During Program	<b><u>Progression #4</u></b> Exit from program
<b>GPA</b>	3.0 average or better in undergraduate education coursework	3.0 average or better in undergraduate education coursework	Maintain 3.0 GPA	3.0 average GPA
<b>Teacher licensure/certification</b>		Teaching license or certificate in U.S. or equivalent for International students as determined by audit. International students may participate with written understanding of no certification results.		
<b>Performance-Based Assessments</b>		Formal letter of application (rubric scored)	Successful coursework in alignment with CEC standards	Completion of Capstone Project or Written Comprehensive Exams Practicum Evaluations for added endorsements

## Master of Science in Elementary Education

Graduate Teacher Education Master's degree program progressions to Recommendation for Graduate Degree

	<b><u>Progression #1</u></b> <b>Provisional Acceptance to program</b>	<b><u>Progression #2</u></b> <b>Formal &amp; Full admission to program</b>	<b><u>Progression #3</u></b> <b>During Program</b>	<b><u>Progression #4</u></b> <b>Exit from program</b>
<b>GPA</b>	3.0 average or better in undergraduate education coursework		Maintain 3.0 GPA	3.0 average GPA;
<b>Teacher licensure/certification</b>	Teaching license or certificate in U.S. or equivalent for International students as determined by audit. International students may participate with written understanding of no certification results.			
<b>Performance-Based Assessments</b>	None	Formal letter of application (rubric scored); plan of study	Successful coursework	Completion of Capstone Class: TED 8700 with grade of B or higher; professional project successfully completed
Proposed/In pilot stage			LiveText portfolio submissions	

## Master of Science in Literacy (Reading)

Graduate Teacher Education Master's degree program progressions to Recommendation for Graduate Degree

	<b><u>Progression #1</u></b> <b>Provisional Acceptance to program</b>	<b><u>Progression #2</u></b> <b>Formal &amp; Full admission to program</b>	<b><u>Progression #3</u></b> <b>During Program</b>	<b><u>Progression #4</u></b> <b>Exit from program</b>	<b><u>Progression #5</u></b> <b>Recommendation for Reading endorsement</b>
<b>GPA</b>	3.0 average or better in undergraduate education coursework	Maintain 3.0 GPA		3.0 average GPA;	Successful completion of degree requirements
<b>Teacher licensure/certification</b>	Teaching license or certificate in U.S. or equivalent for International students as determined by audit. International students may participate with written understanding of no certification results.				Two years contracted teaching in a certified school
<b>Performance-Based Assessments</b>	None	Formal letter of application (rubric scored; plan of study	Successful coursework; tutoring elementary & secondary students and action research proposal	Comprehensive exams; or portfolio with in-depth reflections; or thesis. Exit interview.	
Proposed/In pilot stage			LiveText portfolio submissions		Fall of 2014: PRAXIS test

## Master of Science in Secondary Education

Graduate Teacher Education Master's degree program progressions to Recommendation for Graduate Degree

	<b><u>Progression #1</u></b> <b>Provisional Acceptance to program</b>	<b><u>Progression #2</u></b> <b>Formal &amp; Full admission to program</b>	<b><u>Progression #3</u></b> <b>During Program</b>	<b><u>Progression #4</u></b> <b>Exit from program</b>
<b>GPA</b>	3.0 average or better in undergraduate education coursework		Maintain 3.0 GPA	3.0 average GPA;
<b>Teacher licensure/certification</b>	Teaching license or certificate in U.S. or equivalent for International students as determined by audit. International students may participate with written understanding of no certification results.			
<b>Performance-Based Assessments</b>	None	Formal letter of application (rubric scored); plan of study	Successful coursework	Comprehensive Exams
Proposed/In pilot stage			LiveText portfolio submissions	STEM, Science & Math concentrations: Capstone course. Grade of B or higher, professional project successfully completed

## Master of Science in Speech Language Pathology

Graduate Master's degree program progressions to Recommendation for Graduate Degree

	<b><u>Progression #1</u></b> Pre-Admissions	<b><u>Progression #2</u></b> Admission to Program	<b><u>Progression #3</u></b> During Program	<b><u>Progression #4</u></b> Exit from program
<b>GPA</b>	3.0 average or better in undergraduate coursework	3.0 average or better in undergraduate coursework	Maintain 3.0 GPA	3.0 average GPA
<b>Teacher licensure/certification</b>				Completion of graduate work in speech-language pathology yields ability to apply for teacher licensure/certification
<b>Performance-Based Assessments</b>		Formal letter of application (rubric scored) GRE Scores	Successful coursework in alignment with ASHA/CAA standards	Completion of two practicum-based capstone projects (educational and medical externships)

## Education Specialist in School Psychology

Graduate Education Specialist degree program progressions to Recommendation for Graduate Degree

	<b><u>Progression #1</u></b> <b>Pre-Admission</b>	<b><u>Progression #2</u></b> <b>Admission to program</b>	<b><u>Progression #3</u></b> <b>During Program</b>	<b><u>Progression #4</u></b> <b>Exit from Program</b>
<b>GPA</b>		Minimum 3.0 GPA	Maintain 3.0 GPA	3.0 average GPA
<b>Performance-Based Assessments</b>	M.S. degree in Psychology	M.S. degree in Psychology; Application fee; Letter of intent to School Psychology Program Director	Portfolio Applied Research Project PRAXIS I – PPST Annual Review	Practicum Portfolio Internship Portfolio Annual Review PRAXIS II – School Psychology
<b>Field Experiences</b>	Service Learning		Service Learning Applied Research Project Consultation Casework	Year-long practicum (minimum 400 hours) Year-long internship (minimum 1200 hours)

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**GLOSSARY**  
**Abbreviations Used in the Document**

A&S	Arts & Sciences, College of
AAHE	American Association for Health Education
AAHPERD	American Alliance for Health, Physical Education, Recreation and Dance
AASL	American Association of School Librarians
ACEI	Association for Childhood Education International
ACTFL	American Council on the Teaching of Foreign Languages
ADI	Administrator's Disposition Index
ALA	American Library Association
ASCA	American School Counselor Association
ASHA	American Speech-Language-Hearing Association
BUS	Business, College of
CAA	Council for Academic Accreditation in Audiology and Speech-Language Pathology (ASHA)
CAATE	Commission on Accreditation of Athletic Training Education
CACREP	Council for Accreditation of Counseling and Related Educational Programs
CEC	Council for Exceptional Children
CED	Council on Education of the Deaf
CFAM	Communication, Fine Arts and Media, College of
COE	College of Education
COUN	Counseling (Department)
CPACS	College of Public Affairs and Community Service
CPED	Carnegie Project on the Education Doctorate
CRESST	National Center for Research Evaluation, Standards, and Student Testing
CUMU	Coalition of Urban and Metropolitan Universities
ECE	Early Childhood Education
EECIA	Elementary Education: Curriculum, Instruction, and Assessment
ETS	Educational Testing Service
GPA	Grade Point Average
GRE	Graduate Record Examination
HPER	Health, Physical Education and Recreation, School of
InTASC	Interstate Teacher Assessment and Support Consortium
IRA	International Reading Association
ISLLC	Interstate School Leaders Licensure Consortium
IST	Information Science and Technology, College of
ISTE	International Society for Technology in Education
JEA	Journalism Education Association
MAT	Miller Analogies Test
MENC	Music Educators National Conference
MOEC	Metropolitan Omaha Educational Consortium

NAEA	National Art Education Association
NAEYC	National Association for the Education of Young Children
NAGC	National Association for Gifted Children
NASP	National Association of School Psychologists
NASPE	National Association for Sport & Physical Education
NBEA	National Business Education Association
NBPTS	National Board for Professional Teaching Standards
NCA	National Communication Association
NCATE	National Council for Accreditation of Teacher Education
NCGE	National Council for Geographic Education
NCHEC	National Commission for Health Education Credentialing, Inc.
NCHS	National Center for History in the Schools
NCSS	National Council for the Social Studies
NCTE	National Council of Teachers of English
NCTM	Nation Council of Teachers of Mathematics
NDE	Nebraska Department of Education
NRPA/AAPAR	National Recreation and Park Association/American Association for Physical Activity and Recreation
NSTA	National Science Teachers Association
SECD	Special Education and Communication Disorders, Department of
SED	Secondary Education
SPA	Specialize Professional Association/Specialty Program Area
SLP	Speech Language Pathologist
TED	Teacher Education Department
TESOL	Teachers of English to Speakers of Other Languages, Inc.
UNO	University of Nebraska at Omaha

## LIST OF WEBSITE LINKS

### *Introduction*

Coalition of Urban & Metropolitan Universities: <http://www.cumuonline.org/>

### *Vision, Mission, and Strategic Goals*

UNO Strategic Plan: [http://www.unomaha.edu/plan/our\\_plan.php](http://www.unomaha.edu/plan/our_plan.php)

College of Education Strategic Plan: <http://coe.unomaha.edu/splan.php>

### *Specialty Program Area Standards*

AAHPERD Standards: <http://www.aahperd.org/>

AASL Standards: <http://www.ala.org/aasl/standards-guidelines>

ACEI Standards:

<http://www.acei.org/programs-events/acei-standards-for-elementary-level-teacher-preparation>

ACTFL Standards: <http://www.actfl.org/i4a/pages/index.cfm?pageid=4283>

ALA Standards: <http://www.ala.org/aasl/standards-guidelines/learning-standards>

ASCA Standards: [http://www.schoolcounselor.org/store\\_home.asp](http://www.schoolcounselor.org/store_home.asp)

ASHA Standards: <http://www.asha.org/academic/>

CAA Standards: See ASHA

CACREP Standards: <http://www.cacrep.org/template/page.cfm?id=6>

CAEP Standards: <http://caepnet.org/accreditation/standards/>

CEC Standards: [http://www.cec.sped.org/Standards?sc\\_lang=en](http://www.cec.sped.org/Standards?sc_lang=en)

CED Standards: <http://councilondeafed.org/standards.html>

InTASC Principles:

[http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf)

IRA Standards: <http://www.reading.org/General/CurrentResearch/Standards.aspx>

ISLLC Standards:

[http://www.ccsso.org/Documents/2008/Educational\\_Leadership\\_Policy\\_Standards\\_2008.pdf](http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf)

ISTE Standards: <http://cnets.iste.org/ncate/>

JEA Standards: <http://jea.org/home/for-educators/standards/>

MENC Standards: <http://musiced.nafme.org/resources/national-standards-for-music-education/>

NAEA Standards: <http://www.arteducators.org/research/naea-standards>

NAEYC Standards: <http://www.naeyc.org/accreditation> &  
<http://www.naeyc.org/store/node/593>

NASP Standards: <http://www.nasponline.org/standards/FinalStandards.pdf> &  
<http://www.nasponline.org/standards/2010standards.aspx>

NASPE: <http://www.aahperd.org/naspe/standards/>

NBEA Standards: <http://www.nbea.org/newsite/curriculum/guide/guide.html>

NBPTS Standards: <http://www.nbpts.org/five-core-propositions> &  
<http://www.nbpts.org/certificate-areas>

NCA Standards: Requires NCA membership to access.

<http://www.natcom.org/Secondary.aspx?id=119&terms=Program%20AND%20standards>

NCATE Standards: <http://ncate.org/Standards/tabid/107/Default.aspx> Also see CAEP

NCGE Standards: <http://www.ncge.org/geography-for-life>

NCHEC Competencies: <http://www.nchec.org/credentialing/responsibilities/>

NCHS Standards: <http://nchs.ucla.edu/standards/>

NCSS Standards: <http://www.socialstudies.org/standards>

NCTE Standards: <http://www.ncte.org/standards>

NCTM Standards: <http://www.nctm.org/standards/default.aspx?id=58>

NRPA Standards: <http://www.nrpa.org/Professional-Development/Accreditation/>

NSTA Standards: <http://23.23.182.104/access-standards/>

TESOL Standards: <http://www.tesol.org/advance-the-field/standards>

