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Mission Statement
College of Education

The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service for the purpose of preparing professionals who are committed to the betterment of society through a lifelong quest for excellence in leadership, stewardship, collaboration, and innovation.

Approved by the Richard W. Riley College of Education Faculty on April 30, 2010
The College of Education Organization Chart is located in About the College section of the COE website.

A. Centers and Departments

Institute for Educational Renewal and Partnerships

The mission of the Institute for Educational Renewal and Partnerships is to serve, facilitate, and support faculty and college initiatives that involve internal and external collaboration, partnership, and outreach to ensure cohesive, quality programs.

The Institute will fulfill four specific purposes:
1. Shepherding the agenda for education in a democracy,
2. Building and maintaining the Winthrop Partnership Network,
3. Fostering collaborative inquiry and teaching, and
4. Promoting on-going professional learning with the University-School Partnership.

The University Teacher Education Committee (TEC), with representation from COE, other colleges on campus, and P-12 constituents, will serve the Institute’s advisory council to periodically assess the Institute’s effectiveness in fulfilling its purposes and to provide feedback for continual improvement.

Curriculum and Pedagogy

The Department of Curriculum and Pedagogy prepares teachers through programs for initial licensure and advanced study. The department offers Bachelor of Science degrees in Early Childhood Education and Elementary Education, a Master of Arts in Teaching in Early Childhood Education, and a Master of Education in Curriculum and Instruction. A newly-designed Master of Literacy degree is currently under development.

Counseling, Leadership & Educational Studies Department

The Department of Counseling, Leadership and Educational Studies is one of three academic departments located in the Richard W. Riley College of Education. The department offers Bachelor of Science degrees in Middle Level Education, Social Studies, and Special Education. The department also offers one non-certification Bachelor of Science degree program in Family and Consumer Sciences. At the graduate level, the department offers Master of Education (M.Ed.) degrees in the following: Counseling and Development, Educational Leadership, Middle Level Education, and Special Education.
Master of Arts in Teaching (MAT)
The Master of Arts in Teaching (MAT) for secondary and P-12 programs is offered through the Counseling, Leadership, and Educational Studies Department and the MAT Early Childhood through Curriculum and Pedagogy. The programs are designed to prepare individuals who are seeking initial certification to become classroom teachers. Students may pick one of the following areas of certification at the secondary level: Biology, English, Mathematics, or Social Studies; or one of the following areas for certification in Grades K-12: Art, Music, Modern Languages (French and Spanish) and Physical Education. The MAT in Early Childhood Education prepares teachers to work with birth to age three.

Department of Physical Education, Sport, and Human Performance

The Department of Physical Education, Sport, and Human Performance is an active member of the Riley College of Education and is housed in the Lois Rhame West Center. It is comprised of four undergraduate degree programs, one graduate program, and two minors. The department offers Bachelor of Science degrees in Athletic Training, Exercise Science, Physical Education Teacher Education (PETE), and Sport Management. The Athletic Training program is jointly housed in the West Center and Winthrop Coliseum. A Master of Science (MS) is offered in Sport and Fitness Administration.

In addition, the department houses a basic instruction program, which is open to all majors, and a number of service courses such as First Aid and CPR, Health Education for the Elementary Teacher, and Physical Education for the Elementary Classroom Teacher. The basic instruction courses are open to any student in the University and involve a range of offerings such as Scuba Diving, Lifeguard Training, Aerobic Walking, Weight Training, Hiking, Backpacking and Rafting, or Aerobic Dancing. In addition, there are a number of courses which are part theory and part activity, such as Weight Control Through Diet and Exercise, Fitness for Life, and Outdoor Education.

Instructional Technology Center

The Instructional Technology Center (ITC) serves students, faculty, and staff, as well as P-12 educators from surrounding school districts and the Professional Development Schools. The ITC is located in 307 Withers/WTS and has a staff that includes a full-time Director, full-time Director of Audiovisual Services, full-time Online Learning Coordinator, a part-time technology specialist, part-time administrative specialist, two graduate assistants, and several student assistants/work study students.

The mission of the College of Education's Instructional Technology Center is to encourage, assist, and provide support for the use of technology as a tool to facilitate and enhance teaching and learning. In its current structure the ITC serves the following functions:

1. Supports and encourages the modeling of technology integration in each of the COE preparation programs by providing professional development training sessions, on-line tutorials, reusable learning objects, individual faculty training, and by providing the appropriate technology tools necessary for successful implementation.
2. Builds and sustains existing and future technology initiatives initiated by internal needs and external partnerships (such as the NetSCOPE grant) by supporting schools in the Partnership Network in their efforts to successfully integrate technology by providing professional development and technology support services.
3. Supports university faculty with instructional technology tools, training and support, including the IT toolkit, online learning and A/V services.
4. Supports the initiative of the Institute for Educational Renewal and Partnerships by providing university faculty, staff, and community partners with professional development, instructional consulting, as well as research and development in the field of educational technology.

ITC Vision Statement: To advocate for the appropriate and effective use of technology to enhance human learning. The ITC will do this by supporting research and development in existing and emerging technologies, expanding its service area from the COE to the University as a whole in planned stages. Through partnerships with IT, TLC, and Educational Technology Graduate programs, we will leverage existing resources and seek additional avenues of support in order to implement this vision.

Macfeat Laboratory School

The Macfeat Laboratory School, founded in 1892, is operated by the Richard W. Riley College of Education as an education/demonstration/research school. Serving three, four, and five-year old children, Macfeat offers a child-centered program with classrooms organized around learning centers that foster exploration, creativity, collaboration, and independence. Macfeat is accredited by the National Academy of Early Childhood Programs (NAEYC), an organization that recognizes outstanding early childhood programs which meet national standards of quality. Staffed by professional educators, graduate and undergraduate students, and numerous volunteers, the Macfeat School serves as an education site for prospective teachers and other professionals that work with young children. Macfeat Laboratory School strives to meet the needs of a diverse population of learners while exploring ways to better meet the challenges of educating young children in the 21st century. Staff include a .5 FTE director, a full-time administrative specialist, three Master's level teachers, three graduate assistants, and numerous assistants and volunteers, and is located in the Withers/WTS Building.

Student Academic Services

Student Academic Services, located in 144 Withers/WTS, is a major support office for students in the Riley College of Education. Personnel in Student Academic Services include the Director of Student Academic Services, Field Placement and Licensure Coordinator, Academic Advisement Coordinator, part-time Teacher Certification Specialist and an Administrative Specialist.

Responsibilities of Student Academic Services include:
1. Provide overall direction for the advising process in the Richard W. Riley College of Education (COE);
2. Provide advising services for pre-education major (undeclared) students in the Riley College of Education;
3. Provide initial advising services for all students entering COE;
4. Process all applications for admission to the Teacher Education Program;
5. Provide for the placement and supervision of all field experiences for students in COE;
6. Process transfer evaluations for all students in the COE;
7. Prepare degree audits for all students in the COE;
8. Coordinate scholarship information for COE students;
9. Verify all South Carolina Teachers Loan Applications
10. Prepare COE publications and provide for the dissemination of information to students.
11. Process all recommendations for teacher certification;
12. Coordinate special events for students, including Convocations, Inductions to Teacher Education, and Orientation Sessions for first-year Riley College of Education students;
13. Perform administrative tasks as required by other Winthrop University offices: i.e., Admissions, Records, Registration, etc;
14. Serve as Co-op liaison for the COE and assist with placement and supervision of students;
15. Serve as information source for students with special needs, disabilities, etc.;
16. Coordinate the Teacher Cadet Program;
17. Represent the COE in recruiting at Preview Days/Winthrop Day events; and
18. Process college and university forms for undergraduates with education majors and minors.

Partnerships

1. **Partnerships with Local Schools.**
   The Winthrop School-University Partnership Network provides simultaneous renewal of schools with a focus on student learning and educator preparation through the engagement of collaborative learning communities involving district and university students and faculty. These partnerships allow the teacher education program to experiment with new models of teaching while developing new roles and responsibilities for classroom teachers. Teacher candidates work with diverse groups of students in Professional Development and Partner Schools while guided by teams of teachers and university faculty. Collegiality is valued and fostered within an atmosphere where teachers, students, and professors work and learn together. The partnerships are coordinated through the Institute for Educational Renewal and Partnerships, Student Academic Services Department and the NetSCOPE Teacher Quality Partnership Grant.

2. **North Central Mathematics and Science Regional Center.** Through an infrastructure of eight regional centers, the Office of Curriculum and Standards in the South Carolina Department of Education provides statewide leadership and services to schools and districts in the areas of mathematics and science. The North Central Mathematics and Science Regional Center works with schools in Chester, Chesterfield, Fairfield, Kershaw, Lancaster, and York counties.

3. **South Carolina Teaching Fellows Program.** The Teaching Fellows Program for South Carolina is funded by the South Carolina General Assembly in an effort to recruit the finest high school graduates to the teaching profession. The Winthrop University Teaching Fellows Program, New Bridges, is an innovative program designed to offer students an intensive, coordinated service learning experience in working collaboratively with local community, business, and school leaders to provide services to Latino children/families and others whose first language is not English. The program began in fall 2002 and admits approximately 25 students per year.

4. **The Center for Educator Recruitment, Retention, and Advancement (CERRA).** known as the South Carolina Center for Teacher Recruitment (SCCTR), the Center for Educator Recruitment, Retention, and Advancement (CERRA) is a program supported by the General Assembly. CERRA works in collaboration with the state's public and private colleges and universities, education-related agencies, businesses, and the state public school systems to recruit and retain a new generation of academically-talented, effective classroom teachers. The Center works with over 170 high schools in South Carolina in support of the nationally recognized Teacher Cadet program. In addition, the Center provides a statewide educator job bank and online application system, coordinates the state's Teaching Fellows Program and National Board Certification efforts, provides teacher mentor training for the state, and houses the most current information available on teacher supply and demand.
A. Adjunct Faculty Duties and Responsibilities

Adjunct faculty members are expected to demonstrate professional knowledge of their discipline and awareness of current developments in their academic discipline through on-going personal and professional development and through pursing opportunities for continual learning, scholarship, and public service.

Adjunct faculty members of the Richard W. Riley College of Education (COE) are expected to:

- Meet all assigned classes or to make appropriate alternative arrangements for the class when an absence is unavoidable (These alternative arrangements must be approved by the Department Chair).
- Distribute to each student, within the first week of class, a written course syllabus, adhering to the COE Syllabus format. An electronic .pdf copy of the syllabus must be submitted to the Department Chair at the start of each semester. Refer to the required syllabus criteria located later in this section. Syllabi naming conventions are [subject][course number][term][faculty].pdf (faculty last name and first initial with no space; EXAMPLE: educ110_2010S_Marchelc.pdf).
- Faculty are responsible for submitting an updated vita annually as instructed by their Department Chair in a .pdf format. Naming conventions are [faculty]_vita.pdf (faculty member last name and first initial with no space; EXAMPLE: jonesm_vita.pdf).
- Be available to students before and after class.
- Award academic credit hours based on the professional evaluation of students’ academic performance.
- Present subject matter in the course as announced to students and as approved by the faculty.
- Engage in continuous learning and scholarship as defined by the Richard W. Riley College statement on scholarship.
- Comply with the laws governing conflict of interest.
- Observe the policies and procedures of the Richard W. Riley College of Education and the University.
- Use SOLO or other program rubric for grading critical assignments.
- Complete excel data and/or LiveText entry for critical course assignments as requested by the COE office of unit assessment; and
- Keep course grades for a minimum of five years.
- Submit an annual report yearly (see next section, Faculty Evaluation section).
- Acknowledge chair evaluation yearly.

B. Office Hours

Adjunct faculty members are required to be available to students before and after classes. While the number of hours is not fixed, it is assumed that each faculty member will maintain enough flexibility to be
convenient for the students to arrange conferences. I did not think the policy on repository would apply here.

C. Academic Advising

All students who have declared a major are assigned to a full-time faculty advisor. In addition, advising is done by personnel in Student Academic Services for students who have not declared a specific major in the College of Education (pre-education majors and students who have recently transferred to Winthrop University).

Academic advising requires a substantial amount of knowledge and energy to be successful and to support student growth. Therefore, as an adjunct faculty member, you are not assigned advisees. If you receive questions about a student’s course of study, please refer that student to their faculty advisor or to Student Academic Services.

D. Cancellation of Classes

As a general policy, Richard W. Riley College of Education classes are not cancelled except in emergency circumstances. Provisions for classes must be made if the faculty member has to be away during a regularly scheduled class meeting. Appropriate accommodations must be made when the faculty member is absent. Generally, using guest lectures to meet the course objectives is an appropriate accommodation. In all circumstances, the Department Chair should be notified if the faculty member is not going to be present during a regularly scheduled class meeting. For additional information review the Inclement Weather section on the Winthrop University Policies website.

E. Final Exams

For both undergraduate and graduate final examination procedures, review the Final Examinations section on the Winthrop University Policies website.

F. Grades and Grading

Winthrop University grading policies are located in the Evaluation and Grading section of the Winthrop University Policies website.

G. Unit Assessment Assignments

Many courses in the College, including courses offered by the Center for Pedagogy and the academic content areas, (e.g. elementary education, special education, educational leadership), have critical assignments that are tied to the specialized professional association standards. Before changing any major assignments in your class, it is important to check with the Department Chair or program coordinator. In addition, these assignments are graded by a common rubric. In most cases, this will be the SOLO rubric.
Your department chair will provide information regarding submission of assignment scores. If you have any questions, contact the Associate Dean or College of Education Unit Assessment Coordinator.

H. Course Syllabi

For the University policy on syllabi, review the Syllabus section of the Winthrop University Policies website. The COE Syllabi Format is located in the forms section of the Faculty Resources area of the COE website.

Faculty are responsible for developing a syllabus for each course. Course syllabi are submitted to the department chair each semester. A sample course syllabus format is located in the Forms section of the College of Education website.

Faculty Evaluation

Winthrop University is proud of its reputation for excellence in teaching. All faculty, including adjunct faculty, are expected to excel in teaching. In order to ensure excellence in teaching, adjunct faculty are evaluated in four ways: (a) student assessment of teaching, (b) Departmental Chair review, and (c) self analysis.

Annual Report

Each adjunct faculty member is required to submit an Adjunct Faculty Annual Report following the guidelines located in the forms area of the Faculty Resources section of the COE website.

For complete information, refer to the Evaluation of Faculty Performance section of the Winthrop University Policies website.

A. Student Assessment of Teaching

Procedures for Assessment of Teaching

1. Student Assessment of Teaching

Procedures for implementation

1. The Associate Dean will be responsible for working with the Department Chairs to distribute assessment instruments. All regularly scheduled courses (excluding field experiences) will be subject to evaluation. A packet will be prepared for each of your courses and will be distributed to each faculty member via the department secretary.

2. A student should be recruited to administer the evaluation. (In some cases, the Department Chair may wish to make this a responsibility of a graduate assistant).
3. The student administering the evaluation will distribute the assessment form, read the printed directions, and collect the completed assessment.

   a. The completed assessments will be placed in the provided envelope, sealed and signed by the student, and returned to the departmental office, immediately following the administration. (For evening classes in the Withers building, the student will be directed to place the envelope in the box by the departmental office in 204 Withers. For evening classes in the West Center the student should slip the envelope under the door of Room 216-J.)

   b. While the assessment is conducted, the faculty member will leave the classroom. The assessment should take no more than 15 minutes.

**Who will be evaluated using this instrument?**
Tenured, probationary, restricted, and adjunct faculty must have every class assessed, every semester, including summer courses.

**Distribution of Results**
Quantifiable data will be calculated using means and/or percentages and compared to departmental and College means and/or percentages. These data will be returned to the faculty member, the Department Chair, and the Dean. After final grades are turned in, written responses will be transcribed and a typed summary of the responses returned to the faculty member and a copy sent to the Department Chair.

**Using the results**
The main intent of these assessments is to assist the faculty member in improving teaching. These assessments provide one aspect of the overall evaluation of the faculty member’s teaching. These reports should be used as one part of the evidence for the annual report. While faculty are free to use these data as they see fit, a brief written analysis in response to the data will help build a case for self-reflection on one’s teaching.

2. **Department Chair Review**

One of the major responsibilities of our Department Chairs is to assist the faculty with excellence in teaching. Chairs will evaluate each member’s teaching contributions as a part of the annual report. The faculty member should arrange with his/her Chair for an in-class visit and review of your syllabi, assignments, examinations, and readings. All probationary, restricted, and adjunct faculty should be reviewed each semester by the Chair. All tenured faculty should be reviewed annually. The Department Chair Evaluation form for adjunct faculty is located in the Faculty Resources section of the COE website.

3. **Self Analysis**

Self-analysis of teaching provides the opportunity to reflect on performance and student outcomes, as well as to consider the comments of students, and the Chair. Self-analysis can take many different forms but is best documented through a written record of the analysis.
The goal of student assessment of teaching is to provide faculty and those reviewing instruction with objective feedback that will help achieve, maintain, and recognize excellence in teaching. Your thoughtful responses to these items will provide information in meeting this goal. All answers are anonymous, and results of the survey will be distributed to faculty only after final course grades have been submitted.

**Instructions:** For each statement, you are to indicate the extent to which you believe your instructor in this course possessed the characteristic or performed the activity described in that statement. Please use an OpScan sheet, a Number 2 pencil, and the following scale:

A = Strongly Agree        B = Agree       C = Disagree       D = Strongly Disagree       E = Not Applicable

**COURSE:**

1. A course syllabus containing clearly stated goals or objectives, requirements, due date’s assignments, and a grading system was distributed by the second week of class. The instructor provided information concerning his/her office location, phone number, and availability.

2. Class sessions were relevant to course objectives.

3. Course assignments and examinations were relevant to course objectives.

4. Assessment procedures for determining grades were explained before assignments were to be submitted.

5. Materials used in this course were well selected.

**INSTRUCTOR:**

6. The instructor demonstrated an enthusiasm for learning.

7. The instructor demonstrated a command of the course subject matter.

8. The instructor demonstrated a willingness to help students learn.

9. The instructor was willing to meet with students outside of class.

10. The instructor made students feel free to ask questions and express their ideas.

11. The instructor was well prepared for class.

12. The instructor met all regularly scheduled classes or made appropriate arrangements.

13. The instructor communicated the subject matter clearly with relevant examples.

14. The instructor stimulated further thinking about the course.

15. The instructor expected a high level of performance from students.
16. The instructor provided feedback or evaluative comments on assignments.

17. The instructor returned tests and assignments within a reasonable period of time.

18. List below several specific things you liked about this course and/or the instructor:

19. List below several specific recommendations for improving this course or the instructor’s teaching.

++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

My major is: __________________________________________

I am a:_____ A. freshman _____ B. sophomore _____ C. junior _____ D. senior _____ E. graduate

++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

Assessment of Student Access to Faculty Instructor

Please complete the following question by filling in (with a #2 pencil) the circle for the choice that best represents your satisfaction with access you have had to the faculty instructor in this course. You should make your selection on item #18 of the opscan sheet you have been provided for evaluating your course instructor.

Results will be reported to the professor and the respective department chair or dean only after grades have been turned in. Overall results for Winthrop University are reported to the South Carolina Commission on Higher Education, as per the state's performance funding legislation (Act 359). If you desire a copy of Winthrop’s overall results, please contact the Office of Institutional Research or your dean’s office.

Thank you for your assistance.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
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<tbody>
<tr>
<td>Very Dissatisfied</td>
<td>Dissatisfied</td>
<td>Satisfied</td>
<td>Very Satisfied</td>
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Please indicate your satisfaction with the availability of the instructor outside the classroom by choosing one response from the scale below. (In selecting your rating, consider the instructor’s availability via established office hours, appointments, and other opportunities for face-to-face interaction, as well as via telephone, email, fax, and other means).
A. Space Usage

For complete information on space usage refer to the *Space Use Policy* located on the Winthrop University Policies website.

Space is available for faculty and staff to schedule special events. Note, some areas have specific regulations. An application for *Space Request* should be completed online. To reserve a conference room or Plowden Auditorium, contact your departmental administrative specialist for assistance. For *Classroom Reservations* contact the University Academic Space and Scheduling Coordinator. To check availability for a *Computer Lab* check the Academic Computer Lab calendar. Once availability has been confirmed, email accmanager@winthrop.edu to request a reservation for a lab.

For security reasons, all computer labs *must be reserved in advance*.

B. Center for Career and Civic Engagement

Career Development Services for students is located in the *Center for Career and Civic Engagement*.

C. Computer Usage

Complete policies and guidelines are located on the *Computer and Information Technology* website.

D. Copyright

Complete information is located in the *Copyright Policy* section of the Winthrop University Policies website.

E. Counseling Services

For complete information, review the Winthrop University *Counseling* website.

F. Dacus Library

For complete information, review the Winthrop University *Dacus Library* website.
G. Food and Drinks in Classrooms

For complete information review the *Food and Drinks in Classroom* section of the Winthrop University Policies website.

H. Keys

Every adjunct faculty member is entitled to office space, and keys can be requested through the Department Chair. Keys will open the faculty member’s office, as well as the department’s office door. A sub-master key is located in each department office, enabling faculty to enter other instructional space as needed. All faculty teaching in Withers/WTS will need to get an additional key for classrooms from the COE Facilities Manager located in 106 Withers/WTS. **For security, all Withers/WTS classroom doors should be locked by faculty at the end of class.**

When employment at the University ends, **all keys must be turned in to the Department Chair who forwards them to the COE Facilities Manager. Keys are the property of the State of South Carolina and must not be duplicated. If key(s) are lost, contact the Department Chair immediately.**

I. Parking

Traffic and parking information and other useful information can be found in the *Traffic and Parking* section of the Winthrop University Policies website.

J. Recreational Facilities

For complete information on *Recreational Facilities* visit the Community and Visitors section of the Winthrop University website.

K. Telephone and Mail Procedures

**Telephone.** When appropriate, faculty and staff are issued individual long distance dialing codes for use (on campus) with the approval from the Department Chair and Dean. Long-distance credit cards are issued to individual faculty members for use off-campus. Since the cost is charged to the departmental budget, **all long distance calls are restricted to official business calls only.** Long distance calls must be held to a minimum. When traveling away from campus, refer to the Travel Regulations section for use of long distance credit card policies. Faculty needing to make personal long distance calls from campus should use their personal calling cards. For information about how to receive a personal calling card through Winthrop University, contact the telephone services coordinator at 2575.

**Mail.** The University maintains a mail service, with daily pick-up and delivery. Inter-campus mail, official U.S. mail, inter-agency mail, and personal mail may be sent and received through the campus mail services. All personal mail must be properly stamped, whether sent through the campus mail or deposited at the Post Office (located in Dinkins Student Center). Postage for all official University business is charged to departments.
L. Sexual Harassment and Discrimination

For the University, visit the Sexual Harassment Policy on the Winthrop University Policies website.

M. Professional Dispositions and Skills

See Student Academic Services website for the documents below:

- Teacher Education Professional Dispositions and Skills Criteria – Teacher Education
  - Teacher Education Professional Dispositions and Skills Criteria Procedures - Undergraduate Program
  - Teacher Education Professional Dispositions and Skills Criteria Procedures - Master of Arts in Teaching
  - Teacher Education Professional Dispositions and Skills Criteria Procedures Form to Address Concerns
Teacher as Educational Leader
A Conceptual Framework for the Undergraduate Teacher Education Program
Mission Statement

The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service for the purpose of preparing professionals who are committed to the betterment of society through a lifelong quest for excellence in leadership, stewardship, collaboration, and innovation.

Approved by the Richard W. Riley College of Education faculty on April 30, 2010.
The mission of the College of Education is to prepare professionals who are committed to the betterment of society through a life long quest for excellence in leadership, learning, stewardship, service, and the communication of ideas. This mission statement serves as the focal point for the conceptual framework, Teacher as Educational Leader. The mission statement and subsequent conceptual framework were developed by task forces of University faculty, administrators, Professional Development School representatives, and students.

The conceptual framework for the undergraduate teacher education program is a three-dimensional model. The three interactive dimensions are Organizing Concepts, Themes, and Stages of Development. The five concepts are overarching areas of study around which the themes are organized, specifically 1) The Learner, 2) The Society, 3) The Curriculum, 4) The Teacher, and 5) The Educational Leader.

All students proceed through three stages within this model demonstrating their knowledge and skills of each theme area. These stages are cumulative, building on previous learning. The Exploratory Stage includes students' first two years of study when they are completing general education requirements and assessing their commitment and qualifications for pursuing a career in education. If this commitment is made and all admission requirements are met, the student moves to the second phase and becomes a teacher candidate.

Stage II, the Pre-professional Stage, encompasses the generic and content-specific pedagogical skills necessary for success in the teaching profession. At the completion of this stage, teacher candidates are assessed to determine their readiness for the final semester. Stage III, the Professional Stage, represents the final phase of the program. This is the period in which teacher candidates complete their internship and a capstone course that prepares them for entry into the profession.

The conceptual framework of Teacher as Educational Leader moves those preparing for educational careers through a program committed to self-discovery and pedagogical study. This commitment requires the candidate to search for a deeper understanding of self and others while examining the moral, social, and political implications of teaching and learning in a democracy. This search is conducted through a model which includes faculty of the College of Arts and Sciences, the College of Visual and Performing Arts, the College of Education, and the public schools working collaboratively with each other and with teacher candidates to explore the ever-changing roles and responsibilities of educational leaders in today’s society.

The knowledge of an educated leader rests on a firm foundation in the liberal arts, in the specific content to be taught and pedagogy. At Winthrop, students make linkages between pedagogy and the disciplines and examine instructional methodologies appropriate to their fields. Knowledge in areas such as human growth and
development, historical and philosophical foundations, professional responsibilities, diversity, and school law are woven into the program through a well-articulated core of courses. Knowledge of technology and opportunities to use it to promote learning is developed throughout the program. Current educational research, specialized professional association standards, feedback from practitioners, including university faculty working in the schools, graduates, current students, and demographic trends influence continuous modifications and improvements in the program.

Curiosity, critical thinking, inquiry, independent learning, and reflection on one’s learning are promoted in the program. Faculty model those behaviors and dispositions that are expected of candidates and provide opportunities for them to develop and practice such behaviors as part of their educational program. Faculty engage in team teaching, planning, collaborative research, professional development, and peer observation that inform their teaching and scholarship.

A planned sequence of field experiences and internships integrate the teacher candidates’ content knowledge and pedagogical learning. Candidates are placed in schools with teachers and administrators who are knowledgeable about the College’s mission and the scope and sequence of the conceptual framework for undergraduate teacher education. As the University continues to learn and expand its unique relationship with Professional Development Schools, candidates are provided with increased opportunities to see schools as dynamic, changing organisms.

Evaluation of candidates includes clear admissions standards followed by documented performance-based assessments. Performance in courses, field experiences, and reflective portfolios serve as measures of the teacher candidate’s progress and preparedness for the profession.

At the conclusion of the program, candidates engage in a capstone course that assists them in integrating the overall program, provides opportunity for reflection and synthesis, and allows candidates to finalize their portfolios before initial teacher certification. Performance assessment during the professional semester and through the capstone course ensures the candidate’s attainment of competencies.

Approved by the Richard W. Riley College of Education faculty on February 8, 2002.

Approved by the Winthrop University Teacher Education Committee on April 30, 2002.
The educational leader strives to improve the human condition through the reflective study of human development, learning, and diversity.

Organizing Concept I

The Learner

Human Development
The educational leader understands human development (physical, social, emotional, moral, and intellectual) and uses this knowledge to create an effective learning environment.

Learning
The educational leader understands how individuals learn and uses this understanding to help students construct and share knowledge.

Human Similarities & Differences
The educational leader recognizes that human learners share many similarities and appreciates the rich diversity among learners and cultures.

Families:
The educational leader understands and appreciates the uniqueness of families and works to support the central role families play in development and learning.

*Diversity refers to "differences among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic region where they live." (NCATE, 2001).

Theme

Stages of Professional Development

Exploratory Stage
- understands theories of human development (physical, social, emotional, moral, and intellectual).
- uses knowledge of human development to analyze effective learning environments.

Pre-professional Stage
- understands how development influences performance (cognitively, socially, emotionally, and physically).
- relates theories of human development to the candidate’s level of licensure.

Professional Stage
- uses theories of human development to create effective learning environments.
- is concerned with each P-12 student’s well-being and is alert to signs of difficulties.

Learning

Human Similarities & Differences

- demonstrates an appreciation and respect for differences and similarities among individuals and students and is committed to helping them develop self-confidence and competence.
- knows similarities and differences among various cultures, ethnic groups, and genders.
- develops an awareness of learners with exceptionalities and knows laws and policies.
- understands multicultural perspectives.
- recognizes diversity of ideas, institutions, philosophies, moral codes, and ethical principles related to education.
- maintains high expectations for all learners.
- recognizes the role of technology and other innovations in addressing the needs of diverse learners.
- demonstrates how curricula and instructional strategies are modified for P-12 students who have special needs including disabilities, risk for school failure, gifts and talents, non-English speakers, and others.
- knows how to access appropriate services and resources for P-12 students who have disabilities, are non-English speakers, or who have other learning difficulties.
- knows the process of second language acquisition and strategies to support the learning of students whose first language is not English.
- identifies and uses assistive technology to meet the special needs of P-12 students.

- understands theories of learning.
- understands individual differences in learning.

- plans, implements, and evaluates appropriate instruction based on learning theories.

- fosters multiple perspectives in P-12 students’ critical thinking, independent problem-solving, and performance.
- accommodates for individual needs and abilities while planning and implementing instruction.
- communicates to P-12 students their value as individuals and helps them learn to value each other.
- employs appropriate educational practices to teach P-12 students with special needs.
- designs and facilitates learning experiences that use assistive technologies to meet the special needs of P-12 students.

Families:

- understands family systems and characteristics.
- understands the key elements of communicating with families to enhance learning.
- communicates with and supports family members to the benefit of P-12 students’ development and learning.
The educational leader possesses an understanding of the historical foundations of schooling and exhibits ethical behavior consistent with the laws and policies governing American education.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Exploratory Stage</th>
<th>Pre-professional Stage</th>
<th>Professional Stage</th>
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</thead>
</table>
| Ethics:    | - demonstrates basic knowledge of ethical predispositions and expectations of the profession.  
            - demonstrates understanding of the basic precepts of a democratic society.  | - understands ethical principles of the profession including those pertaining to students, parents, colleagues, community, and the profession.  | - demonstrates appropriate ethical reasoning and behavior with students, parents, colleagues, and others.  |
| Law:       | - understands basic legal principles of American education.  
            - knows how to access and keep abreast of the laws pertaining to the profession.  
            - understands the legal, ethical, cultural, and societal issues related to technology.  | - understands school law and the rights and responsibilities of students, teachers, and parents.  | - demonstrates attitudes and behaviors consistent with upholding ethical principles of school law in all matters related to teaching.  
            - identifies technology-related legal and ethical issues, including copyright, privacy, acceptable use policies, and security of technology systems, data and information.  |
| History:   | - has knowledge of the history of education in the western world.  
            - understands the organization of schools in the context of the larger community.  | - understands the history of education with emphasis on the development of American educational institutions and the academic preparation of minority groups and women.  | - employs knowledge of the history of education in designing and delivering instruction, as well as interactions with students, parents, colleagues, and others.  |
| Philosophy:| - identifies meanings, functions, and basic tenets of philosophy.  
            - understands philosophies influential in American education, as well as pedagogical views of recognized theorists.  | - creates an emerging personal philosophy of education that reflects personal growth and professional development as well as supports best practice.  | - implements personal philosophy based on best practices that reflects personal growth and professional development.  |
### The Curriculum

#### Theme

**Subject Matter Expertise:**
The educational leader demonstrates understanding of the knowledge, curriculum, and teaching methodologies unique to his or her particular field of academic expertise.

**Exploratory Stage**
- Develops a preliminary knowledge of a specific discipline and its relationships to the liberal arts and sciences.

**Pre-professional Stage**
- Understands the interconnectedness of specific content area to other areas within the curriculum.
- Understands major concepts, assumptions, and processes of inquiry central to the discipline.

**Professional Stage**
- Develops effective instruction for P-12 students using knowledge of content and appropriate standards.
- Provides learning experiences that allow P-12 students to form connections between the specific subject area and other disciplines.
- Assists P-12 students in connecting subject matter to everyday life.
- Engages in continuous learning to ensure current knowledge in the discipline.

#### Curriculum:

- Develops, implements, and evaluates curriculum to prepare students to be productive citizens in a global society.
- Understands how social issues influence curriculum.
- Understands the purpose for integrating technology into curriculum.
- Understands the role of student’s personal and family experiences and cultural norms in planning instruction.
- Understands and uses principles of curriculum design in designing and implementing lesson plans.
- Understands the teacher’s role in designing and implementing the curriculum.
- Researches and evaluates the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information resources to be used by P-12 students.
- Integrates interdisciplinary and multicultural approaches to curriculum design and planning, which include P-12 students’ cultural background and experience, into instruction.
- Analyzes, plans, implements, and evaluates curriculum.
- Integrates literacy skills in all curricula.
- Designs and teaches a coherent sequence of learning activities that integrates appropriate use of technology resources to enhance P-12 student academic achievement and technology proficiency by connecting district, state, and national curriculum standards with student technology standards.

#### Integrative Studies

- Values interdisciplinary teaching and learning.
- Plans lessons using an interdisciplinary approach.
- Integrates and evaluates professional and pedagogical content knowledge to create meaningful learning experiences for all P-12 students.
### Organizing Concept IV

#### The Teacher

The educational leader is a skilled teacher able to design, deliver, evaluate, and refine instruction.

#### Theme

**Instructional Practices:**

- The educational leader delivers effective instruction which is continuously evaluated and refined.

#### Stages of Professional Development

<table>
<thead>
<tr>
<th>Exploratory Stage</th>
<th>Pre-professional Stage</th>
<th>Professional Stage</th>
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</thead>
<tbody>
<tr>
<td>develops basic observational skills.</td>
<td>understands the continuous process of instruction.</td>
<td>implements planned lessons.</td>
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<tr>
<td>explores a variety of instructional strategies.</td>
<td>analyzes various instruction strategies in different disciplines.</td>
<td>examines congruence between lessons planned and implemented.</td>
</tr>
<tr>
<td>values instructional flexibility to meet student needs.</td>
<td>examines a repertoire of teaching strategies in planning for instruction.</td>
<td>uses a variety of instructional strategies to meet student needs.</td>
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<tr>
<td></td>
<td>demonstrates an enthusiastic and positive attitude in classroom setting.</td>
<td>uses P-12 students’ strengths and errors as means to design and modify instruction.</td>
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<tr>
<td></td>
<td>demonstrates initiative in instructional practices.</td>
<td>uses technology as a tool for effective instruction to meet individual and group needs.</td>
</tr>
<tr>
<td></td>
<td>explores technology as an instructional tool in the classroom.</td>
<td>creates learning experiences which encourage critical thinking, problem solving, informed decision making, and creativity.</td>
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<tr>
<td></td>
<td>demonstrates appropriate integration of technology into subject matter and content.</td>
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#### Classroom Management:

The educational leader employs effective classroom management practices based contemporary theories, observations, ethics, and research.

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<tbody>
<tr>
<td>explores environmental issues that affect moral values, behaviors, and self-esteem of students.</td>
<td>develops initial conflict resolution skills.</td>
<td>uses self-reflection to evaluate classroom management skills.</td>
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<tr>
<td></td>
<td>analyzes conflicts and professional interaction in team practices.</td>
<td>promotes positive peer relationships by applying and evaluating appropriate grouping strategies (For example, small group, cooperative learning, and large group).</td>
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<tr>
<td></td>
<td>analyzes classroom management theories, including underlying characteristics of human motivation and behavior.</td>
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<tr>
<td></td>
<td>develops a positive classroom management plan.</td>
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#### Assessment:

The educational leader develops, uses, and evaluates appropriate tools of assessment.

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<tbody>
<tr>
<td>knows the general purpose and rationale for assessment.</td>
<td>demonstrates knowledge of various strategies and assessment instruments.</td>
<td>synthesizes, uses, evaluates, and communicates assessment results.</td>
</tr>
<tr>
<td></td>
<td>analyzes and selects appropriate assessment strategies and instruments.</td>
<td>uses a variety of formative assessment approaches to diagnose, design, or modify instruction.</td>
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<tr>
<td></td>
<td>explores the use of technology as a means to address student learning.</td>
<td>uses technology to assess P-12 student performance and analyze teaching effectiveness.</td>
</tr>
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</table>
The Educational Leader

Organizing Concept V

Theme
Communication:
The educational leader effectively communicates (listening, speaking, reading, writing, and mediacy) with students, colleagues, families, and the community.

- communicates clearly and effectively using Standard English (listening, speaking, reading, writing, and mediacy).
- is aware of need for culturally sensitive communication.

Exploratory Stage
- communicates clearly and effectively using Standard English (listening, speaking, reading, writing, and mediacy).

Pre-Professional Stage
- communicates the central precepts of the discipline to students.

Professional Stage
- employs effective communication (verbal, nonverbal, written, and technological) when working with students, families, colleagues, and the larger community to promote literacy.
- effectively integrates reading, writing, listening, and speaking skills into all curricula.
- communicates in a culturally sensitive manner.
- uses technology productivity tools to complete required professional tasks.
- uses a variety of media and formats, including telecommunications, to communicate and interact with peers, experts, and audiences.

Personal Development:
The educational leader constantly strives to develop a knowledge of self and uses introspection to make professional decisions.

- examines personal values, attitudes, and beliefs related to the profession.
- demonstrates professional commitment in university and public school settings.
- identifies areas of personal strengths and needs as a beginning teacher.
- demonstrates adaptability, flexibility, maturity, and emotional stability in university and classroom settings.
- exhibits positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- adopts the characteristics of a lifelong learner.
- fosters self-exploration in P-12 students.
- demonstrates self-evaluation of instructional decisions.

- identifies examples of collaboration and examines them in terms of group dynamics, learning, and decision-making.
- applies examples of successful collaborative models and evaluates inter-personal skills.
- contributes as an educational team member and evaluates personal contributions to team effort.

Collaboration:
The educational leader understands the concept of collaboration and uses it with colleagues, families, and the community to benefit learners.

- demonstrates positive and cooperative relationships with university faculty, P-12 students and teachers, and colleagues.
- analyzes own interpersonal and collaborative skills with colleagues, families, and the larger community.
- identifies examples of collaboration and examines them in terms of group dynamics, learning, and decision-making.

- contributes as an educational team member and evaluates personal contributions to team effort.

Reflective Practice:
The educational leader critically analyzes her/his leadership and teaching skills and applies what is learned to future practice.

- understands the role of reflection in learning.
- examines personal motives for selecting teaching as a profession and the responsibilities involved in that choice.

- takes responsibility for personal actions and choices as a professional leader.
- analyzes personal skills and teaching and evaluates self.
- uses feedback to improve practice.
- reflects on the leadership role played by teacher through school and community involvement.
Teacher Education
Professional Dispositions and Skills Criteria

Education is a noble calling that entails both challenges and responsibilities. As an educational leader, you will be expected to uphold the highest standards of the profession as you relate to students, families, and communities. Each teacher candidate is expected to exhibit the following four dispositions in their work with colleagues, faculty and staff in University and PK-12 settings, and PK-12 students and their families:

I. FAIRNESS
Assumes responsibility for the learning of all students* in the classroom in a caring, nondiscriminatory, and equitable manner and persists in effective learning for all students.*

II. INTEGRITY
Demonstrates a recognition of and adherence to the moral, legal, and ethical principles of the University and the profession.

III. COMMUNICATION
Interacts in ways that convey respect and sensitivity.

IV. COMMITMENT
Embraces the complexity of work through reflective practice and professional growth.

* “All students” includes students with exceptionalities and of different ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional/geographic origins (NCATE Unit Standards, 2008).
Richard W. Riley College of Education

Mission Statement

The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service for the purpose of preparing professionals who are committed to the betterment of society through a lifelong quest for excellence in leadership, stewardship, collaboration, and innovation.

Approved by the Richard W. Riley College of Education faculty on April 30, 2010.
The Winthrop University and the College of Education Mission Statements serve as the foundation for the advanced conceptual framework *Educator as Leader*. The conceptual framework was developed and reviewed by University faculty, Professional Development School representatives, and students and has been approved by the appropriate University shared-governance committees.

The conceptual framework for advanced education programs builds on the skills developed in undergraduate programs or through professional experiences and is organized around three concepts: 1) Leadership, 2) Scholarship, and 3) Stewardship. One’s knowledge of these concepts and one’s ability to perform effectively in these areas are measured through a series of thirty-two learning outcomes. These learning outcomes build upon candidates’ existing and emerging knowledge bases and lead to an advanced understanding of their respective program areas. These learning outcomes are also designed to maintain relevance and adherence to professional, state, national, and institutional standards.

While *Educator as Leader* is the overarching theme of all programs, the term “educator” has been expanded at the advanced level to include a broader population of professionals including but not limited to teachers, school administrators, psychologists, health professionals, counselors, and coaches. These educational leaders have a central role in helping all students reach their potential through learning experiences in the school environment.

Each advanced degree program is responsible for addressing the learning outcomes contained in the conceptual framework. Additionally, the College of Education has revised three core courses to align the content more effectively with the revised conceptual framework. These core courses will be required by the majority of the advanced programs and consist of:

**EDUC 640, Educational Research, Design, and Analysis**
This course is designed for advanced degree candidates and covers the principles, methods, and procedures of educational research, design, and analysis. The development of a proposal outlining a study, project, or practice is required.

**EDUC 670, Schooling in American Society**
This course is designed for advanced degree candidates and focuses on key issues related to teaching and leading in a democracy. Students explore the social, historical, legal, and philosophical foundations of American education and how these foundations affect contemporary schools.

**EDUC 681, Advanced Educational Psychology**
An advanced psychological foundations course which examines contemporary research, issues and trends and their effective application to effective leadership, critical inquiry and stewardship in educational professions.
Leadership

The advanced educational leader promotes the professions and improves the quality of programs for society. The leader serves as an example of collaboration through communication, support and advocacy.

Learning Outcomes

The advanced educational leader:

- examines educational policy and demonstrates a familiarity with how such policy is developed and implemented.
- evaluates oneself as an educational leader through knowledge, reflection, and professional discourse.
- analyzes contemporary issues, reforms, and renewal strategies and applies an understanding of these to one’s profession.
- applies technology to professional roles and functions.
- promotes an appreciation and understanding of diversity in families and society.
- demonstrates the ability to apply problem-solving strategies in diverse situations - e.g., conflict resolution, program development.
- applies current theories to enhance individual learning of others and to promote professional development.
- demonstrates skills and commitment needed to communicate effectively with students, professional colleagues, families, and community leaders.
- values collaboration with colleagues, families and the larger professional community.
- advocates for the development of individuals to their fullest potential.
The advanced educational leader is a critical inquirer of educational research, able to generate meaningful questions and determine strategies to answer these questions.

### Learning Outcomes

The advanced educational leader:

- demonstrates an understanding of research terminology, concepts, and practices as presented in the professional literature.
- analyzes, synthesizes, interprets, and disseminates current and historical research and practices.
- integrates knowledge and practice derived from professional research into various professional settings to enhance individual growth.
- generates research questions that focus on extending current thought and theory and interprets and applies results of research.
- generates research questions that focus on the application of content knowledge and methodologies.
- demonstrates an understanding of a variety of research methodologies, measurements, analysis procedures, and interpretation/communication of results.
- selects and applies appropriate methodologies to answer research questions.
- appreciates the value of using research to inform practice.
- uses technology resources to collect, analyze, synthesize and evaluate information and data.
- models life-long learning.
- enhances specific knowledge in content areas.
The advanced educational leader analyzes contemporary issues in a democratic society and offers solutions consistent with historical, legal, philosophical, and psychological foundations of leadership in the professions.

Learning Outcomes

The advanced educational leader:

- appreciates and articulates the ethical implications surrounding contemporary educational issues.
- analyzes how antecedents (previous events) contribute to current issues.
- understands the interrelationships among issues related to society, schooling, the organization and administration of schools, and professional organizations.
- advocates full and appropriate access to public education and human services for people with special needs and their families.
- examines and makes appropriate professional decisions based on an advanced understanding of ethics and laws.
- demonstrates the ability to construct a supportive, well-managed, motivational learning environment that promotes equal access to education for people from diverse cultural backgrounds.
- develops school curricula and/or educational interventions based on contemporary theories of learning and development, applicable technology, collaborative discourse, and evaluation.
- works toward solutions to key educational issues that are founded on contemporary research, public policy, and best practice.
- evaluates, clarifies, and refines personal philosophy of professional practice.
- links personal philosophy and professional practice to historical, legal, social, philosophical and psychological foundations, and developments in the profession.
- cares for and relates to students, families, and the larger learning community.
Advanced Core Professional Dispositions

- Advocates full and appropriate access to public education and human services for people with special needs and their families
- Examines and makes appropriate professional decisions based on an advanced understanding of ethics and laws
- Cares for and relates to students, families, and the larger learning community
- Appreciates the value of using research to inform practice
- Models life-long learning
- Promotes an appreciation and understanding of diversity in families and society
- Advocates for the development of individuals to their full potential
- Respects and cooperates with others
- Displays overall dispositions/behavior consistent with expectations of the profession
- Believes that all students can learn
- Works with students and colleagues in a fair and equitable manner
Teacher as Educational Leader

A Conceptual Framework for those seeking Initial Teacher Certification through the Master of Arts in Teaching Program
Mission Statement

The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service for the purpose of preparing professionals who are committed to the betterment of society through a lifelong quest for excellence in leadership, stewardship, collaboration, and innovation.

Approved by the Richard W. Riley College of Education faculty on April 30, 2010.
Introduction
The focal point of the conceptual framework, Teacher as Educational Leader, in the Richard W. Riley College of Education, is to prepare educational leaders who are committed to the betterment of society through a lifelong quest for excellence in leadership, learning, stewardship, and the communication of ideas. University faculty, administrators, Professional Development School representatives, and teacher candidates developed the conceptual framework collaboratively.

Conceptual Framework
The conceptual framework for the initial graduate certification program consists of six related concepts. The six concepts are 1) Instruction, 2) Subject Area Content, 3) Learners, 4) Society, 5) Curriculum, and 6) Scholarship.

The conceptual framework of Teacher as Educational Leader moves those preparing for educational careers through a program committed to self-discovery and pedagogical study. This commitment requires the candidate to search for a deeper understanding of self and others while examining the moral, social, and political implications of teaching and learning in a democracy. This search is conducted through a model which includes faculty from the College of Arts and Sciences, the College of Visual and Performing Arts, the College of Business, the College of Education, and school professionals working collaboratively with each other and teacher candidates to explore the ever-changing roles and responsibilities of leaders in today’s society.

Content and Pedagogy
The knowledge of an educational leader rests on a firm foundation in the liberal arts, in the specific content to be taught, and pedagogy.

At Winthrop, teacher candidates make linkages between pedagogy and the disciplines and examine methodologies appropriate to their fields. Knowledge in such areas as human growth and development, historical and philosophical foundations, professional responsibilities, diversity, literacy, and school law are woven into the program through a well-articulated core of courses. Knowledge of technology and opportunities to use it to promote learning are developed throughout the program. Current educational research; specialized professional association standards; feedback from practitioners, including university faculty working in the schools, graduates, and current candidates; and demographic trends influence continuous modifications and improvements in the program.

Curiosity, critical thinking, inquiry, independent learning, and reflection on one’s learning are promoted in the program. Faculty model those behaviors and dispositions that are expected of candidates and provide opportunities for them to develop and practice such behaviors as part of their educational program. Faculty engage in practices such as team teaching, planning, collaborative research, professional development, and peer observation that inform their teaching and scholarship.

Clinical Practice
A field experience, followed by a full semester internship, integrates the candidate’s content knowledge and pedagogical learning. Candidates are placed in schools with teachers and administrators who are knowledgeable about the scope and sequence of the conceptual framework for graduate teacher education.

Evaluation
Evaluation of candidates includes clear admission standards followed by documented performance-based assessments. Performance in courses, field experiences, the internship, and reflective portfolios serve as measures of the educator’s competence in the required learning areas.

At the conclusion of the program, teacher candidates engage in a capstone course which assists them in integrating the overall program, provides opportunity for reflection and synthesis, and allows candidates to complete their portfolios before initial teacher certification. Performance assessment during the professional semester through the capstone course ensures the candidate’s attainment of competencies.
The educational leader is a skilled teacher able to design, deliver, evaluate, and refine instruction.

1.1 Instruction
The educational leader delivers effective instruction that is continuously evaluated and improved.

Learning Outcomes
1.1.1 Is willing to engage in the continuous process of evaluating and improving instruction.
1.1.2 Uses technology to plan, deliver, and assess instruction.
1.1.3 Examines a repertoire of classroom management and teaching strategies.
1.1.4 Implements planned lessons effectively.
1.1.5 Values flexibility and uses a variety of appropriate instructional strategies to meet students’ needs, including modalities, intelligences, and learning styles.
1.1.6 Values and creates learning experiences which encourage critical thinking, problem solving, and other higher-order thinking skills.
1.1.7 Applies and evaluates appropriate strategies for individual, small-group, and large-group instruction.
1.1.8 Solicits and uses information from community, colleagues, students, and families to design and deliver effectively instruction that demonstrates a sensitivity to culture, gender, social, and academic differences.

1.2 Classroom Management
The educational leader employs effective classroom management practices based on contemporary theories, best practices, ethics, cultural circumstances, exceptionalities, and research.

Learning Outcomes
1.2.1 Analyzes classroom management theories.
1.2.2 Recognizes how technology can assist in classroom management.
1.2.3 Applies and evaluates classroom management skills.
1.2.4 Understands origins of and strategies for mitigating student anger and school violence.

1.3 Technology
The educational leader uses instructional technology to assist with effective instruction.

Learning Outcomes
1.3.1 Uses technology as an effective instructional tool in the classroom in ways appropriate to the subject area and to diverse learners.
1.3.2 Integrates technology with traditional and experiential practices and materials.
1.3.3 Uses technology to enhance communication with students, parents, colleagues, and the community.

1.4 Literacy
The educational leader appreciates and uses effective strategies that promote literacy competencies throughout the curriculum.

Learning Outcomes
1.4.1 Demonstrates appropriate literacy strategies to help diverse learners master subject areas.
1.4.2 Identifies model components of school-wide reading programs and their appropriateness for meeting the needs of diverse learners.
1.4.3 Identifies teaching strategies for increasing technical and specialized vocabulary, enhancing comprehension, and developing metacognitive awareness.
1.4.4 Uses technology in literacy and instruction.
1.4.5 Integrates visual, oral, written media and other forms of literacy into instructional practice.
1.4.6 Uses informal and formal standardized measures to assess learners to plan appropriate literacy instruction.
1.4.7 Works collaboratively with students and colleagues to develop literacy competencies.
1.4.8 Incorporates supplemental literature and writing in subject area lessons.
1.4.9 Uses technology to develop literacy skills of students.
1.5 Communication
The educational leader effectively communicates with students, colleagues, families, and the community.

Learning Outcomes
1.5.1 Communicates the central principles of the discipline to students.
1.5.2 Employs culturally sensitive communication when working with students, families, colleagues, and the larger community.
1.5.3 Works to build community.
1.5.4 Demonstrates exemplary listening, written, and oral communication skills.

1.6 Collaboration
The educational leader values and understands the concept of collaboration and uses this concept effectively with students, colleagues, families, the community, and other educational stakeholders to benefit learners and the profession.

Learning Outcomes
1.6.1 Identifies examples of collaboration and examines them in terms of group dynamics, teaming, and decision-making.
1.6.2 Understands how to collaborate with others in planning and implementing interdisciplinary lessons.
1.6.3 Applies successful collaborative models and evaluates interpersonal skills.

1.7 Personal Development
The educational leader strives to develop a knowledge of self and uses this knowledge to make appropriate decisions.

Learning Outcomes
1.7.1 Identifies areas of personal strengths and weaknesses as a beginning teacher.
1.7.2 Adopts the characteristics of a life-long learner.
1.7.3 Fosters self-exploration in students.
1.7.4 Willingly contributes, seeks assistance as needed, and evaluates role as an educational team member in an effort to foster a productive learning environment school-wide.

1.8 Reflective Practice
The educational leader critically analyzes her/his leadership and teaching skills and applies what is learned to future practice.

Learning Outcomes
1.8.1 Understands and values the role of reflection in learning as part of an ongoing process.
1.8.2 Examines personal motives for selecting teaching as a profession and the responsibilities involved in that choice.
1.8.3 Reflects on the leadership role played by teachers.
1.8.4 Takes responsibility for personal actions as a professional leader.
Concept 2

Subject Area Competency

The educational leader knows and uses contemporary knowledge about the discipline and remains current through extended study and application.

2.1 Content Preparation
The educational leader has completed a baccalaureate degree in the appropriate subject area from an accredited program of higher education or, if necessary, the educational leader completes subject area undergraduate courses equivalent to those at Winthrop University.

2.2 Extension of Subject Area
The educational leader extends the knowledge gained in undergraduate courses through continuous learning to ensure current knowledge in the discipline necessary for instructional effectiveness.

Learning Outcomes
2.2.1 Completes a sequence of identified graduate level core courses to extend knowledge and application of the subject area.

2.2.2 Demonstrates advanced understanding of the subject area via use of applied methodologies.

2.3 Curriculum and Instruction
The educational leader demonstrates understanding of the knowledge, curriculum, technologies, and teaching methodologies unique to his or her field of academic expertise.

Learning Outcomes
2.3.1 Understands the interconnectedness of all content areas.

2.3.2 Develops effective instruction using accurate content.

2.3.3 Provides learning experiences that allow students to form connections with other disciplines.

2.3.4 Assists students in connecting subject matter to relevant life experiences.

Concept 3

Learners

The educational leader strives to enhance learning through practices which affirm human diversity including cultural, gender, social, and academic differences.

3.1 Human Development
The educational leader understands aspects of human development and uses this knowledge to create effective learning environments.

Learning Outcomes
3.1.1 Understands theories and influences on human development.

3.1.2 Understands how development influences learning behavior.

3.1.3 Uses theories of human development to create effective learning environments and experiences for all students.

3.2 Learning and Motivation
The educational leader understands that there are multiple positions or orientations for teaching and that many of these are valid in certain contexts and in relation to students’ needs and backgrounds.

Learning Outcomes
3.2.1 Plans, implements, and evaluates appropriate instruction using a variety of learning theories.

3.2.2 Uses theories of human motivation to create effective learning environments for diverse populations including reluctant learners.
3.3 Human Similarities and Differences
The educational leader recognizes that learners and cultures share many similarities and appreciates the rich diversity among learners and cultures.

Learning Outcomes
3.3.1 Demonstrates respect for similarities and differences among individuals in the classroom and community.
3.3.2 Recognizes general similarities and differences among various cultures, ethnic groups, and genders in the classroom and the community.
3.3.3 Understands the multicultural perspectives of the discipline and how diversity of ideas, institutions, philosophies, moral codes, and ethical principles relate to education.
3.3.4 Understands signs of psychological, physical, and substance abuse and recognizes how these abuses affect students regardless of ethnic and family income groups.
3.3.5 Seeks outside help as needed to remedy problems of distress and abuse.
3.3.6 Fosters considerations of multiple perspectives and appreciation for diversity in thinking.
3.3.7 Accommodates for individual needs and abilities when planning, implementing, and assessing instruction.

3.4 Exceptionalities
The educational leader understands exceptional learners; the philosophy, the laws, and policies related to their education; and selects and implements appropriate instructional practices that foster inclusive education.

Learning Outcomes
3.4.1 Understands the varied characteristics of students with disabilities and the key laws and policies affecting them.
3.4.2 Understands how curricula and instructional strategies are modified for students with disabilities.
3.4.3 Understands and uses technology and other innovations to meet the needs of students with disabilities.
3.4.4 Employs appropriate educational practices and resources to teach students with disabilities in inclusive settings.
3.4.5 Adapts assessment instruments and situations for students with disabilities.
3.4.6 Participates effectively in team meetings with colleagues and families to prepare Individualized Education Plans and classroom activities.
3.4.7 Uses democratic values in the classroom.

3.5 Families
The educational leader understands and appreciates the uniqueness of families and works to support the central role families play in the development and learning of the student.

Learning Outcomes
3.5.1 Understands family systems and their characteristics.
3.5.2 Understands the key elements of communicating with families to enhance learning and benefit students.
3.5.3 Understands the impact of family influence on the development of literacy.
4.1 History
The educational leader knows the history of the profession and uses this knowledge to build current practices and to plan for the future.

Learning Outcomes
4.1.1 Understands the history of education with emphasis on the development of American educational institutions.
4.1.2 Employs knowledge of the history of education in designing and delivering instruction.

4.2 Law
The educational leader understands the legal foundations of the profession and uses this knowledge to improve practice.

Learning Outcomes
4.2.1 Understands basic legal principles and current laws of American education.
4.2.2 Understands the rights and responsibilities of students, teachers, and parents.
4.2.3 Demonstrates behaviors consistent with school law.

4.3 Philosophy
The educational leader understands various philosophical principles central to American education and uses this knowledge to develop a personal philosophy of education that guides professional practice.

Learning Outcomes
4.3.1 Understands philosophies that have been and are influential in American education.
4.3.2 Creates and reflects upon an emerging personal philosophy of education that supports personal growth and professional development.
4.3.3 Demonstrates the relationship between personal philosophy and professional practice to historical, legal, social, philosophical, and psychological foundations and developments of the profession.
4.3.4 Engages in continual reflection and refinement of a personal philosophy of education.

4.4 Ethics
The educational leader understands moral, ethical, and social implications of teaching in a democracy and uses this knowledge to improve practice.

Learning Outcomes
4.4.1 Understands and adheres to ethical principles of the school, school district, and profession including those pertaining to students, colleagues, the community, and technology and uses this knowledge to improve practice.
4.4.2 Articulates the ethical implications surrounding contemporary educational issues.
4.4.3 Demonstrates integrity and appropriate ethical behavior in dealings with students, parents, colleagues, the community, and technology resources.
4.4.4 Incorporates democratic values into the educational environment.

4.5 Leadership
The educational leader guides and supports students, colleagues, and the larger community to continuously renew schools and ensures that best practices are implemented, evaluated, and refined.

Learning Outcomes
4.5.1 Identifies the characteristics and values of effective leadership in school settings.
4.5.2 Provides examples of involvement in leadership experiences in school and/or community to improve education.
4.5.3 Applies skills as an instructional leader in the classroom.
4.5.4 Demonstrates leadership skills to motivate, reward, and support students to create meaningful learning experience for all students.
4.5.5 Applies technology to professional roles and functions.
4.5.6 Applies current reform and renewal strategies to educational settings.
4.5.7 Evaluates one’s self as an educational leader through knowledge, reflection, and discussion.
5.1 The Curriculum
The educational leader plans, implements, and evaluates curriculum to prepare students to be productive citizens.

Learning Outcomes
5.1.1 Understands how social issues influence curriculum.

5.1.2 Understands principles of curriculum design and how to plan short and long-range instruction.

5.1.3 Understands the role of school personnel in the curriculum process.

5.1.4 Develops curriculum based on national and/or state content standards.

5.1.5 Incorporates literacy methodologies, interdisciplinary approaches, and multicultural education in curriculum design and planning.

5.1.6 Designs curriculum to provide all students equal access regardless of their individual differences.

5.1.7 Assesses, plans, and evaluates curricula.

5.2 Integrative Studies
The educational leader integrates content, professional and pedagogical knowledge, and skills to create learning experiences that make central concepts and structures of the content area relevant to all students.

Learning Outcomes
5.2.1 Plans learning experiences that consider the diversity, socioeconomic status, and prior learning of students to assist them to reach higher levels of understanding.

5.2.2 Integrates and evaluates professional and pedagogical content knowledge to create meaningful learning experiences for all students.

5.2.3 Develops school curricula based on contemporary theories of learning and development, literacy, technology, and evaluation.
6.1 Assessment
The educational leader develops, uses, and evaluates appropriate tools of assessment to enhance learning and improve instruction.

Learning Outcomes
6.1.1 Understands the general purpose and rationale for assessment.
6.1.2 Demonstrates knowledge of various assessment strategies and instruments based on students’ needs.
6.1.3 Analyzes and selects appropriate assessment strategies and instruments based on students’ needs.
6.1.4 Uses appropriate technology as a means to assess student learning.
6.1.5 Evaluates, communicates, and appropriately uses assessment results.
6.1.6 Uses assessment results to modify instruction as needed.
6.1.7 Involves students in assessment including planning rubrics, implementing assessment measures, self-evaluation, and reflection.

6.2 Research
The educational leader uses the products of critical observation and empirical testing to improve instructional effectiveness.

Learning Outcomes
6.2.1 Demonstrates an understanding of research terminology, concepts, and practices as presented in the professional literature.
6.2.2 Demonstrates understanding of a variety of research designs, methodologies, measurements, analysis procedures, and the interpretation and communication of results.
6.2.3 Analyzes, synthesizes, and interprets current and historical research and practice.
6.2.4 Recognizes how technology and other innovations assist in analyzing, synthesizing, and interpreting research.
6.2.5 Approaches the discipline critically and evaluates new claims and interpretations in the field.
6.2.6 Applies appropriate research and products and techniques to plan, evaluate, and improve instruction.
6.2.7 Integrates educational research into various professional settings.

6.3 Information Seeking
The educational leader knows how to access current information and use it to enhance professional practice.

Learning Outcomes
6.3.1 Accesses scholarly material.
6.3.2 Uses technology and other innovations in acquiring educational information.
6.3.3 Keeps current in the profession as an active member of professional organizations and a consumer of educational research.
Teacher Education
Professional Dispositions and Skills Criteria

Education is a noble calling that entails both challenges and responsibilities. As an educational leader, you will be expected to uphold the highest standards of the profession as you relate to students, families, and communities. Each teacher candidate is expected to exhibit the following four dispositions in their work with colleagues, faculty and staff in University and PK-12 settings, and PK-12 students and their families:

I. FAIRNESS
Assumes responsibility for the learning of all students* in the classroom in a caring, nondiscriminatory, and equitable manner and persists in effective learning for all students.*

II. INTEGRITY
Demonstrates a recognition of and adherence to the moral, legal, and ethical principles of the University and the profession.

III. COMMUNICATION
Interacts in ways that convey respect and sensitivity.

IV. COMMITMENT
Embraces the complexity of work through reflective practice and professional growth.

* “All students” includes students with exceptionalities and of different ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional/geographic origins (NCATE Unit Standards, 2008).