College of Education
Conceptual Framework
2012
TABLE OF CONTENTS

INTRODUCTION
University of Colorado System
University of Colorado Colorado Springs
College of Education
COE Vision, Mission and Goals

RESEARCH FOUNDATION
Equity
Knowledge
Skills
Dispositions
Table
Inquiry
Knowledge
Skills
Dispositions
Table
Innovation
Knowledge
Skills
Dispositions
Table
Framework
Conclusion

CANDIDATE LEARNING OUTCOMES AND PROFESSIONAL STANDARDS
Unit Candidate Learning Outcomes
Program Level Candidate Learning Outcomes

CONCLUSION

REFERENCES
INTRODUCTION
University of Colorado

The University of Colorado (CU) is a comprehensive, degree-granting research university system in the State of Colorado. The University of Colorado is governed by a nine-member Board of Regents who are elected by popular vote in the State's general elections. The University comprises the system offices and the following four accredited campuses, each with a unique mission: The University of Colorado Boulder, the University of Colorado Denver, the Anschutz Medical Campus and the University of Colorado Colorado Springs (UCCS). To accomplish its mission, CU's 9,500 instructional and research faculty serve more than 57,000 students through nearly 400 degree programs (Annual Financial Report, 2011).

University of Colorado Colorado Springs

Established in 1965, UCCS is the newest of the four campuses. The university was originally created to meet the needs of students in the southern part of the state and in an area that was experiencing rapid growth. The first few years, curriculum and course offerings were closely regulated by the Boulder campus and it wasn’t until the mid’70’s that UCCS came into its own. In the fall of 2012, 9,782 students enrolled at UCCS; a record high enrollment and an increase of 4.9% students from the previous year, making UCCS one of the fastest growing universities in Colorado and the nation. UCCS offers 36 bachelor's degrees, 19 master's degrees, and five doctoral programs through six academic units: The College of Business; the College of Education; the School of Engineering and Applied Science; the School of Public Affairs; the College of Letters, Arts and Sciences; and the College of Nursing and Health Sciences. The current annual budget for UCCS is $158 million, with campus expenditures contributing $310 million per year to the local economy. (Office of the Vice President for Budget and Finance & Institutional Research, 2012)

UCCS Mission

The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate university with selective admission standards. The Colorado Springs campus shall offer liberal arts and sciences, business, engineering, health sciences, and teacher preparation undergraduate degree programs, and a selected number of master’s and doctoral degree programs.

UCCS Vision

UCCS will provide unsurpassed, student-centered teaching and learning, and outstanding research and creative work that serve our community, state, and nation, and result in our recognition as the premier comprehensive, regional research university in the United States.

UCCS Core Values

The UCCS community subscribes to these core values:

**Excellence:** We will attract, develop and retain outstanding faculty, staff, and students, and focus on those programs and services that we can offer at an exemplary level.
**Student Success:** We will help traditional and nontraditional students succeed in their academic endeavors by assuring a stimulating, supportive, and safe environment in a naturally beautiful setting. We will encourage students to recognize their responsibility to participate fully in their own educational success and to contribute to the quality of all aspects of campus life.

**Community Interactions:** We will make known our vision, values, and goals and provide a demonstrated return on investment to the citizens of Colorado. We will link the university more closely to the communities we serve. We will communicate the value of the university to the citizens and elected leaders of our state, alumni, and potential students everywhere.

**Enriching Environments:** We will aggressively seek the development of a multicultural campus environment in which each person contributes unique talents to make the university a better place. In turn, each person will be fully valued and supported. We will reaffirm the tradition of shared governance and encourage all members of our campus community to join together in creating a positive working environment where all enjoy respect, fair treatment, and a voice in campus decisions.

**Quality Teaching:** We will promote and reward teaching excellence. We will strive to maintain predominantly small classes taught by dedicated and accessible faculty.

**Research and Creative Work:** We will promote and reward research and creative work that advances knowledge, that makes a valuable contribution, that enhances our teaching and service missions, and that encourages collaboration between students, both graduate and undergraduate, and faculty.

**Service:** We will attract and reward members of the campus community who place a high value on service and who are committed to contributing their expertise to the university and the public good.

**Staff Contributions:** We will value the vital role that staff play in supporting and enhancing the mission of the university.

**Innovation and Change:** We believe that universities both preserve the past and help create the future. We will encourage innovation in teaching, research, and service and prepare our students to succeed in a rapidly changing global and technologically advancing environment.

**Lifelong Learning:** We will commit to serving the educational needs of members of our community at many points along life’s path—as K-12 students, as university students, as they enter the work force, as they retrain for new careers, and as they continue to learn and grow throughout their lives.

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**College of Education**

As with many universities in the early ‘60s, there was a strong demand for recertification coursework, classes for transfer students from outside Colorado and undergraduate students aspiring to be teachers. Originally, courses were largely taught by faculty from the Boulder Campus, the Air Force Academy, and “honorarium faculty.” By 1966, demand required the creation of a stand-alone UCCS School of Education. At first, there were only three full-time faculty assigned to the School. By 1971 that number had doubled. This group of faculty created (according to one of the founders) a “radical, highly student-directed program that was flexible, integrated, and continuously evolving” and was heavily influenced by John Dewey, Jean Piaget, Abraham Maslow and Carl Rogers (Brown, 1975, p. 9). Strong elements of a responsive, student-centered approach remain central to today’s program and the faculty’s commitment to innovative, inquiry-based learning.
The COE student body consists of undergraduate and graduate students pursuing advanced, degrees, initial and advanced licenses, and additional endorsements. For fall 2012 416 undergraduate students were declared education majors and 445 graduate students were enrolled in the College. Almost all of the undergraduate students complete the Teacher Education Licensure Program per year. Both the TELP and SELP also offer a Master of Arts degree as well as license graduate students for teaching. The Departments of Counseling and Human Services and Leadership, Research, and Foundations consist entirely of students who are completing one of the following programs: MA in Counseling, licensure coursework for community or school counseling, MA in Leadership, coursework for principal or superintendent’s license, or a PhD in LRF.

The current College of Education consists of four distinct departments that educate undergraduate and graduate students and prepare professionals to be successful in schools and communities.

The Department of Counseling and Human Services (CHS) is comprised of graduate programs in School Counseling, Clinical Mental Health Counseling, Counseling and Leadership (partnership program with the United States Air Force Academy and an undergraduate Human Services minor. The School Counseling and Clinical Mental Health program are both accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Our most recent CACREP accreditation visit in 2009 resulted in full approval with every standard (N=245) scoring proficient or higher.

The Department of Curriculum & Instruction (C&I) serves undergraduate, post baccalaureate, and graduate students. The largest program is the Teacher Education & Licensure Program (TELP) that leads to recommendation for teacher licensure for elementary grades (K-6) or secondary grades (7-12) in the content areas of English Language Arts, Social Studies, and Foreign Language. Central features of the TELP include the following: (a) a requirement for teacher candidates to complete 90 hours of field experience in three diverse school settings prior to the professional year; (b) methods courses integrated with field experiences; (c) a cohort professional development school (PDS) model; (d) a professional resident year of co-teaching with increasing levels of responsibility, and (d) on-site coaching from a clinical teacher, site coordinator, and site professor for one entire academic year. The teacher preparation for secondary Math and Science implements the UTeach model from the University of Texas Austin under the title of UCCSTeach. This innovative, collaborative, and inquiry-based model prepares candidates to better meet the demands of science and math education in the 21st Century. Another licensure option is the Alternative Licensure Program (ALP) that allows students to meet state licensure requirements for secondary education (English Language Arts, Math, Science, Social Studies, and Foreign Language) during their initial year of teaching. ALP candidates are coached for an entire year with a university supervisor and are assigned an on-site mentor. All methods courses for ALP are delivered online. With an additional two classes, the resident teachers in ALP can obtain a master’s degree in Curriculum & Instruction. The Department of C & I also houses graduate programs that include master’s degrees, add-on endorsements, and certificates. Master of Arts degrees can be completed in general Curriculum & Instruction, Literacy, Science Education/Space Studies, Teaching English to Speakers of
Other Languages (TESOL), and Gifted and Talented.

The Department of Leadership, Research, and Foundations includes a principal licensure program, an advanced program that prepares candidates to become school principals. Principal candidates may participate in a traditional, on-campus cohort, as well as cohorts established within local districts; the number of cohorts varies per year depending on district demand. An online option is also available for students. The Department also houses a PhD program in Leadership, Research and Policy. This department includes a Master’s Degree in Educational Leadership (P-12), a Master’s Degree in Student Affairs in Higher Education, a Principal Licensure Program, and an Administrator Certificate program. The Master’s Degree in Educational Leadership (P-12) and the Principal Licensure programs are offered on campus, online, or as a cohort model within school districts across the state of Colorado.

The Department of Special Education has a Special Education Licensure Program (SELP). In this program, graduate and undergraduate students may earn a license as a Generalist special education teacher (K-12) in the state of Colorado. Candidates at the undergraduate level must major in a content area while earning a teaching license. Candidates at the graduate level may choose to earn an initial license, an initial license with a Master's degree, or a Master's degree only. Most graduate students choose the license plus Master's degree option. Finally, candidates who already have an initial teaching license in general education may pursue an additional endorsement option in special education.

The Conceptual Framework

During the 2009 – 2010 academic year, a team of COE administrators, faculty and staff began drafting a revised conceptual framework to capture the evolution of the college. However, due to a change in administration (i.e. both the Dean and Associate Dean of the College left the university in the spring of 2010), the assignment of an interim dean, and a national search for a new dean necessitated that this work be put “on hold” until the new leadership in the College was established. Beginning in November, 2011, the College of Education, under the leadership of Dr. Mary L. Snyder, Dean, began a series of ‘Conversations’ envisioned to bring faculty and staff together to discuss the College’s direction, goals, and priorities while giving participants the opportunity to learn more about their colleagues and the College. From the first session, several major themes emerged:

- Working across programs and departments
- Examining Masters and PhDs to determine if it would be possible to establish common program cores and specialty or cognate areas
- What do we want to be known for? How do we promote COE?
- How do we bring our stakeholders into our conversations?
- What are the desired goals or outcomes for students who graduate or complete a program in the College of Education?

From this beginning, the group spent the next several sessions determining goals, priorities, actions, timelines, and ownership for addressing the questions. Sustained conversation over the next several months let to the establishment of a new mission statement that serves as the
impetus for revisioning our Conceptual Framework: *We prepare teachers, leaders, and counselors who embrace equity, innovation, and inquiry.* Working from recommendations of the College of Education faculty and staff, a writing group of 8 faculty representing all four departments met during the summer of 2012 to re-write the Conceptual Framework. The framework is based on the three elements referenced in the mission statement: Equity, Inquiry, and Innovation.

The College has chosen to use a Möbius Band, as it represents the iterative nature of education, where equity informs inquiry, which in turn feeds innovation, which leads us back to equity.

**COE Vision.**

We endeavor to be the foremost regional College of Education, fostering a just and inclusive global society.

**COE Mission.**

We prepare teachers, leaders, and counselors who embrace equity, inquiry, and innovation.

**COE Goals.**

Embrace equity, diversity, and social justice
Ensure high quality preparation of education and counseling professionals
Engage in research-based inquiry and practice
Provide continual professional growth opportunities
Infuse and enhance the use of technology
Collaborate with campus and community partners to effect change
Work across college and university to optimize efficiency and effectiveness
Introduction

The core of our Conceptual Framework is grounded in research supporting the College of Education mission, vision, and goals. Each of the following sections provides research evidence and professional support for the tenants inherent in our mission, vision, and goals. This research foundation also frames the work of the College of Education in larger professional communities of teachers, educational leaders, school and clinical mental health counselors.

EQUITY

Knowledge

Promoting and actively working toward equity and social justice are core values in the College of Education at UCCS. Our goal is to develop “equity-minded” practitioners (Bensimon, 2006) who actively engage in the difficult work of trying to ensure equity and equal access for all individuals. In order to provide clarity and context for our faculty and students, we have adopted the definitions put forth by the Association of American Colleges and Universities (AACU) for diversity, inclusion, equity, and equity-mindedness as listed below:

We have embraced the definition of diversity as, “Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).” We conceptualize inclusion as, “the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect …” Our accepted understanding of equity is, “The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs (AACU). And our goal for equity-mindedness is, “A demonstrated awareness of and willingness to address equity issues among institutional leaders and staff “ (Center for Urban Education, University of Southern California).

The College of Education faculty members believe that effective educational professionals advocate for equity by creating inclusive educational environments and actively engaging in the ongoing process of learning about and applying culturally responsive, competent pedagogy and practices. Teachers, educational leaders, and counselors must become aware of their own worldview, understand how they impact others and develop and/or maintain an ethic of care toward others. Additionally, COE students must have the foundational knowledge about the history, experiences, values, and lifestyles of diverse socio-demographic groups, particularly marginalized groups, in American society (Garcia, 2001). A focus on the impact of power, oppression, and privilege and on the sociopolitical underpinnings of the U.S. educational system is also necessary (Sue & Sue, 2012). To this end, “our candidates will demonstrate knowledge of the historical, foundational, and current contexts of the intersection of inclusiveness and diversity.”

In pursuing a career steeped in equity, educational professionals must have a foundation in
both the humanities and the social sciences to develop historical consciousness, recognize the
democratic relationship of individuals, schools and society, and understand critical
educational phenomena. It is the charge of the COE faculty to educate candidates on the
historical connection between schools and societies, including consideration of the ways
schools have reflected the pervasive inequalities characteristic of American society. In
addition to historical and foundational knowledge, teachers, educational leaders, and
counselors must demonstrate an understanding of present social and cultural developments,
issues, research, and influences in the field of education. This knowledge base provides a
deeper understanding of the human condition within and across particular contexts of time,
place, and culture.

Educators must understand how schools have shaped the American character by serving as
the progressive spirit of American society. Throughout history, schools have responded to
the needs and demands of society, providing leadership during important periods of change
and innovation (Rury, 2012). Today, the relationship between individuals, schools, and
society continues to be dynamic and reciprocal. Schools of the 21st century pursue the
balance of inculcating individuals with the morality and utility goals of education by
promoting socialization, social justice, human capital, standards-based achievement, and
global excellence. Understanding this democratic relationship is paramount for success in
educating the most diverse population in the world and for providing equal opportunity and
outcomes in an unequal society.

In addition, teachers, leaders, and counselors must recognize the importance of dismantling
the social structures that work to privilege some while limiting opportunity to others (Sapon-
Shevin, 2007; Theoharis & Brooks, 2012). The multiple subjectivities and social relations of
race, ethnicity, language, class, ability, gender, and sexuality as they are related to schooling
must be examined to pursue the transformative capacities of education, particularly with
regard to social, political, and economic issues. It is therefore imperative that COE students
learn what it means to be educated, the social impact of education on systems of privilege
and oppression, and the prospects for social justice reform.

Skills

To put equity principles into practice and develop equity-mindedness “candidates must
respect, value, and engage in ethical and inclusive practices for all individuals and their
families and work collaboratively with colleagues in the broader community to advocate for
social justice in a diverse society.” We must ensure that our graduates are not only culturally
competent and sensitive to the perspectives of their students and clients, but also have a
commitment to social justice. To be culturally competent requires that individuals accept
people for who they are and work to understand ideas, thoughts, practices, and beliefs from
the other person's experiences. Educators who are culturally competent employ practices that
are responsive to the culture, background, experiences, and beliefs of the families and
communities they serve (Leistyna, 2002). King and Goodwin (2002) state, "We label this
kind of involvement culturally responsive because it acknowledges that families have varied
backgrounds, beliefs, and values. It recognizes that definitions of family are evolving and
complex and that parents want and need to be involved in their children's schools" (p. 5).
Schools today are increasingly diverse (Proctor & Dalaker, 2003), and efforts to work toward
student success will have to also be culturally responsive in design (Reese, 2002; Nieto,
2002).
Another critical skill in the application of equity principles is the ability to develop community and family relationships. A recent brief, examining the literature on parent and community involvement, concluded that "both parents and community members can have a positive impact on student success" (Southwest Educational Development Laboratory, 2010, p. 4). We embrace the tenet that equity-minded professionals must also foster strong community and family partnerships. A requirement of these partnerships is to go beyond simple interactions to meaningful exchanges of information around both curricular and social goals for students that result in transformational change at both the individual and institutional levels (Henderson & Mapp, 2002; Jeynes, 2005; Jeynes, 2007; Marzano, 2003).

The faculty further understand the important role parents and families play in students’ education, and we recognize the benefits of building strong, genuine relationships. Blue-Banning, Summers, Frankland, Nelson, & Beegle (2004) conducted research and developed guidelines for collaboration between family and school. According to Blue-Banning et al, (2004), professional behavior that facilitates effective partnerships must include: communication, commitment, equality, skills, trust, and respect (p. 167). Further, Blue-Banning, et al, (2004) report that "...common sense and ordinary human decency are at the heart of positive partnerships between families and professionals..." (p. 181). When school personnel implement practices that show that they value the input of families and are working to communicate with respect, while learning from and utilizing family ideas, strong relationships are a possibility (Esquivel, Ryan, & Bonner, 2008; Soodak & Erwin, 2000).

Furthermore, faculty members understand that research indicates that individual teacher communication with parents and guardians results in stronger active involvement of caretakers in their child’s education and their overall collaboration with schools (Patrikakou & Weissberg, 2000). These researchers reported findings that show the more teachers communicate about the classroom, the individual child's successes and challenges, and academics, the more family members reported feeling involved and engaged in their children's education. Specific guidelines from this research suggest that teacher outreach to families plays an important role in family-school collaboration.

**Dispositions**

"Candidates will be self-aware and mindful of their worldview and how both impact the way in which they are able to demonstrate an ethic of care.” Equity and social justice, as well as building community and family relationships, are possible when candidate beliefs and behaviors are consistent with an ethic of care. We value multiple viewpoints when solving problems and making decisions, and an ethic of caring is at the center of our work with students, faculty and the community because we consider it to be the foundation of all successful education (Noddings, 2011). The goal of the College of Education is to promote, model, teach, emphasize and reinforce an ethic of care toward self and others. An ethic of care is both an ethical and moral commitment to value and invest in every student.

Theoretically, an ethic of care is grounded in Gilligan’s work on moral development and moral reasoning (1982). Gilligan believes that most moral dilemmas and decisions are relationally based and that people reason from three different vantage points: caring for the self (self-focused, protective of self), caring for others (other-focused, may ignore care of self), and caring for self and others (cares for self, which fosters resilience and effective
boundaries and cares for others through effective empathy and perspective taking). Students who experience an ethic of care from teachers, educational leaders and counselors are more likely to be academically motivated, learn more in class and develop a sense of belonging to school (Rice, 2001; Finn 1998).

Operationalizing an ethic of care in school emphasizes relationships (student to adult, adult to adult, student to school, adult to school, etc.) and a ‘pedagogy of listening’. Dahlberg and Moss (2005) describe a ‘pedagogy of listening’ as interpersonal and institutional practices that emphasize every child’s right to be valued, accepted and to learn and belong. In a 1998 research study on teacher’s level of care, specific caring practices are discussed which can be modeled and taught by College of Education faculty and practiced by College of Education candidates and graduates. These practices include: Engaging students through eye contact, attentive body language, calling them by name, greeting them when they enter the classroom and listening, developing a classroom community that is mindful of emotional, psychological and physical safety, and teaching students at their ability level. These ways are possible and authentic when teacher candidates possess an ethic of care toward their students. We strive, therefore, to be caring professionals who model an ethic of care for our candidates and cultivate a sense of community that leads to a transformed practice of teaching and learning (Starratt, 2012).

Examples of Specific COE Practices that Align with Equity

<table>
<thead>
<tr>
<th>Specific Areas of Emphasis</th>
<th>Areas are Addressed Through Department Requirements and/or Coursework</th>
<th>COE Candidates Address Area of Emphasis with P – 20 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity focused practices, assignments and projects</td>
<td>Care and Share food drive project, Strong emphasis on treating all students fairly and using same Developmental Assessment Matrix to analyze student growth and progress as well as areas for intervention and remediation, Social and Cultural Diversity course assignments</td>
<td>ACT Preparation workshops in the community, Developing and delivering classroom guidance lessons that are focus on appreciation of social and cultural diversity, Advocating for students and families from underrepresented or oppressed groups</td>
</tr>
<tr>
<td>Building community and relationships with families</td>
<td>Realistic counseling scenarios which enhance understanding of client conditions/context, Introduction to Marriage, Couples and Family Counseling course</td>
<td>Participation in teacher conferences, IEP meetings, RtI meetings, Parent Teacher Organization events</td>
</tr>
<tr>
<td>Modeling and operationalizing an ethic of care</td>
<td>In class counseling role plays with professor as counselor, Emphasis on relationship building with students/ clients and use of humanistic approaches to “join” with</td>
<td>Digital recordings of counseling sessions with students/clients, live supervision of candidate and client(s)</td>
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# Curriculum and Instruction

<table>
<thead>
<tr>
<th>Specific Areas of Emphasis</th>
<th>Areas are Addressed Through Department Requirements and/or Coursework</th>
<th>COE Candidates Address Area of Emphasis with P – 20 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity focused practices, assignments and projects</td>
<td>Model content delivery by using sheltered instruction techniques</td>
<td>Candidates apply these strategies and are observed using a standardized observation tool</td>
</tr>
<tr>
<td>Building community and relationships with families</td>
<td>Site professors have developed relationships with their school sites, administration, teachers and students, Community resources and ways to create home/school/community partnerships are shared</td>
<td>Candidates develop relationships with students, teachers and parents in a minimum of two classrooms, Candidates observe/volunteer for 30 hours per credit hour in TED 3010 , Cultural field assignment</td>
</tr>
<tr>
<td>Modeling and operationalizing an ethic of care</td>
<td>Professionalism and ethics is an instructional unit, Treat teacher candidates with respect and demonstrate caring for them and their success</td>
<td>Ethics assignment encourages ethical approach to working with students</td>
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</table>
### Leadership, Research and Foundations

<table>
<thead>
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<th>COE Candidates Address Area of Emphasis with P – 20 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity focused practices, assignments and projects</td>
<td>Ethics simulations related to culture/race, Development of a personal/philosophy platform that focuses on school culture, diversity and a multicultural society.</td>
<td>Analysis of hiring practices in schools, Personal working plan for culturally responsive practices, Culturally responsive inquiry assignment</td>
</tr>
<tr>
<td>Building community and relationships with families</td>
<td>Professional development growth plan that includes community relationships, Study the mission and nature of schools in communities, Conflict strategies and development of action plan for school culture survey</td>
<td>Plan development for equity school model assessment, Interviews of teachers regarding community involvement in schools, Development of school based budgets, Analyze the testing systems and family and community relations</td>
</tr>
<tr>
<td>Modeling and operationalizing an ethic of care</td>
<td>Ethic of care is discussed and presented in several required simulations, Comparative review of EEO statutes and regulations, Diversity videos and diversity awareness survey</td>
<td>Review of statutes and regulations regarding ethic of care, Study strategies to measure ethic of care in education services and policy, Study of financial equity in school funding</td>
</tr>
</tbody>
</table>

### Special Education

<table>
<thead>
<tr>
<th>Specific Areas of Emphasis</th>
<th>Areas are Addressed Through Department Requirements and/or Coursework</th>
<th>COE Candidates Address Area of Emphasis with P – 20 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity focused practices, assignments and projects</td>
<td>Transition to adulthood training, Process of gathering information from families on what they want in transition</td>
<td>Candidates provide student descriptions, Candidates tailor activities to accommodate different student needs</td>
</tr>
<tr>
<td>Building community and relationships with families</td>
<td>Faculty volunteer with children with disabilities and their families</td>
<td>Candidates reflect on the communication and engagement methods used in field placements with families</td>
</tr>
<tr>
<td>Modeling and operationalizing an ethic of care</td>
<td>Personalize field placements to respond to candidate needs, Close advising and supervision</td>
<td>Observations of candidates teaching, assessment of journal reflections, develop summaries of student progress</td>
</tr>
</tbody>
</table>
INQUIRY

Knowledge

The second leg of the elements triad is Inquiry, which the College of Education defines as *the knowledge of current research and the use of related tools in promoting evidence-based practices in subject matter, human development, and theories of learning, leadership and counseling*. Educational inquiry has several facets, including reflection on one’s practices; an instructional strategy or process for one’s students’ learning; inquiry as its related to the body of research related to one’s field; and inquiry as a vehicle for a community of learners to examine institutional practices (collaborative philosophical inquiry), thus providing a process for implementation of systemic change for the greater good. The faculty recognize that reflection, research, questioning, reasoning, analyzing, problem solving, and inquiry are all aspects of what Cochran-Smith & Lytle (2001) calls “living an inquiry stance toward teaching” an approach to teaching and learning that encompasses the philosophies of giants like Socrates, Montessori, Pestalozzi, Vygotsky, Bloom, Freire, and of course, Dewey. Inquiry refers both to the process of seeking knowledge and new understanding as well as to a method of teaching grounded in this process (Justice, Rice, Warry, Inglis, Miller, & Sammon, 2006). The inquiry process is about discovery and systematically moving from one level of understanding to another, higher level.

Skills

As teachers, counselors, and leaders our goal is *to connect previous knowledge to new concepts; critically question, examine and construct new knowledge; and apply this knowledge to innovative designs and practices*. The College’s belief parallels that of Falk (2004), “that teachers do not have to be technicians, consumers, receivers, transmitters, and implementers of other people’s knowledge, but instead, can be generators of knowledge and agents of change” (p. 74). It is especially important that candidates are confident in their inquiry skills so that they are able to replicate inquiry-based learning in their classrooms, and as they grow as educators, practice collaborative inquiry. In order to gain that confidence, candidates must have multiple exposure and experience with coursework and activities steeped with elements of inquiry practices. According to Darling-Hammond (2006), effective teacher education programs utilize pedagogies that help pre- and in-service teachers merge theory and practice through case studies, performance assessments, close analyses of learning and teaching, and portfolios. “All the programs require that teachers engage in inquiries or research about teaching. These range from modest investigations of specific problems of practice to more ambitious research studies that may serve as a capstone project. Advocates of practitioner research suggest such efforts help student teachers learn critical dispositions and skills that undergird reflective practice, including a commitment to search for answers to problems of practice and the skills of careful observation, data collection, and reasoned analysis” (Darling-Hammond, 2006, p. 107).

Dispositions
The goal of all teacher preparation programs within the College is to shape educators who manifest the beliefs and behaviors of reflective practitioners. The expectation is *that candidates will demonstrate intellectual vitality, persistence, and a commitment to an inquiry stance in all professional practices*. While we can ensure that our candidates are provided opportunities to learn content and pedagogy, the difference between a good teacher and a great one results from the disposition of having an inquiry stance. “The disposition toward reflective, inquiry-based and analytic thinking… is one element of developing adaptive expertise, or the ability to continue to learn productively by guiding one’s own problem solving” (Darling-Hammond, 2006, p. 107-108).

### Counseling and Human Services

<table>
<thead>
<tr>
<th>Inquiry based learning</th>
<th>Research and development of a small group counseling proposal to implement during one’s practicum placement, Literature reviews/research projects,</th>
<th>Challenge students/clients to brainstorm possible solutions to dilemmas/problems and analyze the consequences of each possible decision</th>
</tr>
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<tbody>
<tr>
<td>Course based, reflective activities</td>
<td>Three laboratory courses that require small group and written reflection (Individual, Group and Marriage, Couples and Family), Reflection paper on the roles one occupies in groups, family, organizations, etc.</td>
<td>Candidates develop an awareness of self, outlining both strengths and limitations when working with diverse client populations and participate in supervision to enhance their counseling efficacy</td>
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</tbody>
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### Curriculum and Instruction

<table>
<thead>
<tr>
<th>Inquiry based learning</th>
<th>Deliver lessons that challenge students and allow them to observe/learn different methods, UCCS Teach uses inquiry based learning in all courses and assignments, lesson plans and research are inquiry focused</th>
<th>Teacher work sample and electronic portfolio require methods course content, converts theory to practice, Candidates develop lessons that provoke inquiry among their students, Journals and Field Assignment reflections, Lessons developed using current inquiry research, Use inquiry model in classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course based, reflective activities</td>
<td>Observation of teacher lessons, Theory to practice papers, Lesson reflections, Candidates teach lessons based on course topics, are given feedback based on class</td>
<td>Post-lesson reflection papers</td>
</tr>
</tbody>
</table>
Leadership and Foundations

| Inquiry based learning | Reflective journal related to current leadership observations and activities, Culturally responsive inquiry assignment, Disproportionality Assignment, Equity school model assignment, Team leadership model/theory presentation, Privilege and oppression photo memo | Program development from data analysis of assignments, Program development from data analysis of school culture survey, Personal or professional ethical case study |

| Course based, reflective activities | Read My Pedagogic Creed and present learning from reading, Journal reflections, Personal teaching philosophy, Self-Assessment of advancing cultural competence | Required portfolio, ethical case study analysis and reflections, Research paper with implications for future research |

Special Education

| Inquiry based learning | Research papers, observe and participate in inquiry based lessons in class | Candidates develop and inquiry based lesson during math practicum |

| Course based, reflective activities | Reflect on tutorial instruction and student response to intervention | Journal to reflect on practice, Candidates reflect on lessons and collect data related to student progress |
INNOVATION

Knowledge

We live in a world in which the frontiers of knowledge are expanding at break-neck speed, with innovation knowledge, skills, and dispositions being at the lead of educational inquiry and practice. Innovation is the transformation of ideas into impact; it is a change product that is created, developed, and implemented into the next advanced practice (Kirkeiby & Christensen, 2010; Morris, 2006). Despite the fertile ground for innovation in education, "the impact of discoveries, inventions and creative developments … apparent in practically all spheres of life...play an ambiguous role in education" (Black & Atkin, 1996, Foreword). In fact, it is these developments, in conjunction with ongoing issues of inequity, that make it imperative for helping and education professionals to acquire innovative kinds of knowledge, new ways of thinking, new practical interventions, and a readiness to continue learning, or risk losing their effectiveness. Caine and Caine (1997) argue that, because knowledge is "much more fluid, less predictable and far more interconnected than previously thought" the roles and functions, the theories and approaches of teachers, school leaders, and counselors must be rethought. As such, the College of Education has made promoting, modeling, and developing innovative, research-based practices central to its mission.

Innovative practices in the field of education cannot occur without intersecting with the dynamic nature of change and its influence on the very nature of the innovation. Thus, College of Education “candidates will demonstrate knowledge of the dynamics and theories of change at the individual and systems levels and the relationship to innovative designs and effective practices.” Poole and Van de Ven (2004) summarized the research on change into categories that are considered theories of change and theories of changing. Theories of change are identified as continuous, incremental, continuous and first order change. Theories of changing are identified as episodic, radical, discontinuous and second order change. Yet, according to Cheng and Van De Ven (1996), chaos provides its own set of variables in relation to change and innovation that is not evident in these theories of change and changing. A system can fluctuate between order (ordered regime), chaos (chaos regime), or a transition phase between order and chaos (complexity regime) (Boal and Schultz, 2007).

“Transitions between chaotic and periodic patterns of learning while innovating can be explained by the fact that our dynamic system is a dissipative structure”(Cheng and Van de Ven, 1996, p. 609). Russian physicist, Ilya Prigogine constructed the theory of dissipative structures in 1977 to describe the interactive nature of structures and the flow and changes of all elements of complex systems. “All systems are conceived as dissipative structures and the greater their degree of uncertainty, the greater their creative potential (Gordon, 2003, p. 104).

As cited by Poole and Van de Ven (2004), Van de Ven and Poole (1995) presented four theories or models that integrate the constructs of change and innovation as described as the (1) life cycle model; (2) teleological model; (3) dialectical model; and (4) evolutionary model. The life cycle and evolutionary models are considered to be prescribed modalities in that the changes that precipitate innovation are institutionally regulated and repetitive whereas the teleological and dialectical models are constructive in nature implying social construction and the potentiality of consensus that may or may not have been initiated through conflicting ideologies. Regardless of the model or theory that underlies change and innovation,
“environmental change is a strong driver for organizational innovation” (Damanpour and Gopalakrishnan, 1998, p. 2).

Key variables that provide a framework for the study and analysis of change and innovation are the relationship of people (human agency), space and time and its impact on the nature of the change and/or the innovation (Child, 1972). Grossberg (1993) argued that time has been a focal point of research, especially in the study of cultural phenomena in terms of dissecting the historical context of diversity issues. The author proposes a more concentrated effort toward understanding the notion of power and its relationship to the spatial separations that perpetuate the intended or unintended assimilation of power, privilege and influence. Perhaps this perspective of research may be considered an innovative approach to deconstructing the challenges still facing schools regarding the achievement gap, and the disproportional representation of culturally and linguistically diverse students receiving special education services and dropping out of school at alarming and unacceptable rates. According to Zaltman, Duncan, and Holbert (1973) as cited by Poole and Van de Ven (2004), the evidence of a performance gap will often initiate radical change and provides the groundwork for the potentiality of innovation.

Skills

As the COE desires to be at the forefront of educational innovation and a force for transformational change in teaching, leadership, and counseling, COE faculty expects “candidates will demonstrate the skills to systematically determine needs, plan, develop and implement change and evaluate the impact.” To do this, candidates must understand the process of innovation and change to sustain systemic reforms that empirically make a difference in and improve the educational experiences of students. COE candidates must learn to continually assess, evaluate, and reflect on the efficacy of their actions and methods in promoting equitable excellence and success of all students. Assessing innovation ensures accountability, as well, it serves as a tool for learning and sustainability. COE faculty believe that combining research and assessment data provides a foundation for informing policymaking and developing meaningful, learning-centered innovative programming. At the center of these efforts, data-informed decision making must be in place to improve schools and communities by linking individual data with learning outcomes if COE candidates are going to create and master innovative practices (Mandihach & Honey, 2008). Innovation plans should be designed as a continuous loop of monitoring, feedback, and improvement to measure reaction, learning, behavior, and results (Kirkpatrick, 2006). To become proficient at evaluating the context, implementation process, and outcome results, COE candidates must be steeped in social science research procedures. Therefore, quantitative and qualitative research methods should be a focus of COE student learning, with emphasis on improving their practices through needs, implementation, utilization, and outcomes-based assessment.

Dispositions

“Getting a new idea adopted, even when it has obvious advantages, is difficult. Many innovations require a lengthy period of many years from the time when they become available to the time when they are widely adopted” (Rogers, 2003 p. 1). To facilitate implementation of innovations, the College of Education candidates will need to “demonstrate resilience, personal, professional and social responsibility, and openness to change.” Resilience is
considered an individual’s or system’s ability to adjust positively to adverse circumstances or “bounce back” (Herrman, Steward, Diaz-Granados, Berger, Jackson, & Yuen, 2011; Mansfield, Beltman, Price, & McConney, 2012; Price, Mansfield, & McConney, 2012; Yonezawa, Jones, & Singer, 2011). Resilience is a combination of traits including a clear vision of purpose and responsibility, motivation, self-efficacy, optimism, openness, intellectual flexibility, persistence, communication skills, as well environmental factors such as positive peer support, caring relationships, and community membership. (Herrman et al., 2011; Muller, Gorrow, & Fiala, 2011; Yonezawa et al., 2011). Beyond the ability to “bounce back,” resilience involves individuals and organizations using adversity to increase professional competence and improve work conditions (Muller et al., 2011; Price et al., 2012). Shaw (2012) describes resilience as “a dynamic process of ‘bouncing forward’ which provides for the adaptation and constant reinvention needed to innovate and to do new things” (p. 309). To be effective in implementing and evaluating change, innovators must have the ability to envision the future, generate new ideas, develop networking relationships, maintain organizational loyalty, stretch one’s mind, remain task-focused, and hold an aptitude for decision-making (Waychal, Mohanty, & Verma, 2011). Developing resilience in our candidates will empower them to lead educational innovations.

Counseling and Human Services

<table>
<thead>
<tr>
<th>Department or course based innovation and transformation</th>
<th>Creating elective opportunities based on student interest and feedback</th>
<th>Candidates are asked to create tailored counseling interventions to appeal to personality, development, learning style of student/client</th>
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<tbody>
<tr>
<td>Research</td>
<td>Chi Sigma Iota Ethics competition, American Counseling Association poster sessions</td>
<td>Students assess their own effectiveness leading groups and classroom guidance lessons. They share this data with their internship site supervisor.</td>
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<tr>
<td>Project based learning</td>
<td>Family of Origin paper, Group Proposal</td>
<td>Understanding one’s own family of origin helps counselors react with more understanding and compassion to students/clients who are facing challenges in their family.</td>
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Curriculum and Instruction

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<tr>
<th>Department or course based innovation and transformation</th>
<th>Specialized TELP workshops (Big Idea, Classroom Management, etc.), Bachelor of Innovation program design, Literacy program re-design, Guest speaker on how to</th>
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**incorporate technology to enhance instruction for ELLs across content areas**

| **Research** | Annotated bibliography assignment, Statistics and inquiry analysis | Research projects that require scientific hypothesis, literature collection and review, unique experiments and analysis of data |
| **Project based learning** | Unit planning, Portfolio requires Teacher Quality Standards, Reflection to Action projects, Model how to use Project Based Learning in class, Collaborative case study, One course in UCCS Teach devoted to Project Based Learning | Candidates use Project Based Learning in their lessons, Candidates use Project Based Learning strategies in a unit which also includes a field work experience |

| **Leadership and Foundations** | Study leadership styles and relate styles as they impact concepts of transitional or transformational leadership, Diversity awareness survey and reflection, School culture survey | Application of awareness of diversity challenges, Application of personal leadership vision and professional growth plan, Required portfolio, Portfolio presentations |
| **Research** | Research for plan development related to assignments, Study strategies to measure equity in education services and policy, Study the foundations of American education and American values about equity | Research based plans from data analysis of assignments, Required portfolio, |
| **Project based learning** | Take Myer’s Briggs Personality Type Indicator and develop a reflective paper related to their leadership styles and MBTI typology, Comparative reviews of EEO statutes and regulations | Develop culturally responsive skill building presentation, Many courses use project based learning as part of formative and summative course evaluations |

<p>| <strong>Special Education</strong> | Faculty use innovative clicker | Candidates work with |</p>
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<tr>
<th>innovation and transformation and Smart-Board technologies, Pairing students with teachers who are teaching self-determination or transition related skills to K – 12 students</th>
<th>cooperating teachers to implement new practice into the school to enhance student learning</th>
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<tbody>
<tr>
<td><strong>Research</strong></td>
<td><strong>Course content is based on recent research</strong></td>
</tr>
<tr>
<td><strong>Project based learning</strong></td>
<td><strong>Cumulative project related to student’s reading skills and assessment-based instruction</strong></td>
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Equity

Knowledge: Candidates will demonstrate knowledge of the historical, foundational, and current contexts of the intersection of inclusiveness and diversity.
Skills: Candidates will respect, value and engage in ethical and inclusive practices for all individuals and their families and work collaboratively with colleagues in the broader community to advocate for social justice in a diverse society.
Disposition: Candidates will be self-aware and mindful of their worldview and how both impact the way in which they are able to demonstrate an ethic of care.

Inquiry

Knowledge: Candidates will demonstrate knowledge of current research and technology related to evidenced-based practices in subject matter, human development, and theories of learning, leadership and counseling.
Skills: Candidates will connect previous knowledge to new concepts; critically question, examine and construct new knowledge; and apply this knowledge to innovative designs and practices.
Disposition: Candidates will demonstrate curiosity, intellectual vitality, persistence, and a commitment to an inquiry stance in all professional practices.

Innovation

Knowledge: Candidates will demonstrate knowledge of the dynamics and theories of change at the individual and systems levels and the relationship to innovative designs and effective practices.
Skills: Candidates will demonstrate the skills to systematically determine needs, plan, develop and implement change and evaluate the impact.
Disposition: Candidates will demonstrate resilience, personal, professional and social responsibility, and openness to change.
PROGRAM CANDIDATE LEARNING OUTCOMES*

Counseling and Human Services

The Department has established three overarching goals for graduates of our Clinical Mental Health and School Counseling programs. Both programs are CACREP Accredited. Stated as candidate learning outcomes (CLO), these are:

CLO 1. Graduates of the Department of Counseling and Human Services will have a mastery of the foundational body of professional knowledge that comprises the profession of counseling and that is necessary to ethically and effectively serve those seeking counseling services.

CLO 2. Graduates of the Department of Counseling and Human Services will have a mastery of the specific counseling skills and techniques necessary to serve as ethical and effective professional counselors.

CLO 3. Graduates of the Department of Counseling and Human Services will have examined their own personalities and motives for becoming counselors, gained self-awareness of their personality style, interpersonal strengths and limitations, and developed the interpersonal flexibility and adaptability necessary to maximize their strengths and overcome their weaknesses in their work with clients.

*The Department of Counseling and Human Services subscribes to the Unit Candidate Learning Outcomes; yet, because of their unique accreditation standards and student learning objectives, they also have three candidate learning outcomes which are unique to their academic programs.

Conclusion

Equity, Inquiry, and Innovation—the three interrelated elements discussed and exemplified in this Conceptual Framework—have evolved from rich faculty-based discussions around who we are as a College of Education and the work that we do to prepare counselors, teachers, and leaders. In the joint endeavor to update this document, we have articulated not only what we as a college value in education professionals, but we have had the opportunity to examine our classroom- and field-based practices to identify concrete examples of how we model and facilitate development of the knowledge, skills, and dispositions in our counselors, teachers, and leaders. As we continue our work with one another and our students, we recognize the need for a document like this to be dynamic and responsive to changes both in our college and in society, but with balance that values what exists and what is important to maintain. We will continue to review and reconsider our Conceptual Framework as our unit grows and changes with the tenets of equity, inquiry and innovation guiding our efforts.
References


Center for Urban Education. Retrieved from http://cue.usc.edu/our_tools/the_equity_scorecard.html


