WKU

Professional Education Unit

Program Review Document 1:
Conceptual Framework

Submitted to the Kentucky Education Professional Standards Board
February 15, 2009

Conceptual Framework
Western Kentucky University's Professional Education Unit

WKU Mission
Western Kentucky University prepares students to be productive citizens of a global society and provides service and lifelong learning opportunities for its constituents.

WKU Vision Statement
Western Kentucky University aspires to be the best comprehensive public institution in Kentucky and among the best in the nation.

Professional Education Unit Mission
The professional education unit of Western Kentucky University recruits, prepares, and supports school practitioners and education leaders who can facilitate the learning of all children and empower them to achieve at high levels as they become life-long learners and productive citizens in a global society.

Professional Education Unit Vision
The professional education unit aspires to become a nationally recognized community of scholars who apply the best that theory, research, and experience can contribute to teaching and learning and create new knowledge that makes teaching, learning, and the operation of schools more efficient and effective.

BELIEFS ABOUT CHILDREN AND SCHOOLS

Belief 1: All children can learn at high levels.

Children have an inherent ability to communicate and process information, the limits of which are unknown. Basic literacy and thinking skills can be taught and learned by all children at levels that enable them to develop their unique talents and areas of special abilities. The exceptions are the few who have been born with severe disabilities, but even these children, with appropriate opportunities, can progress to a level that far exceeds past expectations. State and local learning standards reflect at a minimum what all children need to know and be able to do to enable them to function as adults and as participating and contributing members of society. No ethnic, cultural, or economic background can negate this potential nor should it lower expectations for any child to achieve at least state and local achievement standards (Marzano, 2003).

Thus, it is the responsibility of the education professional preparation unit (including education professional preparation faculty, arts and science faculty, and school practitioners) to develop a shared understanding of what "all children can learn" means for school and classroom practice and communicate a consistent message to education professional candidates. Also, the unit and its various preparation programs should provide documented evidence that supports what is possible with all children. In addition, the unit should provide candidates with a variety of field experiences that enable them to develop the ability to demonstrate success with all students. Finally, because traditional achievement gaps with respect to race, gender, and

socioeconomic background have influenced beliefs and attitudes that these factors place severe limitations on what some children can learn, the unit should establish a program of ongoing inquiry and research with respect to achievement gaps and communicate successful strategies to candidates about how these gaps can be overcome.

Belief 2: All children have a right to a quality education that empowers them to meet high expectations for learning as defined by a democratic society.

A democratic society values life, liberty, and the pursuit of happiness. The pursuit of happiness in the United States and Kentucky demands an education system in grades P-12 that enables all students, regardless of race, ethnic and family background, economic resources, gender or disabilities, to be proficient in state standards for learning. Resulting legislation, such as the federal Free and Appropriate Education Law and the state's 1990 Kentucky Education Reform Act, were about creating equity in the classroom and curriculum (Pankratz & Petrosko, 2000). As a state, the courts, legislature and people of Kentucky are committed to a school performance goal for 2014 that all children will reach a level of proficiency relative to defined learning standards (Task Force on Education Reform Curriculum Committee, 1989; Rose vs. Council for Better Education, Inc., 1989). As a state-supported university, we must be committed to preparing school personnel who will meet this challenge.

Thus, it is the responsibility of the education professional preparation unit to help education professional candidates acquire a clear understanding of the P-12 schooling expectations of parents, citizens, and elected officials at the local, state, and national levels. The unit and its various preparation programs should ensure that candidates demonstrate both a knowledge of and commitment to the ideals of a democratic society, state and national legislation that communicates policies and standards (e.g., the Kentucky Education Reform Act and the "No Child Left Behind" legislation [Ohnemus, 2002]), as well as learning goals and standards for children (i.e., Kentucky performance goals for all schools by 2014).

BELIEFS ABOUT EDUCATION PROFESSIONALS

Belief 3: Diversity in our schools adds richness to the learning environment and provides enhanced opportunities and possibilities for teaching and learning.

Diversity among individuals indicates their uniqueness and complexity with respect to their abilities and their response to different teaching and learning processes. Recognizing and responding to student diversity represents both an *instructional opportunity* and *instructional necessity*. It is an *opportunity* in that highly effective education professionals are deliberate in using what each child brings to the learning situation and facilitating learning experiences crafted to each student's learning needs and styles (Au, 1993; Delpit, 1995; Gay 2002). Furthermore, education professionals firmly believe that the diverse cultures and languages that students bring into the classroom enhance learning for all students. Finally, highly effective education professionals challenge students to reflect upon and transform their own beliefs about a diverse society as well as to challenge stereotypes and negative assumptions about diverse cultures, languages, economic resources, and abilities (Banks, 1996; 2002).

Diversity is a *necessity* in that those who would attempt to ignore it risk marginalizing students in their classrooms, as diversity exists, on some level, in every classroom and in every school (Banks, 2002). The number of students in our classrooms of diverse races, cultures, languages, economic resources, as well as physical and mental abilities, is steadily increasing (Menken & Look, 2000). Furthermore, No Child Left Behind legislation targets culturally and linguistically diverse students who are falling behind academically as well as socially. School professionals must discover which teaching and learning processes are most effective and efficient for every child in a given learning situation (Forrest, 2004).

Thus, it is the responsibility of the education professional preparation unit to develop and maintain dynamic and on-going inquiry and research into the strengths and differences of teaching and learning styles of different cultural, ethnic, economic, gender, and ability groups. The unit and its various preparation programs should provide candidates with both a knowledge of and experience base about differences in learning styles, strategies, and preferences of cultural, ethnic, economic, gender, and ability groups. Also, education professional candidates must be offered a variety of field experiences that reflect student diversity and demonstrate success with all students (Sleeter, 2001).

Belief 4: Highly effective education professionals require high levels of ability, rigorous training, and on-going development of teaching/leadership skills that include reflective decision-making.

High-ability, highly skilled school leaders and other education professionals play essential roles in the performance of schools as a team effort and organization that produces learning for all children. KERA has dramatically changed the roles of education professionals. Among the many responsibilities are knowing how to communicate effectively, understanding budget issues, working congenially as a team, creating policies, understanding legal issues, and making effective decisions that influence teaching and learning. KERA's underlying premise is that teachers should have the authority to make decisions at the school level and be held accountable for those decisions (David, 1994). As a result, it has become increasingly clear that professional educator preparation programs must become more deliberate in their admission of candidates-- admitting, selecting, recruiting and retaining only those candidates with the foundational or potential knowledge, skills, and dispositions that are necessary for them to be successful education professionals. Also, it is imperative that educational professional candidates receive rigorous training in the skills that hold the most promise for improving P-12 student learning, such as collegial behavior of team-work and shared decision making, experimentation with instructional practices (Lemelech & Hertzog, 1998), and reflection.

Thus, it is the responsibility of the education professional preparation unit to develop programs to recruit and select candidates who demonstrate potential with respect to academic performance and professional dispositions to become highly effective educational professionals. The unit and its programs should ensure that admitted candidates are provided whatever experiences and training are necessary for them to develop teaching/leadership skills, including the ability to become reflective decision-makers. Furthermore, unit faculty should model independent and critical thinking as well as life-long learning through scholarship and professional development activities. Finally, the unit should embrace a life-long mentoring philosophy that includes both a seamless professional development support system, beginning

during candidacy and continuing through the education professional career, and a continuous, two-way collaboration between school and university.

Belief 5: Highly effective education professionals know, apply, and reflect on the effectiveness of a variety of theories, models and strategies in order to produce maximum learning for all students in all types of school contexts and cultures.

Highly effective education professionals have a rich understanding of and appreciation for student differences and to contextual variables that "result in designing more effective learning environments and solving problems at a much higher level". Such educators "are also able to see problems from a broader context and are able to draw on their tacit knowledge to determine effective interventions and supports" (York-Barr, Sommers, Ghere, & Montie, 2001, p. 36). Thus, a one-size-fits-all approach to teaching educational theory and practice is not acceptable. Moving all students toward success involves knowledge of a full range of research and theory-based models and strategies and their application to the diverse learning situations in which education professionals find themselves. Furthermore, moving all students toward success requires reflection as the means by which education professionals "continue to improve their practice and move from novice to expert" (York-Barr, Sommers, Ghere, & Montie, 2001, p. 37).

Thus, it is the responsibility of the education professional preparation unit to ensure that education professional candidates acquire an understanding of various theories, models and strategies of teaching and learning. Candidates should be exposed to and have opportunity to apply in a field-based setting a broad range of learning theories and a varied repertoire of teaching strategies that are consistent with research-based instructional taxonomies, address student learning in various educational domains (Bloom, et al., 1956), and are known to have positive impact on student learning. Finally, the unit and its various programs should provide multiple opportunities for candidates to reflect on their experiences toward the goals of improving their skills and P-12 student learning.

Belief 6: Highly effective education professionals interact with the home and/or community of their students to facilitate teaching and learning.

The purpose of any school-community relations program is to create a better learning atmosphere and to enhance student achievement. Gallagher, Bagin and Moore (2005), Pyle (1994), and Broom and Dozier (1999) suggest that students learn better if parents, teachers, administrators and the community are involved with the teaching and learning process. A partnership must recognize the importance of freely and continuously exchanging information and involving parents and the school-community in school affairs. By interacting with the home and community of their students, educators learn how parents think and act, what their family values are, and what they want for their children. Educators also gain an understanding of difficulties experienced by parents, students and the community and are able to deal more effectively with their needs. Furthermore, a successful partnership involves more than exchanging information with parents and the community and acquainting them with the school. It includes cooperative work on problems that affect children and advance the cause of education. Nothing else produces in parents a better understanding of the school and a deeper sense of responsibility for its progress (Gallagher, et. al. 2005). Parents are able to understand

from classwork, behavior reports, and analysis of tests results how much more progress their students could make with help at home.

Thus, it is the responsibility of the education professional preparation unit to ensure that candidates understand the importance of effective school-community relations in the teaching and learning process. The unit and its various programs should provide candidates with classroom instruction and field experiences sufficiently diverse to enable them to skillfully nurture a positive relationship with students, parents, teachers, school administrators, and the school community in order to build support for schools.

Belief 7: Highly effective education professionals have strong content knowledge, sound pedagogical knowledge and skills, and essential dispositions for facilitating learning and functioning as team members in schools.

A growing body of research confirms the relationship between knowledge of teaching and learning acquired in teacher preparation programs and student achievement. Studies such as Ferguson and Ladd (1996), Sanders and Rivers (1996), Darling-Hammond (2000), and McRobbie (2001) report strong relationships between teacher expertise and student achievement. Furthermore, this connection persists even when taking into account student poverty and limited English proficiency, as well as selected school resource measures. In every teaching field, stronger preparation results in greater success with students and the increased likelihood of continuing in the teaching profession (McRobbie, 2001). Based on such research and experience-based theory, national and state educational organizations have been able to identify core competencies that are necessary for educational professionals to be successful (e.g., Interstate New Teacher Assessment and Support Consortium, 1992; Interstate School Leaders Licensure Consortium, 1996; Kentucky Education Professional Standards Board, 1999; National Board of Professional Teaching Standards, 2002; TSSA Collaborative, 2001). Although these organizations and other education experts (Kounin, 1970; Marzano, 2003; McEwan, 2002) have developed various numbers of and names for these competencies, further analysis reveals a consensus about what knowledge, skills, and dispositions characterize successful educational professionals:

- **Content Knowledge** (Kentucky Teacher Standard 1)
- **Pedagogical Knowledge and Skills**
  - Designs/Plans (Kentucky Teacher Standard 2)
  - Learning Climate (Kentucky Teacher Standard 3)
  - Implements/Manages (Kentucky Teacher Standard 4)
  - Assessment/Evaluation (Kentucky Teacher Standard 5)
  - Technology (Kentucky Teacher Standard 6)
  - Reflection (Kentucky Teacher Standard 7)
  - Collaboration (Kentucky Teacher Standard 8)
  - Professional Development (Kentucky Teacher Standard 9)
  - Leadership (Kentucky Teacher Standard 10)
- **Dispositions: The education professional demonstrates dispositions associated with the profession by valuing learning, personal integrity, diversity, collaboration, and professionalism.**
  - Values Learning

- Attendance
- Class participation
- Class preparation
- Communication
  - o Values Personal Integrity
    - Emotional Control
    - Ethical Behavior
  - o Value Diversity
  - o Values Collaboration
  - o Values Professionalism
    - Respect for school rules, policies, and norms
    - Commitment to self-reflection and growth
    - Professional development and involvement
    - Professional Responsibility

The above content knowledge and pedagogical knowledge and skills, their relationship to theory and research, and their alignment with the various education professional preparation programs are more fully described in Appendix A. A detailed description of unit-wide dispositions is provided in Appendix B. Furthermore, Appendix C demonstrates how these Belief 7 characteristics integrate with the other Conceptual Framework Beliefs, as well as with WKU Strategic Planning documents.

Thus, it is the responsibility of the education professional preparation unit to ensure that all candidates have acquired adequate knowledge of subject matter, pedagogical knowledge and skills, and professional dispositions for each role group of school professionals. The unit and its various preparation programs should align curriculum and experiences to ensure that all candidates are provided the opportunity to develop these essential competencies. Furthermore, programs should clearly communicate to candidates that assessments aligned to these standards will serve as the criteria by which their progress will be measured. In particular, upon entering our programs, candidates should receive adequate information about these requirements for successful completion, as well as key decision points that may affect their ability to continue in the program. Likewise, these standards, as well as accountability system reports of candidate progress towards them, should serve as the central mechanisms for curricular and other programmatic changes.

Belief 8: Highly effective education professionals utilize technology for teaching and learning, assessment management, and research to the greatest extent possible.

Advances in technology have added a new dimension to processing information that permeates almost every aspect of our lives, including teaching, learning and managing classrooms and schools. Technology provides teachers, school practitioners and all educators extensions of their abilities to move toward new and higher performance levels. The ISTE National Education Technology Standards (NETS) and Performance Indicators for Teachers (2002) provide guidance as to the essential skills educators need to develop. Furthermore, Pellegrino and Altman (1997) suggest that integrating technology into education professional preparation programs involves three dimensions: 1) "Moving students from consumers and participant observers of technology-based learning applications to producers of content

applications appropriate for their own teaching;" 2) A "shift of technology applications from supplementary to central in a given course's learning activities;" and 3) "A gradual and progressive increase in the sophistication and complexity of the technology-based applications that students experience in a course." (pp. 96-99).

Thus, it is the responsibility of the education professional preparation unit to provide instruction in, model, and assess the use of technology tools considered essential for instruction, assessment, management, and research related to schools. And because more is often caught than taught, the unit and its various preparation programs must be committed to providing resources and training opportunities for faculty in these skills, so that they can adequately demonstrate technology integration in their own instruction. It is also important to remember Pellegrino and Altman's (1997) dimensions that reflect our belief that this as well as other education professional competencies develop along a continuum of knowledge and awareness to full implementation in real education settings. As a result, technology trainings should be "graded" to meet faculty where they are in their technology skills. Likewise, faculty must be prepared to work with candidates at various levels of initial understanding of technology. However, the ISTE and Kentucky Teacher Standards must be the final guides in ensuring candidates' ability to successfully implement technology in a variety of P-12 learning contexts. As such, unit faculty should be held accountable regarding their own continuous development in technology skills.

BELIEFS ABOUT ASSESSMENT AND ACCOUNTABILITY

Belief 9: Highly effective education professionals hold themselves accountable for their own performance by collecting, analyzing, and reporting learning results and using this information to improve performance and programs.

Highly effective education professionals select appropriate learning goals and instructional strategies based on clearly identified standards, as well as school, classroom, and student contextual factors, conduct pre-, formative, and post-assessments, and analyze results as a means to provide student feedback and to reflect on their instruction. Furthermore, highly effective education professionals hold themselves accountable for their students' learning results and use these results, as well as other data, to make decisions about professional development and program improvement (Reeves, 2002a, 2002b, 2004).

Thus, it is the responsibility of the education professional preparation unit to ensure that candidates develop and demonstrate the ability to create, adapt, and use multiple modes of assessment, to systematically collect and analyze assessment data as a means to demonstrate impact on P-12 student learning, as well as to provide student feedback, to reflect on assessment data and make appropriate decisions to effectively improve instruction, and to effectively communicate assessment results. This has been largely accomplished through the adoption of the Teacher Work Sample and its processes as a means both to guide and assess candidate development and as a culminating measure of candidate proficiency before program exit (Girod, 2002). Furthermore, the unit and its faculty should model effective assessment practice and reflection by systematically collecting, analyzing, and reporting data that are an essential and regularly scheduled part of the program (see Belief 10).

Belief 10: Highly effective education units develop and maintain assessment systems that follow the continuous progress of candidates toward the achievement of high standards-based performance expectations that are clearly defined and publicly communicated.

Similar to P-12 learning, education professional skill development is characterized by a continuous, life-long pattern of acquisition of content and pedagogical knowledge, followed by application of knowledge and skills to teaching and learning situations, and culminating in high levels of performance in live classrooms and school settings (Anderson et al, 2001). This pattern and its stages can be defined, measured, evaluated, and reported. For each stage, different types of learning experiences and performance-based assessments are most appropriate. Highly effective education units develop and maintain an assessment system that provides credible performance data on the progress and achievement of each candidate available for feedback and reporting to the candidate, faculty, and program. Such a system has the potential to provide candidates the opportunity to self-monitor their progress toward standards. Likewise, such a system moves us toward the goal of semester and/or year-end reports about overall candidate progress toward standards that can be publicly reported and/or made public via a website.

Thus, it is the responsibility of the education professional preparation unit to identify and align knowledge sequences through courses and field experiences that guide candidate development through the stages of acquisition, application, and performance in educational settings of content, pedagogical knowledge and skills, and professional dispositions. Likewise, the unit and its various preparation programs should identify existing or develop new assessment processes that reflect the continuous stages of knowledge, skill, and disposition development and assessment processes for each identified level of performance, including following graduates into schools both to mentor them and to measure their ability to positively impact school and P-12 student achievement. In selecting or developing assessments, it is important to consider that performance assessments that are explicitly linked to standards and with rubrics that use benchmark or other standard language as part of the rubric scoring system are likely to provide the greatest information to programs regarding candidate progress. Also, it is essential that rating systems yield scores that clearly represent performance toward a specific standard or set of specific standards and can be easily entered into a standards-based electronic system. In this age of increasing accountability, these unit performance expectations and measures should be publicly available for review by all constituents, or, at the least, the assessment process should be publicly reported so that all constituents have an understanding of how it works and are able to determine that it is fair, accurate, and consistent.

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Belief 1

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Belief 2

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Appendix A – Matrices to Demonstrate Unit Standards and Preparation Program Alignment

Unit-Wide Initial Preparation Programs Content Knowledge and Pedagogical Knowledge and Skills								
CONTENT KNOWLEDGE: Measured by Praxis II								
STANDARD NAME	KTS #	ELED	MGE	SECED	5-12	P-12	EXED	IECE
Learned Society Standards (Unique to Each Program)	1							
PEDAGOGICAL KNOWLEDGE & SKILLS: Measured by Critical Performances								
STANDARD NAME	KTS #	ELED	MGE	SECED	5-12	P-12	EXED	IECE*
Designs/Plans	2							1
Learning Climate	3							2
Implements/Manages	4							3
Assessment/Evaluation	5							4
Technology	6			KTS Shared by These Programs				9
Reflection	7							5
Collaboration	8							6
Professional Development	9							7
Leadership	10							
*KY IECE Teacher Standards closely parallel KY Teacher Standards, with one unique IECE Standard (8 – Supports Families).								

LEGEND	
KTS# = Kentucky Teacher Standard Number	5-12 = Grades 5 - 12 Education
ELED = Elementary Education	P-12 = Primary – Grade 12 Education
MGE = Middle Grades Education	EXED = Exceptional Education
SECED = Secondary Education (Grades 8-12)	IECE = Interdisciplinary Early Childhood Education

Unit-Wide Advanced Preparation Programs Content Knowledge and Pedagogical Knowledge and Skills											
CONTENT KNOWLEDGE: Measured by Praxis II											
STANDARD NAME	KTS #	C&I	LME	EXED	IECE	EALR	Guidance Counseling	School Psychology	Literacy	Commun. Disorders	Nursing
Learned Society Standards (Unique to Each Program)	1			CEC		SISI	CACREP	NASP	IRA	ASHA	ANA
PEDAGOGICAL KNOWLEDGE & SKILLS: Measured by Critical Performances											
STANDARD NAME	KTS #	C&I	LME	EXED	IECE	EALR (SISI)	Guidance Counseling	School Psych. (NASP)	Literacy (IRA)	Commun. Disorders	Nursing
Designs/Plans	2				1	1	1	2.3	1, 2, 4	3E	3, 4, 5
Learning Climate	3				2	4, 8	1, 2	2.6	1, 2, 4	4C	7, 8, 12
Implements/Manages	4				3	3	1	2.4, 2.7	2,4	3E, 4E.2	5
Assessment	5	KTS Shared by These Programs			4	2	1, 2	2.1	3	3E, 4E.1	1
Technology	6				9	10		2.11	1, 2, 5	3E, 3G	13, 14
Reflection	7				5	9	6	2.1	5	3G	6, 9
Collaboration	8				6	5	2, 4, 5	2.2, 2.8	5	4E.3	10, 11
Professional Development	9				7	6	9	2.1	5	3F, H1	7, 8, 9
Leadership	10					7	8	2.9	5	3F	15

LEGEND	
KTS# = Kentucky Teacher Standard Number	CACREP = Council for Accreditation of Counseling & Related Educational Programs
C & I = Curriculum and Instruction	NASP = National Association of School Psychologists
LME – Library Media Education	SISI = Standards and Indicators for School Improvement
EXED = Exceptional Education	TSSA = Technology Standards for Administrators
IECE = Interdisciplinary Early Childhood Education	IRA= International Reading Association
EALR – Educational Administration, Leadership, and Research	ASHA = American Speech-Language-Hearing Association
CEC = Council for Exceptional Children	ANA + American Nurses Association

*NOTE: The purpose of these matrices is to *illustrate* the alignment of various program standards with the unit-wide Kentucky Teacher standards. The *actual* work of program alignment would take place by the faculty within each program.

Appendix B – Description of Dispositions

Unit-Wide Initial and Advanced Dispositions		
LEVEL 1: Dispositions assessed prior to Program Admission		
Indicators	**Target Behaviors**	**Sources**
a. Values learning: Attendance	Consistently attends class and is on time. Usually notifies instructor in advance and arranges to meet instructor following a missed class. Usually gives reason for planned absence.	McEwan, 2002
b. Values learning: Class participation	Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.	McEwan, 2002
c. Values learning: Class preparation	Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently comes to class well prepared.	McEwan, 2002
d. Values learning: Communication	Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	Wayda & Lund, 2005
e. Values personal integrity: Emotional control	Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.	Wayda & Lund, 2005
f. Values personal integrity: Ethical behavior	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.	EPSB Code of Ethics
LEVEL 2: Dispositions assessed along with Level 1 Dispositions after Program Admission		
g. Values diversity	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.	CF Beliefs 1,3 KTS 2-5
h. Values collaboration	Actively seeks out and incorporates ideas of others. Takes leadership in working with others to improve the overall environment. Regularly share information and ideas.	CF Belief 6 KTS 5,8
i. Values professionalism: Respect for school rules, policies, and norms	Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.	EPSB Code of Ethics
j. Values professionalism: Commitment to self-reflection and growth	Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection.	CF Beliefs 4,5 KTS 7
k. Values professionalism: Professional development and involvement	References and makes use of professional organizations or publications. Willingly participates in professional activities or events that promote professional development.	KTS 9
l. Values professionalism: Professional responsibility	Accepts responsibility for own actions and for helping all students learning and actively seeks self-improvement. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.	CF Belief 2 EPSB Code of Ethics

*NOTE: The indicators are universally embraced by the unit and are exhaustive. However, the target behaviors include *representative examples* **of how the major categories** *might be* **observed by programs.**

Appendix C - Alignment Matrix: NCATE, Kentucky Teacher Standards, PEU Conceptual Framework, WKU Strategic Plans

NCATE Relationship	Standard Source		WKU PEU Conceptual Framework		WKU Strategic Planning Documents	
			Conceptual Framework Standards/Values	Conceptual Framework Beliefs	Academic Affairs Strategic Plan (Objectives)	WKU Strategic Plan (Goals)
NCATE Content/Pedagogical Content Knowledge	Conceptual Framework Aligned with Kentucky Teacher Standards	KTS1	Content Knowledge	3,5,7	1a,1e,2e	2
NCATE Pedagogical Knowledge & Skills		KTS 2	Designs/Plans	1-3,5,7	1e	1
		KTS 3	Learning Climate	1-3,7	1e	1
		KTS 4	Implements/Manages	2,3,5,7	1e	1
		KTS 5	Assessment/Evaluation	1,2,4,6,7,9	1e	1
		KTS 6	Technology	5,7-9	1g,3b	1,3
		KTS 7	Reflection	5,7-9	1a,1e	1
		KTS 8	Collaboration	1-3,6	4b	4
		KTS 9	Professional Development	4,5,7,9	3b	3
		KTS 10	Leadership	1,2,4,5,7,9	1b,d	1
NCATE Dispositions		KTS 2-4	Dispositions	1-3,5-7,9	1a-c	1
NCATE Standard 3	Conceptual Framework		Field Experiences & Clinical Practice	3,5,6	1e	1
NCATE Standard 4		KTS 2-4	Diversity	1-3,6	1b,1c,2g,2h,3d	1-3
NCATE P-12 Learning			Impacts P-12 Student Learning	5,8,9	1b	1