QUALITY ASSURANCE SYSTEM



**THE COLLEGE OF EDUCATION AND HUMAN SERVICES QUALITY ASSURANCE SYSTEM**

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education and Human Services establishes the shared vision for our efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. Our conceptual framework is knowledge-based, articulated, coherent, and consistent with our College of Education and Human Services, and University missions. Shared and owned by all stakeholders, it is continuously evaluated at all levels.

Our conceptual framework informs the process by which we develop and articulate our goals, ensure that administrators, faculty, P-12 partners, and candidates work toward the same set of articulated goals, and encourage professionally sound commitments and dispositions. Implemented in a variety of ways, the conceptual framework is evident in all parts of the professional education unit.

The conceptual framework consists of five distinct elements: (1) vision and mission; (2) philosophies, purpose and goals; (3) knowledge bases, including theories, research, and wisdom of practice; (4) candidate proficiencies aligned with professional, state, and institutional standards; and (5) candidate assessment. Evidence of integration of our conceptual framework includes articulation of our shared vision, coherence, professional commitments and dispositions, and alignment of candidate proficiencies with standards.

Integrated throughout the unit are standards that reflect commitment to acquisition of high-level content knowledge, diversity, technology, teaching competence and student learning, and curriculum and instruction methods.

**Rider University Vision and Mission**

In creating our vision, we asked these questions: (1) What do we see as our ideal? (2) What do we hope to achieve? (3) What do we strive to do? (4) What kind of educators do we want to produce? In creating our mission we asked: (1) What is the mission of the University? (2) What is the mission of the College? (3) What actions do we plan to put in place?

**Vision**

Rider University will be a premier, forward-looking university known for its Engaged Learning Program that, together with dynamic academic programs, enriching co-curricular experiences and a vibrant living and learning community, challenges students, excites their imaginations and instills in them excellence in thought and action, preparing them for highly engaged and fulfilling professional and personal lives.

## ****Mission Statement and the Rider Promise****

Rider University welcomes students from throughout the region, across the nation, and around the world who seek to be challenged and supported as active members of our inclusive and vibrant living and learning community.  Committed to student growth, transformation and leadership, we connect rigorous academic, artistic and professional programs of study with a rich array of learning experiences that engage students inside and outside the classroom.  We prepare graduates to thrive professionally and to be lifelong independent learners and responsible citizens who embrace diversity, support the common good, and contribute meaningfully to the changing world in which they live and work.

Our students, alumni, faculty, staff and administrators live the RIDER PROMISE by being forever:

**The Rider Promise**

Our students, alumni, faculty, staff and administrators live the Rider Promise by being forever:

**P**repared to contribute meaningfully to the changing world in which they live and work

**R**espectful of all people, rights, freedoms and individual differences

**O**pen to a life of independent learning

**M**otivated to be responsible citizens who support the common good

**I**nnovative, creative and resourceful

**S**killed and thriving professionals, educators, artists and performers

**E**ngaged in their communities as leaders and role models

The Rider Promise is offered as a representation of the proposed mission. It is inspired by our recent 150th anniversary, which embraced the tagline, Fulfilling the Promise. This tagline was, in turn, inspired by Andrew J. Rider himself as discussed in the historical books written by Dr. Walter A. Brower ’48, former Dean of the School of Education. Andrew J. Rider declared in 1883 that Rider’s future was full of promise. The Rider Promise was developed in response to student feedback that we try to represent the mission in a visual or graphic way

The five strategic themes of the Strategic Plan are:

* Focusing on students first: Our unwavering focus on student growth and development
* Raising Rider’s profile: The branding, marketing and promotion of our University
* Being an employer of choice: The importance of our people
* Investing in our future: The strategic cultivation, management and investment of our resources
* Always improving: Our commitment to planning, implementation and continuous improvement

**College of Education and Human Services Vision, Mission, Philosophy, Goals, and Actions**

The philosophies of the University and College of Education and Human Services articulate an overarching belief system. The purposes and goals describe the broad goals and outcomes, explain how they are connected to the philosophy and mission, and explain how diversity and technology are addressed.

**College of Education and Human Services Vision**

The College of Education and Human Services prepares undergraduate and graduate students for professional careers in education, organizations, and agencies in the diverse American society. It fosters the intellectual, personal, and social development of each student for a changing world by creating and providing programs that embody the highest academic and professional standards. The College of Education and Human Services develops students who are committed, knowledgeable and reflective and who value service, ethical behavior, and the improvement of one’s self and profession. The College of Education and Human Services provides a climate of scholarly inquiry and high expectations.

**College of Education and Human Services Mission**

The Rider University College of Education and Human Services develops committed, reflective practitioners who create an environment where knowledge and diversity are valued. We foster the growth of actively engaged students who take responsibility for learning the foundations of their future practice**.** We perceive 21st century challenges – Globalization, Technology, Diversity, Environmental Awareness, Exponential Knowledge Growth, and prepare students who are aware of social and individual complexity and are able to thrive in an evolving, shifting and interactive society.

**College of Education and Human Services Philosophy**

We foster continuous growth in our students by providing an environment in which it is safe to experiment, take risks, and make mistakes without sacrificing professional or academic rigor. Our goal is to foster this growth by faculty modeling of desirable behaviors; by providing a balance of classroom learning and supervised field experience; by providing opportunities for on-going independent and supported reflection on practice; and by encouraging novice and experienced educators to develop attitudes and behaviors that will support their professional growth.
We foster committed, knowledgeable, reflective professionals through carefully developed, expertly taught programs for its graduate and undergraduate students. To this end, course work and field experience offer multiple opportunities for beginning and experienced teachers and other school personnel-in-training to learn new skills while strengthening existing ones, to build habits of professional thought that enhance practice, to seek and understand the theoretical underpinnings of such practice, and to apply new learning in a variety of field-based experiences. Through this process, we develop in our students the behaviors of committed teachers, school and organizational leaders, counselors and school psychologists the sound knowledge base which informs expert practice, and the habits of reflection which encourage professional growth, all leading to the development of the qualities of professionals.

**College of Education and Human Services Goals**

The College of Education and Human Servicesrecognizes that teaching is complex and challenging work, which requires many years of active, thoughtful practice for mastery. Expert teachers, leaders and other professionalsare flexible, analytical, knowledgeable, committed individuals who spend decades acquiring their expertise. But they all begin with the need for tools and maps to help them on their career-long journeys. It is our goal to help each student develop tools and create personal maps for this journey. Commitment, knowledge, reflective practice, and professionalism are milestones along the road.

The guiding principle of Rider University’s College of Education and Human Servicesis “Fostering committed, knowledgeable, reflective professionals.” It is significant that – commitment, knowledge, reflection, and professionalism – are introduced by the word *fostering*. It is our intention to produce expert teachers, leaders and other professionals with comprehensive understandings and fully developed skills. However, we acknowledge that these result from many years, even decades, of thoughtful practice, self-analysis, and constant formal and informal study. It is the faculty’sintention to send forth noviceswho have a beginning understanding of the processes required to grow into expert professionals. The acquisition of such understanding is evolutionary. At Rider University, the goal of the College of Education and Human Services is to foster incremental growth by providing an environment in which it is safe to experiment, take risks, and make mistakes without sacrificing professional or academic rigor. How may this be done?

The Old English root of *foster* means “to nourish.” The College of Education and Human Servicesnourishes its students by supporting their individual intellectual and personal development as they grow toward professional maturity. Undergraduates will begin to make the transition from students to teachers. Other students will make the same transition, although they may bring a variety of life and workplace experiences to Rider University’s classrooms. Graduate students may bring years of teaching experience to those same classrooms. Each group needs fostering, each in different ways. A clear strand in each of our goals is the emphasis on staff modeling of behaviors, which reflect commitment, knowledge, reflection in practice, and professionalism. The deliberate and overt modeling of such behaviors is a highly effective means of fostering unique student growth.

In addition, strong knowledge bases in both subject matter and pedagogy foster student growth. Each provides a foundation upon which students can build not only during their years in theCollege of Education and Human Services, but also throughout their professionalcareers. A carefully planned and expertly taught sequence of course offerings at both the graduate and undergraduate levels in combination with a variety of field experiences help lay a coherent foundation for career-long growth as an educator.

In the progression from neophyte to expert professionalism, the exercise of frequent, thoughtful, analytical reflection is an essential component. While for some of us reflection may readily become a habit, for all of us its cultivation requires daily practice, the ability to analyze objectively, and the ability to find the strengths in planning and execution as well as the flaws. The fostering of professional reflection requires time, practice, supportive feedback, and the student’s belief that risk-taking and occasional stumbles are encouraged, not judged.

Moreover, fostering also entails the inculcation of attitudes of acceptance and caring for all learners. This is especially important in a diverse society where educators will encounter students from a variety of social, ethnic, racial, gender, and religious backgrounds as well as those who come to school with significant learning, emotional and physical disabilities. When educators commit themselves to the ethic of promoting the opportunity to learn for all students, this commitment entails certain obligations of understanding and action. Teachers must make a special effort to understand how culture influences the learner’s disposition to learn and preferred ways to learn. Teachers must also accept the special learner as a normal and welcome presence in the classroom. When teachers cherish and value differences they will be more likely to incorporate students’ cultural backgrounds as a resource for learning and to employ the adaptive and differentiated strategies that enable all learners to succeed.

Finally, promoting the growth of professional attitudes and behaviors begins early in any educator’scareer. Fostering such growth includes recognizing that becoming an expert, professional educator is a process, with identifiable stages and the need for years of experience. It requires recognition of the complexity and challenges of thework, as well as the sharing of strategies for managing the complexities and meeting the challenges.

In the College of Education and Human Servicesat Rider University we foster continuous growth in our students by providing an environment in which it is safe to experiment, take risks, and make mistakes without sacrificing professional or academic rigor. We foster this growth by faculty modeling of desirable behaviors; by providing a balance of classroom learning and supervised field experience; by providing opportunities for on-going independent and supported reflection on practice; and by encouraging novice and experienced educators to develop attitudes and behaviors that will support their professional growth.

Goal 1: Commitment (C)

Commitment is a value highly prized by the College of Education and Human Services, serving as an essential cornerstone for our teaching and learning. Commitment is a set of connected attitudes, values, and beliefs that result in professional behaviors expected of dedicated educators. In teaching and practice the faculty models these professional behaviors and encourages and expects their development in our students and graduates. In 2016 we revisited this goal and stated that:

We prepare candidates who:

* Are committed to the value and variety of individual and cultural differences
* Understand issues related to diversity
* Produce lessons, instructional strategies and assessments that accommodate diversity in learners
* Demonstrate professional sensitivity to diverse children, youth, family members, colleagues and community members in instruction, communications and decisions
* Act through advocacy as well as day to day communication, in ways that demonstrate the value of diversity and the harm of discrimination

Commitment is a value highly prized by the faculty of the College of Education and Human Services, serving as an essential cornerstone for our teaching and learning. The importance of commitment in a professional, or in a student preparing to enter a profession, seems so obvious as almost to go without saying. Surprisingly, however, the many research studies in this area do not bear this out (Benkhoff, 1997; Mathieu & Zajac, 1990). In a survey of this research, Mathieu and Zajac (1990) wrote that, although a connection between commitment and performance is generally assumed, “the present findings suggest that commitment has very little direct influence on performance in most instances” (p. 184). Seven years later, Benkhoff (1997) wrote that “after 30 years of research [on commitment] … there is no evidence of a systematic relationship between commitment and its presumed consequences” (p. 114). Not everyone agrees with this gloomy assessment (see, e.g., Baruch, 1998; Gallavan & Putney, 2017; Mowday, 1998; and Ostroff, 1992), but it does suggest that we should not glibly assume that commitment to a profession necessarily translates into superior performance. We therefore must take special care in how we think about commitment and its likely effects on student and professional performance.

One important distinction that has often been made in this area distinguishes between attitudinal and behavioral commitment (see Becker, 1996; Brown, 1974; Buchanan, 1974; and Frow, 2002). This distinction is foundational in the understanding of commitment taken by Rider University’s College of Education and Human Services, which focuses on behavioral commitment. While future research may strengthen connections between attitudes and behaviors, and while it seems to us likely that “a resolution of the two approaches may lie in the recognition that both attitudes and behaviors play a role in development” (Brown, 1996), it is commitment behaviors that are our ultimate concern, rather than the often varying attitudes, beliefs, and values that may or may not lead to those behaviors.

The unresolved question of the connections between commitment attitudes and behaviors need not hinder us in pursuing our mission as a professional school. The behaviors of commitment are important in and of themselves, regardless of their possible connections to individual beliefs, attitudes, or values (Kunter, et al., 2011). When we speak of commitment, then, we are referring to a group of behaviors that we believe should be expected of committed professionals, and not of whatever values or belief those professionals may happen to endorse or hold dear. In other words, in the case of teaching, good intentions are not enough. Teachers must be capable of acting on their intentions in such a way that learning occurs for all students.

The College of Education and Human Services agrees with the foundational beliefs of the National Board for Professional Teaching Standards that accomplished teachers are committed to students and their learning (http://www.nbpts.org), and our faculty members model the traits we expect all of our students to emulate. These include the beliefs that all students can learn and that students’ diverse needs require individual, yet equitable, treatment. Our students develop a deep commitment to fostering their students’ self-esteem, character, and civic responsibilities.

Rider University’s College of Education and Human Services encourages and expects these behaviors of its students and graduates, and student progress toward meeting these expectations is assessed at benchmark points in all programs. Part of a student’s evaluation will reflect the degree to which these behaviors are evident in the student’s classroom and fieldwork performance. The College of Education and Human Services also encourages, expects, evaluates, and rewards these same kinds of commitment-related behaviors by its faculty and administrators.

Goal 2: Expanding Knowledge (K)

In theCollege of Education and Human Services, we emphasize both content and pedagogical knowledge as we prepare our students. We design classroom and field experiences to help students learn this knowledge and apply it in practice. Students are expected to use their technological expertise as a tool in learning and to reference relevant standards when either planning for or reflecting on their own classroom work, as well as that with their own students or clients. In 2016 we revisited this goal and state that:

 We prepare candidates who:

* Meet state and national content standards
* Meet state and national professional standards
* Understand the tools of inquiry and structure of the discipline he or she teaches in order to plan and implement appropriate learning experiences for students
* Have knowledge and skills relevant to the field/discipline, including information technology, digital media, and instructional technology
* Use technology with a critical eye
* Recognize the impact of globalization
* Value interdisciplinary thinking
* Use multiple methods of assessment to engage learners, plan lessons, and monitor progress
* Draw upon content knowledge, skills, individual differences, and pedagogy to plan instruction
* Uses a variety of instructional strategies to support students in meeting learning goals

The importance of content knowledge for future educators is widely recognized (see Baer, 2015, 2016; Beghetto, Kaufman, & Baer, 2015). We share the belief in the importance of content knowledge with professional organizations such as CAEP, the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Association of State Boards of Education, all of which identify as their first criterion the importance of content knowledge. “The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches,” explains InTASC; and “Good teachers know their subject well” believes the NASBE (National Association of State Boards of Education Study Group, 2000). There seems to be a consensus that content knowledge is integral to teaching (Grossman, Wilson, and Shulman, 1989; Kaufman & Baer, 2005), and content knowledge may well serve as the foundational base that teachers need above allelse.

The College of Education and Human Servicesat Rider University prepares students who have the knowledge and skills relevant to their field/discipline and who can translate these skills and knowledge to their professional settings. Further, we challenge students to acquire, critique and manage knowledge in a manner that allows fluidity of thought and encourages divergent problem-solving techniques to tackle complex problems, both ideological and informational. Moreover, we prepare students who think critically, creatively and reflectively about their teaching and themselves; we aim to engender enduring understandings (Wiggins & McTighe, 2006) and the ability to ask essential questions.

For theCollege of Education and Human Services, knowledge refers both to specific subject content area and to pedagogy. The ability to transfer theory and content knowledge into practice is a key focus for our professional education courses. To facilitate this, a balance of classroom learning and supervised field-based experience is embedded in required courses offered to pre-service students that allow multiple opportunities to transfer knowledge into practice.

Pedagogy deals with the method and practice of teaching, and is first experienced by pre-service teachers through faculty modeling of exemplary teaching. This knowledge of pedagogy is refined over a four-year sequence of professional education courses that also includes field-work experiences. The InTASC Standards are introduced to all education majors during their first semester Cohort Seminar and are used as a basis for both growth and assessment for the duration of a student’s program. Student teaching visitation reports include the InTASC Standards, and the required Senior Professional Portfolios are constructed using the standards as a guide. Through this process, candidates for teaching are able to reflect a thorough understanding of the content knowledge delineated in professional, state, and institutional standards. Program focus is on understanding how students learn and how effective teachers make ideas and learning accessible to students.

The College of Education and Human Servicesshares a comprehensive, triadic view of teaching which articulates the relationship that exists between the teacher, the curriculum and the student. First, teaching entails a relationship between teacher and student that enables the teacher to diagnose the learning and developmental needs of the student as well as to establish a rapport with each child and the group that makes classroom learning possible. Second, the teacher’s curricular knowledge is grounded in a command of the subject matter to be taught. Third, the teacher uses pedagogical content knowledge to employ instructional strategies that enable a meaningful and productive transaction between the learner and the curriculum. Thus, we believe that a sound teacher education program equips teachers to know the learner, to know the subject and to possess the pedagogical skills that enable the student to experience success in learning meaningful content (Anderson, 1967; Darling-Hammond, 2016, 2017; Hyman, 1974).

Field placement experiences permit teacher candidates to assess student learning, to meet individual student needs, to understand the need to be resourceful and flexible, and to make appropriate adjustments in their teaching strategies and methods to reflect classroom dynamics. Reflection, another key component of our Conceptual Framework, is a requirement of all field placement experiences. Prospective teachers are required to share their reflections with staff, exchange ideas with them, and examine their effectiveness.

The College of Education and Human Servicesshares a passionate belief in the value of knowledge acquired through field experience. Each prospective teacher experiences a variety of field placements in diverse settings. These experiences afford students the opportunity to work with varied populations, learning styles, learning problems, cultures, and communities. Students preparing for roles as other professional school personnel experience their clinical internships in accordance with the recommendations of the standards of the specialty area organizations. All students are expected to study the political, economic, and sociological problems of our nation andthe world and to begin to understand how these complex and often interconnectedproblems affect students, families, and communities.

Assessment of student performance and progress is measured against unit and state standards, while personal disposition is examined and supported by a unit-designed Professional Development Program. This process supports the development of a candidate to the Proficient Level of Performance of the INTASC process. We expect the progress of students in our teacher education programs to be measured against the INTASC Standards and the New Jersey Student Learning Standards.

Students in the various graduate programs offered in the College of Education and Human Servicesare also assessed using multiple indicators that reflect the knowledge, dispositions and performance indicators identified in various state, national, and professional standards. These standards both inform and frame education and experience for students preparing for other professional school roles. Instruction and application are parts of a synergistic learning experience in which knowledge and best practices are identified, expected, and applied in the classroom and practicum experience. Translating best theory into practice is understood as a cooperative effort between faculty and students that actualizes the Mission Statement and Philosophy of the College of Education and Human Servicesfor future teachers and all otherschool personnel. Thisphilosophicalorientation againdemonstrates the practicality of theory as a problem solving methodology essential to the educative process (Ambrose, VanTassel-Baska, Coleman, & Cross, 2010; Dewey, 1929).

Knowledge also includes selecting compatible technological skills necessary to facilitate expansion of what we know while respecting social and cultural contexts. To this end, the College of Education and Human Servicesprepares students who understand how to evaluate and integrate technology into their field. Technology is providing new ways of accessing and using knowledge, and with these benefits comes the associated responsibility of acquiring and using knowledge in ethical contexts. The College of Education and Human Servicesis committed to inculcating a climate of ethical behavior for acquiring and using knowledge.

Knowledge alters the way we see the world. Thus, how a student obtains and processes knowledge directly influences their world-view. One of the primary goals of the College of Education and Human Servicesat Rider University is to prepare graduates who can assimilate and critique knowledge in an ethical manner that yields a trajectory of reflective development toward professionalism for our students.

Goal 3: Reflection (R)
The College of Education and Human Servicesdefines reflection as the process of thinking clearly and deliberately to promote understanding and to actively foster the exercise of in depth thinking about professional practice. We believe that reflection, grounded in active experience, has value for developing educators, when practiced consistently and systematically through such activities as classroom observation, continuous self-assessment, and journal writing. In 2009, 2010, 2011, and 2016 we revisited this goal and state that:

 We prepare candidates who:

* Use data for reflection to continuously improve practice
* Reflect on the effects of his/her choices and actions on others
* Identify and reflect on varying frames of reference (i.e. cognitive, cultural, ableness)
* Recognize and understand perspectives of others
* Adapt practice to address the needs of each learner

The College of Education and Human Servicesdefines reflection as the process of thinking clearly and deliberately to promote understanding and to actively foster the exercise of critical thinking regarding teaching and learning. Reflective practice may be considered from two philosophical perspectives. The first regards reflection from an experiential and artistic orientation (Dewey, 1933; Loughran, 2002, 2013; Schon, 1987). The second views reflective practice behaviorally as a series of steps and activities that serve to enhance the quality of teaching and learning (Wileman, Magliano, Niles, & McLaughlin, 1988). Both perspectives are important and operate synergistically.

John Dewey (1933) was one of the first contemporary educators to consider the concept of reflective practice. Dewey defined reflective practice from an abstract and philosophical perspective as the process of “transforming a situation in which there is experienced obscurity, doubt, conflict, disturbance of some sort, into a situation that is clear, coherent, settled, harmonious” (Dewey, 1933). From this angle, reflection is fostered when an individual experiences perplexity within a situation and then adjusts as necessary. This experience of cognitive dissonance, in turn, leads to the inherent reflective practice of inquiry, hypothesis development, and then problem resolution (Grimmett, 1988). In this model, reflective practice arises from a dilemma the student encounters and the actions the student takes to resolve it. The actions may involve on-the-spot experimenting and improvisation toward the goal of problem solving and the improvement of professional practice (Avalos, 2011; Schon, 1983, 1987, 1991).

This orientation does not offer a codified approach or series of steps to reflective practice, claiming that such procedures are not useful and may even be constraining (Richardson, 1990). Instead, reflective practice is viewed both experientially and artistically. In the same way that it is difficult to teach a student how a master painter creates a portrait or a virtuoso plays the violin, it is difficult to prescribe the necessary steps for reflective practice (Schon, 1987). Rather, reflective practice results from active experience, much in the way an athlete learns a new skill from his or her coach. Prospective teachers andeducators preparing for other professional positionsobserve their more experienced mentors engaging in the art of reflective practice as teachers, counselors, and administrators. These professionals make careful, sensitive observations, reflect on the meaning of these observations, and then decide to act appropriately. Students learn to emulate these behaviors. Reflective practice is regarded as spontaneous, allowing for improvisation in the moment. This spontaneity and improvisation are thought to enhance student learning and promote professional development (Ferraro, 2000; Gillis, 1988; Schon, 1987).

While there is certainly value in appreciating the experiential and artistic qualities of reflective practice, it is also important to delineate steps toward becoming a better reflective practitioner (Freiburg & Waxman, 1990). Neither approach to reflection is better than the other; rather, the two complement one another and one without the other makes the process less complete (Richardson, 1990).

There are steps students should be encouraged to take in their efforts to improve reflective practice. As students learn a process for reflection, however, it is important that they also remain aware of the value of spontaneous and improvisational problem-solving. There is value in the process as well as in its outcomes. The approach to reflective practice involves planning, monitoring, and evaluation, which might be achieved through responding to the following questions (Barrell, 1991): How will I know if I am successful? How well am I actually doing? How well did I do? What might I do differently? Why? In addition, there are specific technical activities, both introspective and interactive, that will foster reflective practice (Freiburg & Waxman, 1990; Laitila & Oranen, 2013; Peterson, 2012, 2015). Engagement in each activity is considered critical to the student’s professional development and maturation (Freiburg & Waxman, 1990). The activities include systematic observation of other, more experienced professionals; continuous self-assessment; journal writing; evaluation of self and others; and simulated role-play or practice in teaching or counseling. There are, of course, other activities, which may be included.

Overall, an effective model of reflective practice incorporates both an experiential and artistic perspective as well as behaviorally oriented approaches that prescribe steps and activities for reflective practice. Both operate synergistically to promote student learning, professional development, and maturation.

In addition to its benefits in improving professional practice, reflection has value as a tool for personal growth and self-awareness. As educators examine their own and others’ life views and become more aware of cultural and familial influences, they become more skilled decision-makers and more responsive to the differences among themselves, their students, and their colleagues. Reflection also has value as a tool for connecting personal experience, existing knowledge and skills, and new information. Reflective thinking is a critical component in helping educators and their students grow and develop, and assessment of this reflective thinking occurs in every course.

Goal 4: Professionalism (P)

Becoming an expert professional educator requires a career-long commitment to reflective experimentation and skill building. Novice and experienced educators enrolled in the College of Education and Human Servicesare on a career-long path toward professionalism and are not viewed as totally developed and experienced professionals upon graduation. Our goal is to encourage students to become thoughtful, creative problem-solvers as they begin and refine the acquisition of craft and knowledge in their ongoing journey toward higher levels of professional success.
 We prepare candidates who:

* Have appropriate interpersonal skills
* Demonstrate ethical behavior
* Know how to acquire, critique, and manage information
* Collaborate with students, colleagues, families, community members, and other professionals to share responsibility for student learning and development
* Are committed to lifelong learning and professional development

Education is a highly complex profession because it has multiple dimensions pertaining to the dynamics of brain-mind systems, social relationships, organizational systems, and sociopolitical, economic, and ethical pressures from the larger society (Ambrose & Cross, 2009; Ambrose & Sternberg, 2012, 2016a, 2016b; Ambrose, Sternberg & Sriraman, 2012; Sternberg & Ambrose, 2017). Expert, professional practicedemands specific dispositions, extensive breadth of knowledge, and exceptional levels of skill while entailing the implicit invitation to develop these skills to very high levels of proficiency. The required breadth of knowledge and high level of skills derives from the multifaceted nature of educators’ work and the diversity of their professional roles. For example, a teacher is responsible for short and long range planning, diagnosis of student development levels and learning differences, motivation, discipline, counseling, the implementation of diverse, complex instructional strategies, accurate assessment, artful problem-solving, and public relations. An expert teacher deftly handles all of this while also mastering the content knowledge of one or more academic disciplines.

Professionals who are willing to explore the intricacies of their work find that they peel away familiar surface layers to reveal even more complexity beneath. For the adventurous who strive for professional growth, these deeper discoveries represent compelling invitations for long-term creative development of self and students. In contrast, educators who cannot tolerate ambiguity tend to strip away complexity from their classroom systems, thereby avoiding opportunities for development toward higher levels of professionalism.

Becoming an expert, professional educator requires a career-long commitment to reflective experimentation and skill building. Those unwilling or unable to engage in such exploration remain at a low level of professional development, not much beyond the novice level. According to expert-novice research, novices in a domain focus on superficial detail while inflexibly and inefficiently applying algorithmic rules to problems requiring much more nuanced judgment. In contrast, experts see broad patterns and underlying structures in problems while generating their own flexible heuristics for problem solution (Carter, Doyle, & Riney, 1995; Loughran, 2013; Pelletier & Shore, 2002). Consequently, noviceeducators and practitioners preparing for other professional roles, such as those we serve and prepare in the College of Education and Human Services, are at the beginning of a life-long path toward professionalism. In no way should we consider them to be, or expect them to be, experienced professionals upon graduation.

Expert, professional educators exhibit strong contextual intelligences and the ability to navigate polarized perspectives on complex issues. Contextual intelligence includes three abilities (Sternberg, 1990) that are pertinent here. Contextually intelligent educators can recognize the demands and nuances of their context and strive to adapt. They can also attempt to shape the context, making it adapt to their abilities and preferences. Finally, if the first two adaptations fail, they can leave in search of a more compatible environment.

Contextual pressures can vary significantly at the school and district levels, ranging from visionary, supportive organizational climates for innovation to confining, suppressive environments. At the large-scale societal levels, highly prescriptive, mandated reforms and raucous conflicts between influential pressure groups with opposing philosophies force many teachers to become reactive technocrats, mindlessly and mechanically implementing the latest top-down curricular initiative (see Berliner, 2012; Zhao, 2014; Zhao & Gearin, 2016). As in many fields, philosophical and methodological conflicts in education often derive from dogmatic adherence to deeply ingrained, tacit philosophical assumptions about the world (Ambrose, 1996, 1998a 1998b, 2000, 2002, 2012, 2016a, 2016b, 2017, in press; Ambrose, Sriraman & Pierce, 2014; Cohen & Ambrose, 1993; Cohen, Ambrose, & Powell, 2000; Dombrowski, Ambrose, Clinton, & Kamphaus, 2007; Gillespie, 1992). In large part, it is this dogmatic entrapment within tacit world views that makes the paradigm wars in education such a powerful force for suppression of teacher creativity and its attendant professional growth.

But for teachers with creative inclinations, the dynamic tension between polarized positions represents interesting opportunities for dialectical thinking, which can in turn lead to the creative synthesis of opposing views. Teachers who wrestle with inherent conflicts and seek to find resolutions embodying synthesis of opposing views deepen the level of their professional growth (Ambrose, 2003; Ambrose & Sternberg, 2012; Ambrose, Sternberg & Sriraman, 2012; Bohm, 1994; Sternberg, 1999, 2001, in press; Yan & Arlin, 1999). In view of these powerful contextual and tacit influences on teachers’ thought and behavior, we believe that the highest levels of professionalism can only be attained when the educator develops some awareness of, and facility with, synthetic, dialectical thought. Those who develop these capacities are likely to sustain their own creative, reflective professional development throughout their careers while maximizing the growth of their students. Those who lack such capacities are likely to become proficient technocrats who fall into habitual work patterns that demand less than full engagement from themselves and their students.

These complex dimensions of the educators’ work environment make the career-long evolution from novice to expert particularly challenging and arduous, yet inviting to purposeful, reflective, creative development. Perspectives on teacher expertise vary. Some claim that teaching demands the development of craft-like skills, as opposed to mastery of a coherent body of professional knowledge as in the case of “elite” professions such as medicine (e.g., Pratte & Rury, 1991). Others outline the cognitive and behavioral characteristics of experts.

While recognizing the craft dimension of teachers’ expertise, we believe that expert teaching also demands a large body of professional knowledge, albeit an eclectic and loosely defined one, composed of an interdisciplinary collection of research findings, concepts, generalizations, principles, and theories. The highly complex influences on the work of alleducators make craft necessary, but not sufficient for the highest levels of professionalism. Consequently, we believe the educator’s professionalism entails long-term reflective development of dispositions, knowledge, and skills through a series of stages from neophyte to expert professional (Carter et al., 1995; Pelletier & Shore, 2003). It is the role of the College of Education and Human Servicesto help neophytes begin the acquisition of craft and knowledge as they undertake a career-long journey toward expert professionalism.

Professionalism has an ethical dimension. A variety of important ethical principles pervade the work of those in the helping and education professions. Commitments to equal opportunity, due process, democratic decision making, freedom of expression, and diversity all rest on the fundamental belief in and respect for the dignity and integrity of each individual. Although the College of Education and Human Services does not seek to impose or prescribe particular ethical solutions to ethical dilemmas, we nevertheless seek to stimulate the moral imagination of our students so that they are sensitized to this dimension of their work. By familiarizing our students with the various codes of ethics that govern work in teaching, counseling or administration we hope to increase ethical awareness and commitments. By posing ethical problems and dilemmas we intend to sharpen students’ skills in ethical reasoning and to enable them to make defensible decisions (see Ambrose, Sriraman, & Cross, 2013; Schulte & Cochrane, 1995; Segiovanni, 1992; Sternberg, in press; Strike, Haller & Soltis, 1998; Strike & Soltis, 1985). Candidates’ dispositions and professionalism are continually monitored and assessed against the appropriate standards by faculty and professionals in the field.

**College of Education and Human Services Actions**

In the College of Education and Human Services we have created 21 actions and, although they are interlinked, we have divided them into three main areas: Curriculum-Centered, Student-Centered, and Faculty-Centered.

The College of Education and Human Services seeks to foster committed, knowledgeable, reflective, professionals for service in the field of education. The list of actions we expect of committed professionals includes, but is not limited to:



**Concluding Statement**

From freshman year through field service experiences for undergraduates and throughout the various graduate programs, the College of Education and Human Servicesat Rider University encourages and supports the intellectual, emotional, and professional development of (its) students through deliberate, careful course planning, instruction, modeling, and coaching. Fostering our students’ commitment, knowledge acquisition, reflection, professionalism, and growth are the fundamental goals of the faculty of theCollege of Education and Human Services.

**References**

Ambrose, D. (1996). Unifying theories of creativity: Metaphorical thought and the unification process. *New Ideas in Psychology, 14*, 257-267.

Ambrose, D. (1998a). Comprehensiveness of conceptual foundations for gifted education: A world-view analysis. *Journal for the Education of the Gifted, 21*, 452-70.

Ambrose, D. (1998b).A model for clarification and expansion of conceptual foundations. *Gifted Child Quarterly, 42*, 77-86.

Ambrose, D. (2000). World-view entrapment: Moral-ethical implications for gifted education. *Journal for the Education of the Gifted, 23,* 159-86.

Ambrose, D. (2003). Theoretic scope, dynamic tensions, and dialectical processes: A model for discovery of creative intelligence. In D. Ambrose, L.M. Cohen, & A.J. Tannenbaum (eds.): *Creative Intelligence: Toward Theoretic Integration*, 325-45. Cresskill, NJ: Hampton Press.

Ambrose, D. (2005). Interdisciplinary expansion of conceptual foundations: Insights from beyond our field. *Roeper Review, 27,* 137-143.

Ambrose, D. (2009). *Expanding visions of creative intelligence: An interdisciplinary exploration*. Cresskill, NJ: Hampton Press.

Ambrose, D. (2012). Finding dogmatic insularity in the territory of various academic disciplines. In D. Ambrose & R. J. Sternberg (Eds.), *How dogmatic beliefs harm creativity and higher-level thinking* (pp. 9-26). New York, NY: Routledge.

Ambrose, D. (2016a). Avoiding dogmatic traps in creativity and education through awareness of worldviews and visual metaphor. In R. A. Begheto & B. Sriraman (Eds.), *Creative contradictions in education* (pp. 55-74). Switzerland: Springer.

Ambrose, D. (2016b). Borrowing insights from other disciplines to strengthen the conceptual foundations for gifted education. *International Journal for Talent Development and Creativity, 3,* 33-57.

Ambrose, D. (2017). Interdisciplinary exploration supports Sternberg’s expansion of giftedness. *Roeper Review, 39,* 178-182.

Ambrose, D. (in press). Interdisciplinary invigoration of creative studies. *Journal of Creative Behavior*

Ambrose, D., & Cross, T. L. (Eds.). (2009). *Morality, ethics, and gifted minds*. New York: Springer Science.

Ambrose, D., VanTassel-Baska, J., Coleman, L. J., & Cross, T. L. (2010). Unified, insular, firmly policed or fractured, porous, contested, gifted education? *Journal for the Education of the Gifted, 33*(4), 453-478.

Ambrose, D., Sriraman, B., & Cross, T. L. (Eds.). (2013). *The Roeper School: A model for holistic development of high ability*. Rotterdam, The Netherlands: Sense.

Ambrose, D., Sriraman, B., & Pierce, K. M. (Eds.). (2014). *A critique of creativity and complexity: Deconstructing clichés*. Rotterdam, The Netherlands: Sense.

Ambrose, D., & Sternberg, R. J. (Eds.). (2012). *How dogmatic beliefs harm creativity and higher-level thinking*. New York, NY: Routledge.

Ambrose, D., & Sternberg, R. J. (Eds.). (2016a). *Creative intelligence in the 21st century: Grappling with enormous problems and huge opportunities*. Rotterdam, The Netherlands: Sense.

Ambrose, D., & Sternberg, R. J. (Eds.). (2016b). *Giftedness and talent in the 21st century: Adapting to the turbulence of globalization*. Rotterdam, The Netherlands: Sense.

Ambrose, D., Sternberg, R. J., & Sriraman, B. (Eds.). (2012). *Confronting dogmatism in gifted education.* New York, NY: Routledge.

Anderson, R. H. (1967). Supervision as teaching: An analog. In W. H. Lucio (ed.): *Supervision: Persepctives and propositions.* Washington, D.C.: Association for Supervision and Curriculum Development.

Archibugi, D. (2008). *The global commonwealth of citizens: Toward cosmopolitan democracy*. Princeton, NJ: Princeton University Press.

Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and teacher education*, *27*(1), 10-20. [doi.org/10.1016/j.tate.2010.08.007](https://doi.org/10.1016/j.tate.2010.08.007%22%20%5Ct%20%22_blank%22%20%5Co%20%22Persistent%20link%20using%20digital%20object%20identifier)

Baer, J. (2015). The importance of domain-specific expertise in creativity. *Roeper Review, 37*(3), 165-178.

Baer, J. (2016). *Domain specificity of creativity*. San Diego, CA: Academic Press.

Barell, J. (1991). *Teaching for thoughtfulness: Classroom strategies to enhance intellectual development.* New York: Longman.

Baruch, Y. (1998). The rise and fall of organizational commitment. *Human Systems. Management, 17*, 135-143.

Becker, H.S. (1960). Notes on the concept of commitment. *American Journal of Sociology, 66*, 32-40.

Beghetto, R. A., Kaufman, J. C., & Baer, J. (2015). *Teaching for creativity in the common core classroom*. New York, NY: Teachers College Press.

Benkhoff, B. Disentangling organizational commitment: The dangers of OCQ for research and policy. *Personnel Review, 26*, 114-131.

Berliner, D. C. (2012). Narrowing curriculum, assessments, and conceptions of what it means to be smart in the US schools: Creaticide by design. In D. Ambrose & R. J. Sternberg (Eds.), *How dogmatic beliefs harm creativity and higher-level thinking* (pp. 79-93). New York, NY: Routledge.

Bohm, D. (1994). *Thought as a system.* London: Routledge.

Brown, R.B. (1996). Organizational commitment: Clarifying the concept and simplifying the existing construct typology. *Journal of Vocational Behavior, 49*, 230-251.

Buchanan, B. (1974). Building organizational commitment: The socialization of managers in work organizations. *Administrative Science Quarterly, 19,* 533-546.

Calder, B.J. and Ross, M. (1973). *Attitudes and behavior.* Morristown, NJ: General Learning Press.

Carter, K., Doyle, W., and Riney, M. (1995). Expert-novice differences in teaching. In A.C. Ornstein (ed.): *Teaching: Theory into practice,* 259-72. Needham Heights, MA: Allyn & Bacon.

Cohen, L.M. and Ambrose, D. (1993). Theories and practices for differentiated education for the gifted and talented. In K.A. Heller, F.J. Monks, and A.H. Passow (eds.): *International handbook of research and development of giftedness and talent,* 339-363. Oxford, U.K.: Pergamon.

Cohen, L.M., Ambrose, D., and Powell, W.N. (2000). Conceptual foundations and theoretical lenses for the diversity of giftedness and talent. In K.A. Heller, F.J. Monks, R.J. Sternberg, and R. Subotnik (eds.): *International handbook of giftedness and talent,* 331-44. Oxford, U.K.: Pergamon.

Corey, G.C., Corey, M.S., and Callanan, P. (1998). *Issues and ethics in the helping profession.* Pacific Grove, CA: Brooks/Cole.

Darling-Hammond, L. (2016). Research on teaching and teacher education and its influences on policy and practice. *Educational Researcher* *45,* 83-91.

Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 1-19.

Dewey, J. (1933). *How we think.* Lexington, MA: D.C. Heath.

Dewey, J. (1929). *The Sources of a science of education*. New York: Liverright.

Dombrowski, S. C., Ambrose, D., Clinton, A., & Kamphaus, R. W. (2007). Dogmatic insularity in learning disabilities classification and the critical need for a philosophical analysis. *International Journal of Special Education, 22,* 3-10.

Fazio, R.H. and Zanna, M.P. (1978). On the predictive validity of attitudes: The roles of direct experience and confidence. *Journal of Personality*, *46*, 228-243.

Ferraro, J.M. (2000). Reflective practice and professional development. *ERIC Clearinghouse on Teaching and Teacher Education.* Washington, D.C.: American Association of Colleges for Teacher Education.

Festinger, L. (1964). Behavioral support for opinion change. *Public Opinion Quarterly, 28,* 404-417.

Fishbein, M. (1967). Attitudes and the prediction of behavior. In M. Fishbein (ed.), *Readings in attitude theory and measurement.* New York: Wiley.

Freiburg, H.J. and Waxman, H.C. (1990). Reflection and the acquisition of technical teaching skills. In R.T. Clift, W.R. Houston, and M.C. Pugach (eds.): *Encouraging Reflective Practice in Education.* New York: Teacher College Press.

Frow, P. (2002). *The meaning of commitment in professional service relationships: Issues in relating theory to practice.* Retrieved October 29, 2002, from the University of Bath web site (http:www.bath.ac.uk/imp/pdf

Gallavan, N. P., & Putney, L. G. (Eds.). (2017). *Teacher Education Yearbook XXV: Building Upon Inspirations and Aspirations with Hope, Courage, and Strength through Teacher Educators' Commitment to Today’s Teacher Candidates and Educator Preparation*. Lanham, MD: Rowman & Littlefield.

Gillespie, D. (1992). *The mind’s we: Contextualism in cognitive psychology.* Carbondale, IL: Southern Illinois University Press.

Gillis, G. (1988). Schon’s reflective practitioner: A model for teachers? In P.P. Grimmet and G.L. Erickson (eds.): *Reflection in education.* New York: Teachers College Press.

Hyman, R. T. (1974). Ways *of teaching,* 2nd ed. Philadelphia: J. B. Lippincott.

Jevne, R.F. and Williams, D.R. (1998). *When dreams don’t work: Professional caregivers and burnout.* Amityville, NY: Baywood.

Kaufman, J. C., & Baer, J. (Eds.). (2005). *Creativity across domains: Faces of the muse*. Mahwah, NJ: Lawrence Erlbaum.

Kiesler, C.A. (1971). *The psychology of commitment: Experiments linking behavior to belief.* London: Academic Press.

Kottler, J.A. (1993). *On being a therapist (rev. ed.).* San Francisco: Jossey-Bass.

Kraus, S.J. (1995). Attitudes and the prediction of behavior: A meta-analysis of the empirical literature. *Personality and Social Psychology Bulletin, 21*, 58-75.

Kunter, M., Frenzel, A., Nagy, G., Baumert, J., & Pekrun, R. (2011). Teacher enthusiasm: Dimensionality and context specificity. *Contemporary Educational Psychology*, *36*(4), 289-301.

Laitila, A., & Oranen, M. (2013). Focused dialogues in training contexts: A model for enhancing reflection in therapist’s professional practice. *Contemporary Family Therapy: An International Journal, 35*(3), 599-612. doi: 10.1007/s10591-013-9235-9

Loughran, J. (2002). Effective reflective practice: In search of meaning in learning about teaching. *Journal of Teacher Education, 53(1)*, 33-43.

Loughran, J. (2013). *Developing a pedagogy of teacher education: Understanding teaching & learning about teaching*. New York, NY: Routledge.

Mathieu, J.E. and Zajac, D.M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin, 108,* 171-194.

Meyer, J.P. and Allen, N.J. (1997). *Commitment in the workplace: Theory, research and application.* London: Sage.

Mowday, R.T. (1998). Reflections on the study and relevance of organizational commitment. *Human Resource Management Review, 8,* 387-401.

Mowday, R.T., Porter, L.W., and Steers, R. (1982). *Organizational linkages: The Psychology of commitment, absenteeism, and turnover.* San Diego, CA: Academic Press.

Myers, D.G. (1995). *Psychology* (4th ed.). New York: Worth.

National Board for Professional Teaching Standards. <http://www.nbpts.org>.

Ostroff, C. (1992). The relationship between satisfaction, attitudes, and performance: An organizational-level analysis. *Journal of Applied Psychology, Vol. 77*, 963-974.

Pelletier, S. and Shore, B.M. (2003). The gifted learner, the novice, and the expert: Sharpening emerging views of giftedness. In D. Ambrose, L.M. Cohen, and A.J. Tannenbaum (eds.): *Creative intelligence: Toward theoretic integration,* 237-81. Cresskill, NJ: Hampton Press.

Peterson, C.H. (2012). Building the emotional intelligence and effective functioning of student work groups: Evaluation of an instructional program. College Teaching, 60 (3), 112-121. doi: 10.1080/87567555.2011.645258.

Peterson, C.H. (2015). Group emotional intelligence and academic performance: Testing the mediational effects of attendance and contribution to group work. In Leehu, Z. and Raz, S. (Eds.) Emotional Intelligence: Current evidence from psychophysiological, educational and organizational perspectives (pp. 207-222). Hauppauge, NY: Nova Science.

Pratte & Rury. (1991). Teachers, professionalism, and craft. *Teachers Colllege Record, 93(1),* 59-72.

Reichers, A.E. (1985). A review and reconceptualization of organizational commitment. *Academy of Management Review, 10,* 465-476.

Resnick, L. (1987). *Education and learning to think.* Washington, D.C.: National Academy Press.

Richardson, V. (1990). The evolution of reflective teaching and teacher education. In R.T. Clift, W.R. Houston, and M.C. Pugach (eds.): *Encouraging reflective practice in education.* New York: Teachers College Press.

Rogers, C.R. (1951). *Client-centered therapy.* Boston: Houghton Mifflin.

Salancik, G.R. (1977). Commitment and the control of organizational behavior and belief. In Staw, M.B. and G.R. Salancik (eds.), *New directions in organizational behavior,* 1-53. Chicago: St. Clair Press.

Seider, S., Davis, K., & Gardner, H. (2009). Morality, ethics and good work: Young people's respectful and ethical minds. In D. Ambrose & T. L. Cross (Eds.), *Morality, ethics, and gifted minds* (pp. 209-222). New York: Springer Science.

Schon, D. (1987). *Educating the reflective practitioner.* San Francisco: Jossey-Bass.

Schulte, J. M. & Cochrane, D. B. eds. (1995). *Ethics in school counseling.* New York: Teachers College Press.

Sergiovanni, T. (1992). *Moral leadership: Getting to the heart of school improvement.* San Francisco: Jossey-Bass Publishers.

Sternberg, R.J. (1990). Metaphors of mind: Conceptions of the nature of intelligence. New York: Cambridge University Press.

Sternberg, R.J. (1999). A dialectical basis for understanding the study of cognition. In R.J. Sternberg (ed.): *The nature of cognition*, 51-78. Cambridge, MA: MIT Press.

Sternberg, R.J. (2001). What is the common thread of creativity? Its dialectical relation to intelligence and wisdom. *American Psychologist, 56,* 360-62.

Sternberg, R. J. (2017). ACCEL: A new model for identifying the gifted. *Roeper Review, 39,* 152-169.

Sternberg, R. J., & Ambrose, D. (2017). Wisdom in a changing world [special issue]. *Roeper Review, 39*(3).

Strike, K. A., Haller, E. J., and Soltis, J. F. (1998). The *ethics of school administration,* 2n ed. New York: Teachers College Press.

Strike, K. A. & Soltis, J. F. (1985). *The ethics of teaching.* New York: Teachers College Press.

Swartz, R., and Perkins, D. (1989). *Teaching thinking – issues and approaches.* Pacific Grove, CA: Midwest Publications.

Wicker, A.W. (1969). Attitudes vs. actions: The relationship of verbal and overt behavioral responses to attitude objects. *Journal of Social Issues, 25*, 41-78.

Wicker, A.W. (1971). An examination of the “other variable” explanation of attitude-behavior inconsistency. *Journal of Personality and Social Psychology, 19,* 18-30.

Wileman, T.M., Magliano, B.G., Niles, J.R., and McLaughlin, R.R. (1988). In P.P. Grimmett and G.L. Erickson (eds.): *Reflection in education.* New York: Teachers College Press.

Yan, B. and Arlin, P. (1999). Dialectical thinking: Implications for creative thinking. In M.A. Runco and S.R. Pritzker (eds.): *Encyclopedia of creativity, Vol. I,* 547-52. New York: Academic Press.

Zhao, Y. (2014). *Who's afraid of the big bad dragon? Why China has the best (and worst) education system in the world*. San Franciso, CA: Jossey-Bass.

Zhao, Y., & Gearin, B. (2016). Squeezed out: The threat of global homogenization of education to creativity. In D. Ambrose & R. J. Sternberg (Eds.), *Creative intelligence in the 21st century: Grappling with enormous problems and huge opportunities* (pp. 121-138). Rotterdam, the Netherlands: Sense.

Original Document April 2003

Revised September 2009

Revised January 2010

Revised April 2011

Revised February 2012

Revised June 2017

Revised January 2018

**The Strategic Plan of the College of Education and Human Services**

In line with the Strategic Plan of the University, the goal of the EPP’s SIP is to create and implement a recruitment and retention plan to increase the diversity of candidates (including males and candidates in areas of shortages) and faculty of color. Based on the Strategic Plan of the University, these are our strategic goals, benchmarks and key performance indicators:

*Goal 1: To increase the recruitment and retention of initial and advanced candidates representing diverse ethnic, racial, linguistic, and socio-economic backgrounds, gender, and interest in teaching areas of shortages.*

Objective 1. Initial Candidates – To increase the number of initial candidates from different ethnic and racial backgrounds as well as males by 5% in five years, and male candidates by 6% in five years.

Objective 2. Initial Candidates: To increase the number of Science Education, Mathematics (high school and middle school) and Special Education majors by 5% in five years.

Objective 3. Advanced Candidates: To increase the number of advanced candidates from different ethnic and racial backgrounds by 5% in five years.

*Goal 2: To increase the recruitment and retention of faculty members representing diverse ethnic, racial, linguistic, and cultural backgrounds.*

Objective 1: To increase the number of faculty from different ethnic and racial backgrounds by 5% in five years.

**The College and Unit Organizational Structures and Unit Programs**

In this section of the Conceptual Framework we describe the organizational structure of Rider University and the professional education unit.

**Organization of the University**

College of Business

College of Education and Human Services

College of Liberal Arts and Sciences

Westminster College of the Arts

**Organization of the Unit**

The professional education unit consists of the College of Education and Human Services. Students take courses in general education and the liberal arts and sciences in the College of Liberal Arts and Science.

**Undergraduate Programs**

**Department of Teacher Education (Lawrenceville Campus)**

**Undergraduate Programs**

Elementary Education, Bachelor of Arts, with minors in early childhood, middle school, interdisciplinary special education, English as a Second Language, and bilingual education

Secondary Education, Bachelor of Arts, with majors in

 English

 History/Social Studies

 Mathematics

Science (Biology, Chemistry, Environmental Science, Geosciences, Integrated Sciences and Math, Marine Ecology and Marine Science)

World Languages (French, German, Spanish)

Secondary Education, Bachelor of Arts, with minors in interdisciplinary special education

Business/Marketing Education, Bachelor of Science

**Westminster Choir College (Princeton Campus)**

 Music Education (B.M.)

**Graduate Programs**

**Department of Graduate Education (Lawrenceville Campus)**

 **Doctorate**

 Doctorate in Educational Leadership (2017)

**Education Specialist**

Counseling, Educational Specialist (CACREP)

 School Psychology, Educational Specialist (NASP)

 **Human Services**

School Counseling (CACREP)

Clinical Mental Health Counseling, Master of Arts (CACREP)

 Organizational Leadership, Master of Arts (Non-NCATE)

**Master of Arts**

Teacher Leadership (as of February 2012) (formerly Curriculum, Instruction and Supervision), Master of Arts

Educational Administration, Master of Arts

 School Counseling, Master of Arts (CACREP)

 Special Education, Master of Arts

 **Certification**

 Graduate Level Teacher Preparation

Master of Arts in Teaching (Graduate Level Teacher Preparation plus additional coursework)

**Westminster Choir College (Princeton Campus)**

 Music Education (MAT)

 Music Education (M.M. or M.M.E.)

The College of Education and Human Services consists of two departments, Undergraduate Education and Graduate Education.

**Governance**

The College of Education and Human Services Academic Policy Committee (CEAPOC), chaired by a faculty member, is comprised of faculty and staff members from the CEHS. The AAUP contract states that it is composed of four full time members of the bargaining unit, two department chairpersons, the dean, and a Student Government Association member. The bargaining unit may elect alternates for the bargaining unit positions. Alternates may attend and participate in all committee meetings and shall be accorded a vote in cases where a regular bargaining unit member is absent. Except as otherwise noted in the AAUP contract, all regular members of the committee shall have equal rights and responsibilities as to the development of new policies.

**Candidate proficiencies aligned with professional, state, and institutional standards**

* The unit clearly identifies candidate proficiencies – the expectations of candidate performance that flow from the unit’s purposes/goals.
* Candidate proficiencies are aligned with state, institutional, and SPA standards.
* The table that follows is used to illustrate the relationships between proficiencies and standards, especially for state and institutional standards.

**InTASC Standards Alignment**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| InTASC | Student Learner1 | Diverse Learners2 | Environment/ Management3 | Content4 | Communication5 | Assessment6 | Planning7 | Strategies8 | Professional Growth/ Reflection9 | Professional Responsibility10 | Misc. |
|  | Category 1: The Learner and Learning (InTASC 1-3) | Category 2: Content (InTASC 4-5) | Category 3: Instructional Practice (InTASC 6-8) | Category 4: Professional Responsibility (InTASC 9-10) |  |
| **InTASC**  | 1. Learner Development- The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
 | 2. Learning Differences- The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | 3. Learning Environments- The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. | 4. Content Knowledge-The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.  | 5. Application of Content- The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | 6. Assessment-The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.  | 7. Planning for instruction- The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | 8. Instructional Strategies- The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | 9. Professional Learning and Ethical Practice- The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. | 10. Leadership and Collaboration- The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. |  |
| **Concept. Frame-work** | ExpandKnowledge (K) | Commitment (C) | Commitment (C) | ExpandKnowledge (K) | Professionalism (P) | ExpandKnowledge (K) | ExpandKnowledge (K) | ExpandKnowledge (K) | ReflectivePractice (R) | Professionalism (P) |  |
| **NJPTS** | 2 | 3 | 6 | 1 | 8 | 5 | 4 | 4, 7 | 10 | 9, 11 |  |
| **ISTE-T****(TECH)** | 2 | 4 | 2 | 1 |  | 2 | 2 | 3 | 4 | 5 |  |
| **NCSS** **(S.S.)** | Ped 1 | Ped 2 | Ped 4 | 1 Intrdisp2 Discip | Ped 5 | Ped 7 | Ped 6 | Ped 3 | Ped 8 | Ped 9 |  |
| **NCTE****2012****(ENG)** | 3.2 | 3.1, 5.2 | 5.2 | 1.1, 1.2. 2.2 | 4.2 - 4.4 | 3.4, 4.2, 5.3 | 3.1-3.6, 4.1 | 5.1, 5.2 | 7.1, 7.2 | 6.1, 6.2 |  |
| **NSTA****(SCI)** |  | 5 |  | 1 | 2b, 5c | 2c, 3b |  | 3a | 6a, 6b |  | 3d, 4a-c (Safety) |
| **NCTM (Math)** | 4a-b, 5b | 4c | 4 | 1a | 2d-f | 3f-g, 5c | 2a-c | 3 | 4d, 5a, 6a | 6b  |  |
| **NSME****(MUS)** |  |  |  | 1-9 |  |  |  |  |  |  |  |
| **ACEI****(ELEM)** | 1.0, 3.2, 3.4 | 3.2 | 3.4 | 2.1-2.7, 3.1-3.2 | 3.2, 3.5 | 4.0 | 1.0, 3.1 | 3.3 | 5.1 | 5.2 |  |
| **CAEP** | 1.1, 1.3, 1.5 | 1.1, 1.3, 1.5 | 1.1, 1.3, 1.5 | 1.1, 1.3, 1.5 | 1.1, 1.3, 1.5 | 1.1, 1.3, 1.5 | 1.1, 1.3,1.5 | 1.1, 1.3, 1.5 | 1.1, 1.3, 1.5 | 1.1, 1.3, 1.5 |  |
| **Danielson** | 1b, 1c, 1e, 3c | 1b | 2a, 3c | 1a, 1e, 3c | 3a, 3c, 3f | 1f, 3d | 1b, 1e | 3b, 3c | 4a, 4e, 4f | 4c, 4d, 4f |  |
| **edTPA** **Rubrics:** |  |  |  |  |  |  |  |  |  |  |  |
| **Task 1** |  |  |  |  |  |  |  |  |  |  |  |
| 1 | 2, 3 |  |  | 4 |  | 7, 8 |  |  |  |  |  |
| 2 | 1, 2 |  |  | 4 |  | 7, 8 |  |  |  |  |  |
| 3 | 1, 2 |  |  | 4 |  | 7 |  |  |  |  |  |
| 4 | 1, 2 |  |  | 4, 5 |  | 8 |  |  |  |  |  |
| 5 | 1 |  |  |  |  | 6, 8 |  |  |  |  |  |
| **Task 2** |  |  |  |  |  |  |  |  |  |  |  |
| 6 | 2, 3 |  |  | 4, 5 |  | 8 |  |  |  |  |  |
| 7 | 2, 3 |  |  | 4, 5 |  | 8 |  |  |  |  |  |
| 8 | 3 |  |  | 4, 5 |  | 8 |  |  |  |  |  |
| 9 | 3 |  |  |  |  | 8 |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  | 9 |  |  |
| **Task 3** |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  | 6 |  |  |  |  |  |
| 12 |  |  |  |  |  | 6 |  |  |  |  |  |
| 13 |  |  |  |  |  | 6 |  |  |  |  |  |
| 14 | 1, 2 |  |  | 4, 5 |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  | 6, 7, 8 |  |  | 9 |  |  |

**CAEP Review with Feedback Alignment Chart**

**Key Assessments and Standards of Professional Organizations**

|  |  |
| --- | --- |
| **Professional Organization** | **CEHS Assessments Aligned with Standards of Professional Organizations** |
| Assessment 1 Content Praxis Core (K) | Assessment 2 Content Praxis II (K) | Assessment 3 Lesson Plan Suite (K,C,P) | Assessment 4 Danielson Framework (K, C, R, P) | Assessment 5 edTPA (K,C,R,P) | Assessment 6 Assessment and Reflection (R,P) | Assessment 7 Effective Parent Teacher Communication (R, P) | Assessment 8 Dispositions (C, R, P) |
| Secondary Social Studies (NCSS) | Standard 1 | Standard 1 | Standard 2 | Standard 4, 5 | Standard 3 | Standard 5 | Standard 4 | Standard 5 |
| Secondary Science (NSTA) | Standard 1, 2 | Standard 1, 2 | Standard 2, 3, 4 | Standard 2, 3, 4 | Standard 5 | Standard 2, 3, 4 | Standard 5 | Standard 6 |
| Secondary Math (NCTM) | Standard 1 | Standard 1 | Standard 1, 2, 3, 7 | Standard 2, 3, 4, 7 | Standard 5, 7 | Standard 3, 7 | Standard 6 | Standard 6 |
| Secondary English (NCTE) | Standard 1 | Standard 1 | Standard 2, 3 | Standard 4, 5 | Standard 2 | Standard 4 | Standard 5 | Standard 5 |
| Secondary World Language (ACTFL) | Standard 1, 2 | Standard 1, 2 | Standard 3, 4 | Standard 4, 5, 6 | Standard 3 | Standard 5 | Standard 5 | Standard 6 |
| Early Childhood (NAEYC) | Standard 2 | Standard 2 | Standard 3 | Standard 1, 3, 5 | Standard 3 | Standard 4 | Standard 1, 6 | Standard 6 |
| Special Education (CEC) | Standard 2 | Standard 2 | Standard 1 | Standard 1, 4, 5, 7, 8, 9 | Standard 1 | Standard 1, 3 | Standard 6 | Standard 2 |
| ESL (TESOL) | Standard 1 | Standard 1 | Standard 3 | Standard 1, 2, 3 | Standard 1, 3 | Standard 4 | Standard 5 | Standard 5 |
| Middle School (AMLE) | Standard 2 | Standard 2 | Standard 4 | Standard 1 | Standard 2 | Standard 4 | Standard 4 | Standard 3, 5 |
| Elementary (ACEI) | Standard 2 | Standard 2 | Standard 1, 2, 3 | Standard 1, 2, 3, 4, 5 | Standard 2, 3 | Standard 4, 5 | Standard 5 | Standard 5 |

The National Standards for the Preparation of Social Studies Teachers’ (NCSS) Standard 1: Content Knowledge aligns with Rider’s Assessment 1 and 2. NCSS’ Standard 2: Application of Content Through Planning aligns with Rider’s Assessment 3. NCSS’ Standard 3: Design and Implementation of Instruction and Assessment aligns with Rider’s Assessment 5. NCSS’ Standard 4: Social Studies Learners and Learning aligns with Rider’s Assessment 4 and 7. NCSS’ Standard 5: Professional Responsibility and Informed Action aligns with Rider’s Assessment 4, 6, and 8.

The National Science Teachers Association’s (NSTA) Standard 1: Content Knowledge aligns with Rider’s Assessment 1 and 2. NSTA’s Standard 2: Content Pedagogy aligns with Rider’s Assessment 1, 2, 3, 4, and 6. NSTA’s Standard 3: Learning Environments aligns with Rider’s Assessment 3, 4, and 6. NSTA’s Standard 4: Safety aligns with Rider’s Assessment 3, 4, and 6. NSTA’s Standard 5: Impact on Student Learning aligns with Rider’s Assessment 5 and 7. NSTA’s Standard 6: Professional Knowledge and Skills aligns with Rider’s Assessment 8.

The National Council of Teachers of Mathematics’ (NCTM) Standard 1: Content Knowledge aligns with Rider’s Assessment 1, 2, and 3. NCTM’s Standard 2: Mathematical Practices aligns with Rider’s Assessment 2 and 4. NCTM’s Standard 3: Content Pedagogy aligns with Rider’s Assessment 3, 4, and 6. NCTM’s Standard 4: Mathematical Learning Environment aligns with Rider’s Assessment 4. NCTM’s Standard 5: Impact on Student Learning aligns with Rider’s Assessment 5. NCTM’s Standard 6: Professional Knowledge and Skills aligns with Rider’s Assessment 7 and 8.

The National Council of Teachers of English’s (NCTE) Standard 1: Content Knowledge aligns with Rider’s Assessment 1 and 2. NCTE’s Standard 2: Content Pedagogy-Planning Literature and Reading Instruction in ELA aligns with Rider’s Assessment 3 and 5. NCTE’s Standard 3: Content Pedagogy-Planning Composition Instruction in ELA aligns with Rider’s Assessment 3. NCTE’s Standard 4: Learners and Learning-Implementing English Language Arts Instruction aligns with Rider’s Assessment 4 and 6. NCTE’s Standard 5: Professional Knowledge and Skills aligns with Rider’s Assessment 4, 7, and 8.

The American Council on the Teaching of Foreign Languages’ (ACTFL) Standard 1: Language Proficiency-Interpersonal, Interpretive, and Presentational aligns with Rider’s Assessment 1 and 2. ACTFL’s Standard 2: Cultures, Linguistics, Literatures, and Concepts from other Disciplines aligns with Rider’s Assessment 1 and 2. ACTFL’s Standard 3: Language Acquisition Theories and Knowledge of Students and their Needs aligns with Rider’s Assessment 3 and 5. ACTFL’s Standard 4: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources aligns with Rider’s Assessment 3 and 4. ACTFL’s Standard 5: Assessment of Languages and Cultures-Impact on Student Learning aligns with Rider’s Assessment 4, 6, and 7. ACTFL’s Standard 6: Professional Development, Advocacy, and Ethics aligns with Rider’s Assessment 4 and 8.

The National Association for the Education of Young Children’s (NAEYC) Standard 1: Relationships aligns with Rider’s Assessment 4 and 7. NAEYC’s Standard 2: Curriculum aligns with Rider’s Assessment 1 and 2. NAEYC’s Standard 3: Teaching aligns with Rider’s Assessment 3, 4, and 5. NAEYC’s Standard 4: Assessment of Child Progress aligns with Rider’s Assessment 6. NAEYC’s Standard 5: Health aligns with Rider’s Assessment 4. NAEYC’s Standard 6: Staff Competencies, Preparation, and Support aligns with Rider’s Assessment 7 and 8.

The Council for Exceptional Children’s (CEC) Standard 1: Teaching and Assessment aligns with Rider’s Assessment 3, 4, 5, and 6. CEC’s Standard 2: Professional Credentials and Employment aligns with Rider’s Assessment 1, 2, and 8. CEC’s Standard 3: Professional Development aligns with Rider’s Assessment 6. CEC’s Standard 4: Professional Colleagues aligns with Rider’s Assessment 4. CEC’s Standard 5: Paraeducators aligns with Rider’s Assessment 4. CEC’s Standard 6: Parents and Families aligns with Rider’s Assessment 7. CEC’s Standard 7: Research aligns with Rider’s Assessment 4. CEC’s Standard 8: Case Management aligns with Rider’s Assessment 4. CEC’s Standard 9: Non-Educational Support align with Rider’s Assessment 4.

TESOL International Association’s (TESOL) Standard 1: Language aligns with Rider’s Assessment 1, 2, 4, and 5. TESOL’s Standard 2: Culture aligns with Rider’s Assessment 4. TESOLS’s Standard 3: Planning, Implementation, and Managing Instruction aligns with Rider’s Assessment 3, 4, and 5. TESOL’s Standard 4: Assessment aligns with Rider’s Assessment 6. TESOL’s Standard 5: Professionalism aligns with Rider’s Assessment 7 and 8.

The Association for Middle Level Education’s (AMLE) Standard 1: Young Adolescent Development aligns with Rider’s Assessment 4. AMLE’s Standard 2: Middle Level Curriculum aligns with Rider’s Assessment 1, 2, and 5. AMLE’s Standard 3: Middle Level Philosophy and School Organization aligns with Rider’s Assessment 8. AMLE’s Standard 4: Middle Level Instruction and Assessment aligns with Rider’s Assessment 3, 6, and 7. AMLE’s Standard 5: Middle Level Professional Roles aligns with Rider’s Assessment 8.

The Association for Childhood Education International’s (ACEI) Standard 1: Development, Learning, and Motivation aligns with Rider’s Assessment 3 and 4. ACEI’s Standard 2: Curriculum aligns with Rider’s Assessment 1, 2, 3, 4, and 5. ACEI’s Standard 3: Instruction aligns with Rider’s Assessment 3, 4, and 5. ACEI’s Standard 4: Assessment aligns with Rider’s Assessment 4 and 6. ACEI’s Standard 5: Professionalism aligns with Rider’s Assessment 4, 6, 7, and 8.

# Commitment to Assessment

We believe in developing a culture of assessment. This culture includes a significant focus in all professional programs and is incorporated as part of candidates’ professional learning experiences.

# Development and Refinement of the Assurance System

We began the development of an assessment/assurance system in fall 2005 based on the mission statement, conceptual framework, and national, state, and program standards. Input from the faculty and a range of sources such as candidates, clinical supervisors, Arts and Sciences faculty, and our P-12 Advisory Board, provided rich and detailed insights about the connections between our identity, what and how we assess, and most importantly, why we assess. The system is a living, dynamic entity shaped by the participants in a continuous cycle of data gathering, analysis, sharing and planning for improvement.

The system was reviewed in 2009 and revised and strengthened beginning in 2015 to align it with the CAEP standards and new state regulations. Modifications to the system include collecting, aggregating, analyzing and making changes based on data from the Praxis Core Academic Skills Test, cohort SAT or ACT scores, cohort GPA, CAEP Review with feedback, candidate enrollment in areas of shortages, and the New Jersey EPP Reports. In addition, in summer 2017 we strengthened the monitoring of dispositions; internally applied the CAEP assessment rubric to EPP-developed assessments and surveys; created a new lesson plan rubric; replaced the Teacher Work Sample (TWS) with the EdTPA; strengthened the clinical component to ensure depth, breadth, diversity, coherence, and duration in both undergraduate and post-baccalaureate programs; reviewed procedures for tracking of placements to ensure diversity; and continued to refine our recruitment plan to assess progress in the recruitment and retention of candidates and faculty from underrepresented groups, build upon our strong offerings in STEM, and continue to improved recruitment for areas of shortages.

# At the heart of our assurance system there are core values we hold about assessment and its purpose.

* We believe that assessment is a vehicle for educational improvement for the College of Education and Human Services, candidates, and those we serve. With benchmarks set by our institution’s mission, our conceptual framework, professional standards, and our program goals, we are able to compare performance with intent thus providing opportunities for advancement.
* We believe that focusing on learner outcomes provides a focus and relevance to assessment. Our conceptual framework, standards, and researched best practices form the foundation of what and how we teach, but it is the end goal of increased learner knowledge and skills that brings meaning to the process.
* We believe that assessment using multiple measures across time (key transition points) provides detailed guidance toward improvement of programs and services.
* We believe that data must be systematically gathered, analyzed, and shared at multiple levels, EPP, program, and all constituents in order to support the continuous cycle of growth and improvement.
* We believe that common assessments, along with program specific assessments, provide essential information about the success and needs of the EPP, programs, and candidates.
* We believe in the importance of multiple and diverse voices in the assessment cycle to consider all that the data reveal, positive and weak, in our effort to improve the EPP, its programs, and candidates.

# Characteristics of our Quality Assurance System

* Candidates’ knowledge, skills, professional dispositions and their impact on P-12 learning are assessed systematically and continuously at critical points.
* The Assurance System is comprised of multiple measures to monitor candidate progress, completer achievements, and EPP operational effectiveness.
* The system consists of EPP-wide assessments as well as assessments that are program specific.
* The system consists of proprietary and EPP-created assessment. The system consists of course-imbedded assessments as well as assessments that are not linked to course-work.
* Multiple assessments are used to assess candidate performance.
* Data are systematically and regularly collected, aggregated and analyzed to measure expected competencies candidates.
* The expected competencies are based and derived from the EPP’s Conceptual Framework and reflect national, professional, and state standards.
* Assessments reflect the Conceptual framework and are aligned with professional, state, and EPP standards.
* Data from internal and external sources are used to make decisions about candidates’ admission, retention, program completion, and graduation.
* Assessments and rubrics are developed, piloted, modified as needed, and utilized to determine candidates’ levels of performance.
* Programs and EPP operations are evaluated and modified based on data collected and analyzed.
* Data are disaggregated for individual programs as well as for different levels of programs (undergraduate and post-baccalaureate initial programs).
* Data are shared with all stakeholders: administrators, faculty, candidates, and school partners through established mechanisms: annual reports, EPP and department meetings and retreats, committees, advisory groups, orientation/convocation days, etc.

The EPP’s assurance system assesses and monitors candidates’ content and pedagogical knowledge, partnerships and clinical experiences, candidates’ qualifications and progress, completer performance, program impact, and operational effectiveness. The assurance system, composed of external and internal measures, proprietary and EPP-created assessments, is designed to enhance candidates’ and graduates’ performance and improve the EPP’s programs, policies, procedures, and operations. Grounded in the Conceptual Framework, the assurance system is organized around established transition points and designed to satisfy all CAEP, InTASC, and New Jersey standards. The assurance system is also designed to assess the proficiencies associated with competence, social consciousness, and reflection. Key assessments, including those associated with program review, such as content knowledge, planning knowledge, clinical knowledge and skills, and effect on student learning, serve as significant markers within the system. Programs that do not go through national program review use similar key assessments to allow for EPP evaluation.

Individual candidate data are utilized as criteria for admissions, retention, feedback, improvement of performance, progress, monitoring, and program completion. Data from proprietary and EPP-created assessments and surveys are collected, aggregated, and summarized at the program and EPP level. Data are then analyzed and shared with faculty, administration, school partners, and utilized for candidates, program, and EPP improvement.

The development and implementation of the EPP assurance system is an on-going process involving faculty members, candidates, and school partners. The system is meant to be developmental and continuous: some assessments and rubrics are modified based on data, and new assessments are developed as needed.

# Assessments

The assurance system relies on the following proprietary assessments: Praxis Core Academic Skills in Reading, Writing and Mathematics, Praxis II/Content Praxis, Danielson Framework, and edTPA. The EPP-created assessments are the Lesson Plan Rubric with specific items aligned to the Standards of the Professional Associations, the Assessment and Reflection Rubric, the Effective Parent-Teacher Communication Simulation and Rubric, and the Completer/Exit, Employer, and Alumni surveys, and surveys to evaluate cooperating teachers and university supervisors. Grades and GPA are monitored for admissions, progress, and program completion. In addition, the assurance system utilizes the New Jersey Educator Preparation Program Performance Reports (NJEPPPR) to determine completer performance, impact on P-12 learning and employer satisfaction. The NJ DOE implemented an alumni satisfaction survey in 2016-2017. An employer satisfaction survey is expected the 2017-2018 academic year.

New or revised assessments are piloted prior to full implementation to determine if revisions are needed, see for example the summer 2017 pilots for the revised lesson plan, alumni survey, completer/exit survey, employer survey, supervisor and cooperating teacher surveys.

EPP-created assessments have been validated and the CAEP assessment rubric internally applied. Interrater reliability is conducted on a regular basis for EPP-created assessments.

# The Cycle: Collection, Aggregation, Analysis, Sharing, and Making Changes Based on Data

We have been collecting, aggregating, sharing, and utilizing data for improvement since the assessment/assurance system was developed in 2005. As stated above, the system has been modified to align it with CAEP and the revised New Jersey requirements and the NJ Professional Teaching Standards (NJPTS).

Within programs, the faculty and related offices regularly and systematically collect data for program specific assessments. The program directors, the Dean, Associate Dean, Assistant Dean, graduate students, department chairs, director and assistant director of the Office of Field Placement work together to assure the aggregation, disaggregation, analysis, and distribution of that data to program members for their use in developing program improvements.

From fall 2010 through summer 2015, CEHS used TaskStream to collect and aggregate data. In 2016, we moved to LiveText. We are currently moving to Watermark and have purchased the analytics module.

For the period from fall 2015 through spring 2017, the following data collection/analysis protocol was put in place:

Data from **EPP proprietary/ not course-embedded state-mandated assessments** are collected by the Associate Dean. For example, all Praxis data are received at the Dean’s level and shared with the Associate Dean, faculty, staff and partners.

**Clinical Experience and Practice** (Exit/Completer Surveys, and Evaluations of Clinical Educators): all evaluations are collected through Survey Monkey, an online survey tool, with survey links distributed to evaluators through email and a secure section of the Office of Field Placement website.

**Course-embedded assessments** (Lesson Plan, Assessment and Reflection Assessment, Effective Parent-Teacher Communication**):** Scored rubrics are provided by faculty to the Associate Dean, electronically. LiveText is used to house the data, in order to take advantage of both the tool's data entry facilities (e.g. dropdowns for student ID's, course sections, etc.) and excellent reporting and analysis facilities.

**edTPA**: CEHS began using edTPA in fall, 2017. Starting with this semester, edTPA replaced the former Teacher Work Sample assessment. LiveText was used to support edTPA. edTPA was nationally scored.

**Alumni and Employer surveys** are also collected and analyzed through Survey Monkey.

Summarized data are available to all faculty and program coordinators through Google Drive.

Data are shared at department meetings, capstone committee meetings, and clinical supervisors’ meetings. The Associate Dean prepares and shares data at retreats. In addition, assessments and data are shared and discussed at the All School Meetings with P-12 and cross-university partners, which is composed of internal and external constituencies. At all levels, within programs and at the EPP, the same data review/action report is used to maintain a record of what decisions were made, why, the next steps, and who is responsible to follow through on the required action.

**Operational Effectiveness**: The EPP uses multiple assessment and evaluation instruments to manage and improve its operations. Data are gathered at multiple points. The quality and effectiveness of academic programs are measured through data aggregated from key assessments, state licensure tests focus groups, and NJ EPP reports. Course evaluations, faculty annual reports and the results of faculty self-reflection surveys provide information on faculty performance and the direction for professional development. Aggregated data from exit surveys, alumni and employer surveys offer insight into EPP’s operations and resources such as advisement, and technology and library resources. The Dean and the Dean’s cabinet meet regularly to review governance and budget issues.

Procedures and policies are in place to allow for continuous evaluation and refinement of the assurance system and to ensure that appropriate stakeholders are involved in program evaluation and improvement. The Steering Committee (Dean, Associate Dean, Assistant Dean, Academic Coordinator, the Director of the Office of Field Placement, department chairs, career services specialist), the P-12 Advisory Board, the Capstone Experience Committee, and EPP faculty review data on a regular and systematic basis. Biannual Retreats are mechanisms for analysis, discussion, and formulating plans and recommendations for changes based on data reviewed. In addition, focus groups with candidates are utilized to evaluate and improve programs. The Steering Committee has oversight of the assessment system.

The P-12 Advisory Board comprised of members of the P-12 community, college administrators and faculty representatives review data at their meetings and may make recommendations to modify the assessment system. Changes to the system may also be initiated at the program level as a result of data analysis or at the EPP level as an outcome of the data sharing retreats.

**Summary of EPP Key Assessments**

| **Assessment** | **Proprietary or****EPP Created** | **Rubric** | **Data Cycles** | **Validity** | **Reliability** | **InTASC Standards** | **CAEP Standards** | **State Standards (NJPTS)** | **EPP Goals** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Praxis 2 Scores | Proprietary | Not Needed | 3 Cycles:AY 2015-2016AY 2016-2017AY 2017-2018 | Established by ETS | Established by ETS | 4 | 1.1, 3.5 | 4 | EK |
| Lesson Plan Suite | EPP Created | Yes | 3 Cycles:Fall, 2017Spring, 2018Fall, 2018 | Conducted by EPP | Conducted by EPP | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 1.1, 1.2, 1.3, 1.4, 1.5, 2.3 | 1, 2, 3, 4, 5, 6, 7, 8, 9 | C, EK, R |
| Reflection and Assessment | EPP Created | Yes | 3 Cycles:Fall, 2017Spring, 2018Fall, 2018 | Conducted by EPP | Conducted by EPP | 6, 9 | 1.1, 1.2, 1.4 | 6, 9 | R |
| Danielson Framework | Proprietary | Yes | 3 Cycles:Fall, 2017Spring, 2018Fall, 2018 | Established by Danielson | Conducted by EPP | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 1.1, 1.2, 1.4, 1.5, 3.3, 3.5, 3.6 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | C, EK, R, P |
| edTPA | Proprietary | Yes | 3 Cycles:Fall, 2017Spring, 2018Fall, 2018 | Established by Pearson | Established by Pearson | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 1.1, 1.2, 1.3, 1.4, 2.3, 3.5 | 1, 2, 3, 4, 5, 6, 7, 8, 9 | C, EK, R |
| Effective Parent-Teacher Communication | EPP Created | Yes | 3 Cycles:Fall, 2017Spring, 2018Fall, 2018 | Conducted by EPP | Conducted by EPP | 9, 10 | 1.1, 3.3 | 9, 10 | R, P |
| Exit/Completer Survey | EPP Created | Survey | 3 Cycles:Spring, 2017Fall, 2017Spring, 2018 | Not Needed | Not Needed | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 1.1, 1.2, 1.3, 1.5, 3.3, 3.6, 3.5, 5.1 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | C, EK, R, P |
| Dispositions | Proprietary | Yes | 3 Cycles:Fall, 2017Spring, 2018Fall, 2018 | Established by Danielson | Conducted by EPP | 4, 9, 10 | 1.1, 3.3 | 4, 9, 10 | C, R, P |
| NJDOE Completer Survey | Proprietary | Survey | 2 Cycles:2015-20162016-2017 | Not Needed | Not Needed | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 1.1, 1.2, 1.3, 1.5, 3.3, 3.6, 3.5, 5.1 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | C, EK, R, P |
| Praxis Core orSAT/ACT/GRE | Proprietary | Not Needed | 3 Cycles:AY 2015-2016AY 2016-2017AY 2017-2018 | Established by ETS | Established by ETS | 4 | 3.2 | 4 | EK |
| Employer Survey | EPP Created | Survey | 3 Cycles:Spring, 2016Fall, 2016Spring, 2017 | Not Needed | Not Needed | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 4.1, 4.2 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | C, EK, R, P |
| Alumni Survey | EPP Created | Survey | 3 Cycles:2014 graduates2015 graduates2016 graduates | Not Needed | Not Needed | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 4.1, 4.2 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | C, EK, R, P |

EPP Goals: K = Expanding Knowledge; C = Commitment; R = Reflection; P = Professionalism

**Assurance System Data Collection, Responsibility, Timelines, Review**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Transition Points** | **Data Sources****(EPP Goals)** | **Data Collection Responsibility and Initial Review** | **Timeline for Collection** | **Reviews and Uses Data** |
| **PROGRAM ADMISSION****Undergraduate****Elementary & K-12** | GPA (K)SAT/ACT Scores (K)Praxis Core Score (K) | Admissions OfficeAssociate DeanAcademic Coordinator | Entering Semester | DeanDept. ChairFacultyAdvisory Boards |
| **PROGRAM ADMISSION****Post-Baccalaureate Elementary & K-12** | GPA (K)SAT/ACT/GRE Scores (K)Praxis Core Score (K) | Admissions OfficeAssociate DeanProgram Director | Entering Semester | DeanDept. ChairFacultyAdvisory Boards |
| **PROGRAM PROGRESSION** | Overall GPA (K)C or higher in Education Courses (K) | Advisors | Every Semester | Dept. Chair |
| Dispositions Assessment (C, P) | Faculty | Every Semester | DeanDept. ChairFacultyAdvisory Boards |
| Danielson Framework (K, C, R, P) | Director of Field Placement OfficeFaculty | Every Semester | DeanDept. ChairDirector of Field Placement OfficeFacultyAdvisory Boards |
| Lesson Plans (K, C, R, P) | Director of Field Placement Office Faculty | Every Semester | DeanDept. ChairDirector of Field Placement OfficeFacultyAdvisory Boards |
| Lesson Plan Reflections (C, R, P) | Director of Field Placement Office Faculty | Every Semester | DeanDept. ChairDirector of Field Placement OfficeFacultyAdvisory Boards |
| Parent-Teacher Communication(C, R, P) | Faulty | Every Semester | DeanDept. ChairDirector of Field Placement OfficeFacultyAdvisory Boards |
| **ADMISSION TO CLINICAL EXPERIENCE** | Overall GPA (K)C or higher in Education Courses (K) | AdvisorsDirector of Field Placement Office | Prior to first semester of clinical experience | Dept. ChairDirector of Field Placement Office |
| Praxis II Test Scores (K) | Institutional Research AssociateDirector of Field Placement Office | Prior to first semester of clinical experience | DeanDept. ChairDirector of Field Placement OfficeFacultyAdvisory Boards |
| **PROGRAM COMPLETION** | Danielson Framework (K, C, R, P) | Director of Field Placement Office | Twice during clinical experience | DeanDept. ChairDirector of Field Placement OfficeFacultyAdvisory Boards |
| edTPA (K, C, R, P) | Director of Field Placement Office | During clinical experience | DeanDept. ChairDirector of Field Placement OfficeFacultyAdvisory Boards |
| Overall GPA (K) | Director of Field Placement Office | Last semester | Director of Field Placement OfficeCertification Coordinator |
| Exit Survey (K, C, R, P) | Director of Field Placement Office | Last semester | DeanDept. ChairDirector of Field Placement OfficeFacultyAdvisory Boards |
| **FOLLOW UP AND IMPACT** | NJ EPP Report | New Jersey Dept. of Education | Every year | DeanDept. ChairDirector of Field Placement OfficeFacultyAdvisory Boards |
| Employer Survey (K, C, R, P) | Dean’s office | Every 2 years | DeanDept. ChairDirector of Field Placement OfficeFacultyAdvisory Boards |
| Alumni Survey (K, C, R, P) | Dean’s office | Every 2 years | DeanDept. ChairDirector of Field Placement OfficeFacultyAdvisory Boards |

EPP Goals: K = Expanding Knowledge; C = Commitment; R = Reflection; P = Professionalism

**Monitoring of Candidates Transition Points and Key Assessments**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Transition Point 1:****Admission into Program****CAEP Standard 3.2** | **Program Progression:****CAEP Standards 3.3 & 3.4** | **Transition Point 2:****Admission into Clinical Internship****CAEP Standards 3.3 & 3.4** | **Transition Point 3:****Program Completion****CAEP Standards 3.5 & 3.6** | **Program Follow-Up and Impact****CAEP Standards 4.1-4.4** |
| **Academic****Semester, Year** | **Initial Teacher Preparation Programs** | **Overall GPA****2.75 / 4.00** | **Key****Assessment:****Praxis Core****or****SAT/ACT/GRE** | **Key****Assessment:****Dispositions** | **Key****Assessment:****Lesson Plan** | **Key****Assessment:****Lesson Plan****Reflection** | **Key****Assessment:****Parent-Teacher****Communication** | **Key****Assessment:****Danielson****Framework****(with Dispositions)** | **Key****Assessment:****Overall GPA****3.00 / 4.00** | **Key****Assessment:****Praxis II** | **Key****Assessment:****Danielson****Framework****(with Dispositions)** | **Key****Assessment:****edTPA** | **Overall GPA****3.00 / 4.00** | **Key****Assessment:****Completer****Survey** | **Key****Assessment:****Employer****Survey** | **Key****Assessment:****Alumni****Survey** |
| Spring, 2017 | UG ElementaryUG K-12PB ElementaryPB K-12 |  | Standard 3.2 a Evidence | New assessment;not utilized | New assessment;not utilized | New assessment;not utilized | New assessment;not utilized | New assessment;not utilized | Standard 3.2 a Evidence | Standard 1.1 a Evidence | New assessment;not utilized | New assessment;not utilized | Standard 3.5 a Evidence | Standard 1.1 g Evidence | Standard 4.1 b Evidence(includes 2014, 2015 & 2016 graduates) | Standard 4.4 aEvidence(includes 2014, 2015 & 2016 graduates) |
| Fall, 2017 | UG ElementaryUG K-12PB ElementaryPB K-12 |  | Standard 3.2 a Evidence | Standard 1.1 h Evidence | Standard 1.1 b Evidence | Standard 1.1 c Evidence | Standard 1.1 f Evidence | Standard 1.1 d Evidence | Standard 3.2 a Evidence | Standard 1.1 a Evidence | Standard 1.1 d Evidence | Standard 1.1 e Evidence | Standard 3.5 a Evidence | Standard 1.1 g Evidence | Too early to collect data | Too early to collect data |
| Spring, 2018 | UG ElementaryUG K-12PB ElementaryPB K-12 |  | Standard 3.2 a Evidence | Standard 1.1 h Evidence | Standard 1.1 b Evidence | Standard 1.1 c Evidence | Standard 1.1 f Evidence | Standard 1.1 d Evidence | Standard 3.2 a Evidence | Standard 1.1 a Evidence | Standard 1.1 d Evidence | Standard 1.1 e Evidence | Standard 3.5 a Evidence | Standard 1.1 g Evidence | Too early to collect data | Too early to collect data |
| Fall, 2018 | UG ElementaryUG K-12PB ElementaryPB K-12 |  | Standard 3.2 a Evidence | Standard 1.1 h Evidence | Standard 1.1 b Evidence | Standard 1.1 c Evidence | Standard 1.1 f Evidence | Standard 1.1 d Evidence | Standard 3.2 a Evidence | Standard 1.1 a Evidence | Standard 1.1 d Evidence | Standard 1.1 e Evidence | Standard 3.5 a Evidence | Standard 1.1 g Evidence | Too early to collect data | Too early to collect data |
| Responsibility | Monitored by advisors and dept. chairs | Collected by AdmissionsMonitored by Academic Coordinator and dept. chairs | Collected by methods course professorsMonitored by dept. chairs | Collected by methods course professors and student-teaching supervisorsMonitored by dept. chairs and field office director | Collected by methods course professors and student-teaching supervisorsMonitored by dept. chairs and field office director | Collected by course professorsMonitored by dept. chairs | Collected by methods course professors and student-teaching supervisorsMonitored by dept. chairs and field office director | Monitored by advisors and field office director | Monitored by field office director | Collected by methods course professors and student-teaching supervisorsMonitored by dept. chairs and field office director | Collected and monitored by field office director | Monitored by field office | Collected by field officeMonitored by Dean’s office | Collected by field officeMonitored by Dean’s office | Collected by field officeMonitored by Dean’s office |

**Assurance System – EPP Effectiveness Chart**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Elements** | **Data Sources** | **Data Collection Responsibility and Initial Review** | **Timeline** | **Reviews and Uses Data** |
| **Quality and Effectiveness of Academic Programs** | GPASAT/ACT/GREPraxis Core Score | Associate Dean | Yearly | DeanDept. ChairDirector of Field Placement OfficeFacultyAdvisory BoardsProvost Retention CommitteeMiddle States Assessment Committee |
| Evaluations on Key Assessments (National, state, professional standards, and EPP goals) | FacultyDirector of Field Placement Office | Every Semester |
| Praxis II | Associate Dean | Yearly |
| Aggregated Data on Surveys | Director of Field Placement OfficeAssociate Dean | Yearly | DeanDept. ChairDirector of Field Placement OfficeFacultyAdvisory Boards |
| Clinical Experiences | Director of Field Placement Office | Every Semester | DeanDept. ChairDirector of Field Placement OfficeAdvisory Boards |
| Clinical Practice | Program Directors |
| Focus Groups | Program Directors | Every 2 Years |
| NJDOE EPP Reports | Associate Dean |
| **Faculty Qualifications** | Course Evaluations | ProvostDeanDept. Chair | Every Semester | DeanDept. Chair |
| Promotion & Tenure Committee | DeanProvost | Yearly | DeanRank and Tenure Committee |
| Annual Reports | Provost Dean | Yearly | Dean |
| Evidence of Faculty Scholarship, Research, Grants, Awards |
| CAEP Faculty Database | DeanAssociate Dean | Yearly | DeanAssociate Dean |
| **Resources** | Exit Surveys | DeanAssociate Dean | Every Semester | DeanDept. ChairDirector of Field Placement OfficeFacultyAdvisory Boards |
| Alumni Survey | Every 2 Years |
| Technology Allocations | Dean | Yearly | Dean |
| Advisement Schedules Professional and Travel Budget Library Policies |
| **Diversity** | Evidence of Diversity in course content | Faculty | Yearly | Program DirectorsFaculty |
| Demographics on Faculty and Candidates | Institutional Research | Yearly | Dean |
| Demographics in K-12 Schools | DeanDept. ChairFaculty | Yearly | DeanDept. ChairDirector of Field Placement OfficeFacultyAdvisory Boards |
| **Governance** | Recruiting and Admissions Policies | University and College Admissions Offices | Yearly | DeanProgram Directors |
| Grading Policies | DeanDept. ChairFaculty | Yearly | Dept. ChairsFaculty |
| Catalogs | DeanAssistant DeanDept. ChairProgram DirectorFaculty | Yearly | DeanProgram DirectorsFaculty |
| College of Education and Human Services Website | Executive Secretary | Yearly | DeanAssociate DeanDept. ChairProgram DirectorFacultyExecutive Secretary |
| **Budget** | Budget Allocations for CEHS | Dean | Yearly | Dean |
| Data on support personnel | Dean | Yearly | Dean |
| **Facilities** | Number of course sections | DeanAssociate DeanAssistant DeanDept. ChairProgram Director | Yearly | Dean |
| Number of Computer Labs | Dean | Yearly | Dean |
| Number of Classrooms | Dean | Yearly | Dean |

**ASSESSMENT DATA FEEDBACK FORM**

**PROGRAM CHANGES RESULTING FROM DATA REVIEW**

PERSON COMPLETING FORM DATE

REVIEWERS

DEPARTMENT OR PROGRAM AFFILIATION

INSTRUCTIONS: Please complete this form after any meeting where data are considered. Please forward the completed form to Dr. Jason Barr. This form will be used to track the ways data are used for program improvement.

| **DATA OR EVIDENCE REVIEWED** | **IDENTIFIED AREAS FOR IMPROVEMENT IF NECESSARY** | **PROPOSED CHANGES IF ANY** | **DESCRIPTION OF PROCESS FOR CHANGES AND TIMELINE** | **PERSON RESPONSIBLE** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |