

I. Introduction

With a legacy of learning dating back more than 150 years, Longwood University has developed a lifestyle of learning that extends far beyond the classroom. From its inception in 1839, Longwood has prepared educators, first as a woman's college, as a Normal School in 1884, as a State Teachers College in 1924, as Longwood College in 1949 and as Longwood University in 2002. As Longwood grew additional majors were added in Arts and Sciences, Business, Health and Human Services. The College of Education and Human Services encompasses five Bachelor's degrees, 14 different concentration for Master's degrees, three initial licensure programs and one five-year combination Bachelor's/Master's program provided by 43 full-time faculty and numerous part-time faculty. Every program in the College of Education and Human Services integrates field experiences into its curriculum.

II. Longwood University Mission Statement

Longwood University is an institution of higher learning dedicated to the development of citizen leaders who are prepared to make positive contributions to the common good of society. Building upon its strong foundation in the liberal arts and sciences, the University provides an environment in which exceptional teaching fosters student learning, scholarship, and achievement. As the only four-year public institution in south central Virginia, Longwood University serves as a catalyst for regional prosperity and advancement.

Vision

Longwood University will transform capable men and women into citizen leaders, fully engaged in the world around them. The University will be a first choice institution

renowned for developing the power of citizen leadership in its students for the benefit of the greater community.

What is a Citizen Leader?

Citizen leaders are the bedrock of the democracy. They are the reasons communities thrive. They are the people who make the United States of America what it wants to be. They make our nation work. They care and they equip themselves with the tools to bring their caring to life in the world. A citizen leader effectively combines three components of a joy-filled life.

Education: The citizen leader is a lifelong learner and stays connected to what is new in the world. Faculty are encouraged and rewarded for contributing to scholarship as well as for their service as teachers.

Values: Citizen leaders know their values and live by them. Honesty, equality, civility, duty and an appreciation of the differences among peoples are fundamental values. To these, the citizen leader adds the personal values that define him or her.

Service: The capstone of every great civilization has always been a commitment to serve others. It is a common precept of the world's great religions; it is one of the finest expressions of our humanity. To the citizen leader, service is not just an extracurricular activity.

Strategic Plan

1. Distinctive Impact

Longwood University serves as a unique and dynamic agent for positive and sustainable change within and among its communities and constituencies.

Rationale:

The University will develop a diverse community that fosters a collegial climate where divergent ideas are respected, improving the quality of life through service to the region, and serving as a catalyst for regional prosperity and advancement.

Through the **Distinctive Impact** emphasis, Longwood University will:

1. Model the values of citizen leadership.
2. Provide leadership in effecting positive and sustainable change.
3. Build cultural respect, global understanding, civility, and an appreciation for human diversity.
4. Distinguish itself as a premier institution through its signature programs.

2. Engaged Learning

The Longwood University community demonstrates a commitment for lifelong learning that results in personal and professional growth through emphasizing active involvement, collaboration, and application of knowledge.

Rationale:

Longwood University will sustain an engaged learning community large enough to provide a broad palette of opportunities, yet small enough to be a true community. High levels of faculty-directed research and scholarship; student-faculty interaction; active and collaborative learning experiences; enriched educational offerings, including internships, service learning, and cross-cultural opportunities; healthy lifestyles; life-long learning; and, technological innovation will characterize the learning environment.

Through the **Engaged Learning** emphasis, Longwood University will:

1. Integrate instructional and co-curricular strategies that engage students actively in learning.
2. Create a learning environment that permeates all aspects of the Longwood experience.
3. Provide opportunities for personal and professional growth, including the use of regional communities as laboratories where students can apply classroom knowledge to real world application.
4. Manage enrollment growth that enhances the ability to achieve the University's mission and retain its unique institutional character.

3. Superior Performance

Longwood University achieves excellence in institutional effectiveness through continual improvement.

Rationale:

Students' academic accomplishments will be defined by demonstrating a sound grasp of the arts and sciences as well as the ability to think critically, respond creatively, and apply knowledge. Assessment of these competencies will be used to ensure continuous improvement of the educational experience.

The academic curriculum, institutional operations, as well as the performance of faculty and staff, will be continually assessed and refined to ensure rigor, effectiveness, and relevance to Longwood's distinctive mission.

Through the **Superior Performance** emphasis, Longwood University will:

1. Meet or exceed regional and national standards for learning and performance.
2. Provide the environment and opportunities that unleash the unique potential in every individual.
3. Conduct systematic assessment to ensure accountability in meeting goals and continuous program improvement.

4. Responsible Stewardship

Longwood University embraces its responsibility to manage human, cultural, environmental, fiscal, and capital resources effectively.

Rationale:

Longwood University will be a model for the Commonwealth in its ethical and responsible stewardship of resources. The University will incorporate the most effective and innovative methods and practices in supporting the institution's mission.

Through the **Responsible Stewardship** emphasis, Longwood University will:

1. Plan and prioritize resource allocation to achieve institutional efficiency and effectiveness.
2. Utilize best practice principles to ensure appropriate and effective management of all resources.
3. Ensure a safe and secure campus environment.

II. The College of Education and Human Services, Role and Mission Statement

Vision Statement: The College of Education and Human Services is committed to being a national leader in the preparation of professionals as reflective citizen leaders. This goal will be sustained primarily through the excellence in teaching and learning that characterize the faculty and students of the College. The College's teaching and learning environment will continue to be founded upon scholarship, learning, cooperative relationships, socially responsible values, and sensitivity to individual and community needs.

- Ø We will promote and support student learning—our students as well as those we serve**
- Ø We will encourage community involvement as a means to achieve the university mission of developing citizen scholars**
- Ø We will strive to advance effective strategies that impact closing the academic achievement gap**

Mission Statement: The College of Education and Human Services is dedicated to educating reflective citizen leaders who are committed to the advancement of the organizations and individuals they serve; experienced and competent in the skills and knowledge required to serve people in a diverse society; and ethical in the ways that their commitments to others are pursued.

The College of Education and Human Services is one of three colleges at Longwood University. Three academic departments and three service centers, programs and offices comprise the college. The College offers programs of study at the baccalaureate and

master's levels.

The primary role of the College of Education and Human Services is to prepare educators, counselors, psychologists, speech-language pathologists, recreation personnel and other human service specialists at both entry and advanced levels. These professionals will staff elementary, secondary, postsecondary schools, sport and recreation agencies, and other human service organizations in Virginia and the region beyond. The College fulfills its mission by developing and maintaining a community of scholars that promotes and recognizes good teaching, service, and research. Of these three scholarly activities, providing optimal learning environments for students is most important, followed by service and research.

The College strives to provide leadership and technical assistance for the improvement of teacher preparation and elementary and secondary schooling in Virginia, the nation, and developing countries. The College is strongly committed to partnering with the public schools in order to educate inservice teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality staff development for career professional educators.

Additional fundamental roles of the College are to serve the liberal studies program of the University and to offer programs and special clinical services that relate closely to the mission of the College and that are needed by its constituencies.

The College fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of the community of learners include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and

welfare of the persons affected by those decisions; (2) an appreciation of and respect for diversity; and (3) a commitment to fostering the responsible use of technology.

College of Education & Human Services Strategic Plan Goals

Responsible Stewardship

The College will create an alumni development program to raise participation in all our departments and programs resulting in an increase in participation by alumni on committees, boards and commissions, etc by at least 5% per year.

The College will emphasize distance learning and technology as a way to serve our service area by increasing programmatic use of technology resources available by 20% a year for the next 5 years.

Superior Performance

By 2010 graduates of the CEHS will meet or exceed the national standards for learning and performance in their respective programs and meet or exceed an 80% first time pass rate for licensure/certification.

By 2010 employers of 80% of students graduating from the CEHS will provide constructive feedback regarding employee attributes, achievement, and tenure.

Engaged Learning

To increase the learning opportunities as identified by needs assessment of service personnel in the extended Longwood Community (Southside Virginia) by one sustainable program per year.

Increase by 15% per year (with the ultimate goal that 100% of all assistant, associate, and full professors in the CEHS) faculty participation in scholarship, as represented by presentations at either or both invitational or state and local conferences, the writing of refereed articles, the authoring of professional books, engagement in collaborative student/faculty research, serving as consulting Editors for professional peer-reviewed journals, and/or grant writing resulting in funding of initiatives.

Distinctive Impact

By the fall 2009, CEHS will create for distribution a pamphlet of the resources and services available to the community.

By the fall of 2008 faculty of the CEHS will begin marketing program areas to the greater Longwood Community to increase the numbers of diverse students by 4% per year until the % diversity represents the population of the Commonwealth of Virginia.

The College will continue to facilitate a Community of Learners guided by scholarship, learning, cooperative relationships, socially responsible values, and needs.

The Conceptual Framework was developed after examining several sources:

- Current and Classic Educational Literature

- Literature of Professional Associations, such as NCATE, NAEYC, etc.
- Best Practices
- The University Mission
- The College Mission
- The 2004 College Program Review
- College Programs
- The Professional Community State and National Standards

The new Conceptual Framework, *A Community of Learners Guided by Scholarship, Reflective Practice, Cooperative Relationships, Socially Responsible Values, and sensitivity to Needs* is consistent with the missions of the University and the College. It is a continuous cycle that reflects professional growth and development through the examination of recent educational literature and current best practices. In the last program review (2004), the college adopted the *Educators as Reflective Citizen Leaders, Reflective Practice* theme as a guiding principle of the knowledge base. This theme is explained in the College Mission statement as "educating reflective citizen leaders who are committed to the advancement of the organizations and individuals they serve; experienced and competent in the skills and knowledge required to serve people in a diverse society; and ethical in the ways that their commitments to others are pursued.

The best educational decisions are made after adequate reflection and with careful consideration of the interests and welfare of the persons affected by the decisions." The theme has served us well and is incorporated in the Conceptual Framework 2008 as part of the learning and teaching continuum.

Previously, our emphasis was on educators and the ways in which they affect students and educational settings. In the year 2008, we have moved to a more collaborative model in which educators, through partnerships between the University and the public, facilitate

student development through a strong knowledge base, an examination of values and dispositions vital to teaching and based on students' experiences in schools. The reflective aspect has become stronger and more explicit over the last decade, and we reaffirm the importance of reflective decision-making with an added emphasis on the continuous cycle of learning, scholarship, cooperative relationships, socially responsible values, and needs.

Learning, Scholarship, Cooperative relationships, socially responsible values, and Needs.

The following statements reflect the goals we have for Longwood University students during the course of their education programs. In collaboration with our partners in the region providing quality field experiences, our programs are designed to foster the development of these dispositions, knowledge and skills.

We teach our candidates to use their knowledge of both human development and their disciplines to effectively teach all pupils to solve problems. Appropriate values and dispositions are central to excellent teaching. We model collaborative, caring, and intellectually stimulating learning communities so our candidates will create environments for all their students that encourage curiosity, foster motivation, and promote achievement of rigorous state and professional standards. We require our candidates to use state-of-the-art technology in both courses and in clinical experiences.

Our vision is for candidates who are passionate, lifelong learners, who genuinely care about all students, who understand human development, who have a deep knowledge of their disciplines, who have an effective range of instructional skills including a facility with technology, and who expect and support high achievement in their students. This vision is shared, articulated, and supported throughout the curriculum, in clinical

experiences, and in the formative and summative assessments.

As a result of such an experience-based and reflection-supporting background, teachers graduating from Longwood University possess the ability to evaluate modify, and deliver curricula and instruction based on best practices and become agents of effective change in their schools and communities.

As reflective practitioners, candidates who graduate from Longwood University learn to practice the art of critical pedagogy and to conduct themselves professionally as instructional leaders by meeting the following conceptual framework standards:

CF STANDARD I: CONTENT KNOWLEDGE

LU Education Professionals possess an extensive working knowledge of the content of their profession and are able to deliver or assist in delivery of content in a manner that is consistent with best professional practices and that positively impacts student learning.

The knowledge and skills of reflective educators are founded upon a core of general education in the arts and sciences, mastery of subject matter and pedagogy, progressive and meaningful field experiences, the thoughtful analysis of these learning experiences, and insights into their interactions with other people (Allen, 2002; Banks, 2001; Boyer, 1995; Fairbanks, Elliott, & Merritt, 1995). As a result of such an experience-based and reflection-supporting background, teachers graduating from Longwood University possess the ability to evaluate modify, and deliver curricula and instruction based on best practices and become agents of effective change in their schools and communities. Candidates have in-depth knowledge of the subject matter and demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. Every candidate successfully completes a curriculum that provides a strong core in the discipline(s) to be taught by the candidate. Content knowledge is emphasized and

validated at the undergraduate level by the requirement of a passing score on the Specialty Area portion of the Praxis.

CF STANDARD II: PLANNING

LU Education Professionals possess the ability to develop individual and group outcomes using appropriate techniques, strategies, technology, and available resources to meet state standards, other educational goals, and student needs.

As effective educators, Longwood University alumni entering the teaching profession demonstrate expert knowledge in how to plan for instruction. They possess the ability to develop individual and group objectives using appropriate strategies, technology, and available resources to meet the Virginia Standards of Learning and other curricular goals.

A fundamental requirement for most professional educator candidates is an extensive in-school experience prior to their clinical experience. These experiences combine theory and practice where pedagogy is taught on site and then implemented in the partnership classrooms. During their clinical experience, teacher candidates plan for instruction daily as they work in individually assigned classrooms and complete:

- lesson plans that align with the state-mandated Virginia Standards of Learning
- A teacher work sample that aligns with the Virginia Standards of Learning and this conceptual framework.

CF STANDARD III: LEARNING CLIMATE

LU Education Professionals are able to create for all students a positive and supportive environment that is conducive to learning, developmentally appropriate, and encourages mutual cooperation and respect.

As concerned practitioners trained in the art of critical pedagogy, teachers from Longwood University know how to implement and manage instruction. They use effective lesson designs and provide appropriate instruction that motivates students to have high expectations while encouraging critical thinking and creative problem solving.

During their clinical experiences, teacher candidates implement and can manage their instruction through:

- lesson planning,
- teacher work sample completion,
- teaching to standards
- And, reflective practice.

CF STANDARD IV: IMPLEMENTATION/MANAGEMENT

LU Education Professionals design and use effective strategies that motivate students to have high expectations while encouraging critical thinking and creative problem solving.

The Teacher Work Sample is a performance assessment that employs a wide range of teaching strategies. It builds on each student's strengths, needs, and prior experiences and consists of seven teaching processes identified by research and best practice as essential to improving student learning those seven components are:

- Contextual Factors

- Learning Goals
- Assessment Plan
- Design for Instruction
- Instructional Decision-Making
- Analysis of Student Learning
- Reflection and Self-Evaluation. (*Renaissance Teacher Work Samples (RTWS)*, 2002)

CF STANDARD V: EVALUATION/ASSESSMENT

LU Education Professionals use a variety of appropriate appraisal and evaluation methods to assess student learning and growth and to evaluate and improve on their professional practices.

As thoughtful educators well grounded in evaluation and assessment procedures, graduates of the teacher preparation programs at Longwood University approach instructional tasks reflectively. They use a variety of appropriate appraisal and evaluation methods to assess lesson objectives and to help make instructional decisions about the quality of learning and the quality of their teaching. They are held accountable for the quality of instruction and the adequacy of learning through responsibility for multifaceted assessment plans including formative and summative assessments, as well as product and process evaluations.

Teacher candidates are required to engage in program specified activities such as:

- Acquiring knowledge of assessment tools and techniques through prescribed assessment courses.

- Developing lesson plans that must include an assessment component.
- Using rubrics to self-evaluate.
- Completing curriculum based assessment projects that evaluate the impact of instruction on student learning.
- Collecting, analyze and use assessment data.
- Assessing students during their field placements and then making instructional decisions based upon the data secured.
- Summarizing and reporting progress in conferences with students and parents.

CF STANDARD VI: COMMUNICATION

LU Education Professionals possess the ability to communicate in a variety of contexts and with a variety of audiences, including students, parents, colleagues, and administrators, and value such communication as a means to provide opportunities for all students to grow and develop to their fullest potential.

The very core of developing teachers as reflective leaders is enhancing the individuals competency in disseminating information (Boyer, 1995; Costa & Kallick, 2000; Fairbanks et al., 1995; Hole & McEntree, 1999; Jadallah, 1996; Lucas, 1999; Martin & Kragler, 1999; Perone, 1997; Snell & Swanson, 2000; Swanson, 2000; Wesley, 1998; Yost & Forlenza-Bailey, 2000). To be an effective agent of change, the Longwood University Citizen Leader must possess the confidence and ability to clearly and concisely convey information to small and large groups. Effective communicators fluidly use their skills in organization, summation, reflection, oration, and administration to

seamlessly guide small and large groups through diverse complex issues. Developing these skills cannot be an afterthought addressed by a single course, rather systematic and explicit formal and informal academic opportunities designed to perfect the students' communication skills are provided throughout the curriculum (Robbins, 2001; Timm & Armstrong, 2000).

The Longwood University candidates will possess the necessary skills needed to be an effective communicator. During their orations, the Longwood University candidates will use collaborative techniques that include tolerance, reflection, summation, patience, and scaffolding in order to create a safe environment so each participant will feel valued and challenged. In addition, their writings will be free from grammatical errors and follow a logical line of progression that culminates with the major conclusion.

Longwood candidate will not shy away from controversial or unpopular topics; instead they will provide the structure and guidance needed to efficiently and effectively guide their audience in developing and implementing actions plans. Longwood University's commitment in developing the communication skills of their reflective Citizen Leaders is highlight by the general curriculum course goals that every student must accomplish.

CF STANDARD VII: TECHNOLOGY

LU Education Professionals utilize appropriate media, technology, and available resources for planning and implementing instruction, assessing and communicating learning results, and engaging students in instruction.

The effects of technological advances have continued to play an important role in Longwood University's mission to develop "Citizen Leaders". The degree to which technology is included in the overall vision of the development of a "Citizen Leader" is indicated by the role technology plays in Longwood University's 5-year mission statement. Candidates are required, before graduation, to demonstrate competency with

technology-based applications in academic and field placements. This candidate application is a clear example of the University's commitment to pragmatic technologically-based infusion of technology into the curriculum. Longwood University is also dedicated to providing candidates, faculty and staff with the technological tools that will allow them to integrate information technologies throughout the Longwood community. The following is a list of "Commitments" that Longwood University has promised members of its community.

All candidates and staff will have access to robust, high bandwidth, ubiquitous network that provides access to the institution's electronic services, information sources, the Internet and global electronic learning resources. Candidate use of technology will be one of the centerpieces of the institution's program. Each candidate is required to have a computer. Longwood will provide training in basic and advanced computer skills and support for all related computer needs.

The use of instructional technology will be widespread, prevalent and integrated into the learning environment. Longwood will provide equipment and faculty support for skills training, curriculum development and classroom implementation.

The effectiveness and efficiency of institutional operations and decision-making will be improved through state-of-the-art technological administrative support and communications systems. Library technology has been enhanced to provide network-based resources, especially electronically formatted books and journals. The availability of emerging technologies that can be integrated into and improve the Longwood community will be evaluated continuously.

CF STANDARD VIII: DIVERSITY

LU Education Professionals *value diversity as an opportunity to enhance the learning of all students. They are deliberate in using what each child brings to the learning situation and facilitating learning experiences crafted to each student's learning needs. They also 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.*

Reflective leaders rely on their analytical skills to develop mastery in their teaching abilities. This vehicle of critical analysis and reflection is essential in producing solutions to the difficult problems facing our diverse public schools. Reflection is a major vehicle in producing teachers who are agents of change in the public schools. Rich, diverse, and varied pre-service experiences are also necessary to produce the robust decision-making skills required to become a citizen leader in education who is sensitive to diversity issues. Exposure to diverse individuals, experiences, instructional procedures, situations, and assessments, allow Longwood graduates to assimilate their new experiences into reflections that accurately allow them as teachers to determine the individual and specific needs of their students (Banks, 2001). In short, the more unique and diverse experiences and opportunities each pre-service teacher has, the more accurately the reflective teacher will assess and help to meet the needs of his or her school.

Sensitivity to diversity issues and components, as a teacher competency, involves exposure to diverse content, individuals, and experiences. Diverse content refers to exposing students to content from many different viewpoints. Major issues regarding education produce varied responses from different constituents. Longwood courses are designed to integrate different perspectives into coursework. Candidates use their collaborative and communication skills to digest the complex academic and social issues of today and formulate action plans that value all participants. Diversity in content or

content integration emphasizes the need for teachers to use examples and content from a vast array of cultures and groups in order to highlight key concepts, principles, generalizations, and theories within their discipline (Banks, 2001). The infusion of content integration allows for equity in pedagogy. Longwood candidates use the information from contextual analysis and content integration to modify their teaching according to best practices in order to maximize the academic achievement of students from diverse racial, cultural, and social-class groups. One of the positive residual benefits from these diverse educational opportunities is prejudice reduction. Biased and prejudiced behavior is a by-product of misinformation and stereotypes. Through well thought out classroom experiences, the students broaden their conceptual understanding of what it is to be diverse. This new understanding enhances the pre-service teachers' ability to foster the idea of public schools as the great equalizer.

Diversity with individuals refers to the direct exposure of the Longwood candidate to varying cultural, racial, and socio-economic groups. Via Longwood's elaborate international, regional, and local partnerships, the pre-service teachers will have a variety of opportunities to work in diverse environments that will develop their knowledgebase regarding diverse students. An example of these diverse environment are the rural southern Virginia school classrooms that support the partnership semester.

Diversity of field experiences builds on the diversity of curricular opportunities afforded to the Longwood candidate. The teacher preparation programs provides eclectic and varied placements and assignments to allow pre-service teachers to experience unique and diversified learning settings that shape them into well-rounded educators and future citizen leaders.

Diverse settings, experiences and content allow Longwood candidates to develop their teaching abilities in a manner commensurate with a variety of educational settings and demands. Such educational flexibility is a highly valued competency for teacher leaders

who are prepared to meet the demands of the diverse population, curricular offerings, and societal changes that characterize public schools of the 21st century.

CF STANDARD IX: PROFESSIONAL DISPOSITIONS

LU Education Professionals demonstrate dispositions associated with the profession by their valuing of learning, personal integrity, diversity, collaboration, and professionalism.

As reflective leaders, Longwood University candidates maintain their professional responsibilities in an exemplary manner. They understand and respect school division policies and regulations and know that participation in professional development activities and professional organizations is essential for their continued growth and development as educators. They relate effectively with colleagues, community, parents, and students in a style that is congruent with professional ethics. Longwood candidates are also prepared to conduct themselves as professionals in their manner of dress, actions, and attitudes. They are expected to place duties ahead of personal desires and to accept the responsibilities that are a part of the profession and characteristic of citizen leaders. They are taught to safeguard confidential information and to use it for professional purposes only.

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APPENDIX A

Longwood University's Conceptual Framework Standards

CF STANDARD I: CONTENT KNOWLEDGE

LU Educational Professionals possess an extensive working knowledge of the content of their profession and are able to deliver or assist in delivery of content in a manner that is consistent with best professional practices and that positively impacts student learning.

CF STANDARD II: PLANNING

LU Educational Professionals possess the ability to develop individual and group outcomes using appropriate techniques, strategies, technology, and available resources to meet state standards, other educational goals, and student needs.

CF STANDARD III: LEARNING CLIMATE

LU Education Professionals are able to create for all students a positive and supportive environment that is conducive to learning, developmentally appropriate, and encourages mutual cooperation and respect.

CF STANDARD IV: IMPLEMENTATION/MANAGEMENT

LU Education Professionals design and use effective strategies that motivate students to have high expectations while encouraging critical thinking and creative problem solving.

CF STANDARD V: EVALUATION/ASSESSMENT

LU Education Professionals use a variety of appropriate appraisal and evaluation methods to assess student learning and growth and to evaluate and improve on their professional practices.

CF STANDARD VI: COMMUNICATION

LU Education Professionals possess the ability to communicate in a variety of contexts and with a variety of audiences, including students, parents,

colleagues, and administrators, and value such communication as a means to provide opportunities for all students to grow and develop to their fullest potential.

CF STANDARD VII: TECHNOLOGY

LU Education Professionals utilize appropriate media, technology, and available resources for planning and implementing instruction, assessing and communicating learning results, and engaging students in instruction.

CF STANDARD VIII: DIVERSITY

LU Education Professionals value diversity as an opportunity to enhance the learning of all students. They are deliberate in using what each child brings to the learning situation and facilitating learning experiences crafted to each student's learning needs. They also 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.

CF STANDARD IX: PROFESSIONAL DISPOSITIONS

LU Education Professionals demonstrate dispositions associated with the profession by their valuing of learning, personal integrity, diversity, collaboration, and professionalism.

APPENDIX B History of Conceptual Framework

History and Development:

Initial and Continuing Upgrades to the Conceptual Framework for Longwood University

In September of 1999, the Dean of the Department of Education at Longwood University, asked the following faculty members to update the Conceptual Framework for the unit:

- Dr. Luther Kirk - Department of Education, Special Education, Social Work and Communication Disorders
- Dr Betty Jo Simmons - Department of Education, Special Education, Social Work and Communication Disorders
- Dr. Jena' Burges - Department of English, Philosophy, and Modern Languages
- Dr. Bob Beaudet - Department of Health, Physical Education, Recreation and Dance

Dr. Luther Kirk, chair of the conceptual framework committee (1999), asked the following students and community leaders to serve on the committee:

- Mr. Juan Bernedo - student - Liberal Studies
- Ms. Kristin Allgood - student - Liberal Studies
- Ms. Rita Suanders - teacher - Cumberland County Elementary School
- Ms. Jane Britte - teacher - Cumberland County Elementary School

The goals for this committee were to:

- Upgrade and expand the conceptual framework to correlate with new NCATE standards and reflect the University's knowledge base
- Solicit input from diverse stakeholders such as:
 - Graduate and undergraduate students
 - Representatives from local businesses
 - Public and private school teachers
 - Alumni
- Upgrade the current philosophy of “Teachers as Leaders” to “Teachers as Reflective Leaders”
- Identify current beliefs and values that form the foundation of the conceptual framework

The products of this revision to the 1997 conceptual framework included:

- Adopting the theme of “Teachers as Reflective Leaders
- Incorporating feedback and comments from non-university participants
- Reaffirming our commitment to the seven teacher competencies
 - Plan for Instruction
 - Implement and Manage Instruction
 - Evaluation and Assessment
 - Knowledge of Subject
 - Classroom Management
 - Communication Skills
 - Professional Responsibilities

- Aligning our conceptual framework with the current knowledge base
- Producing a conceptual framework that highlighted the knowledge, skills, and dispositions that would be infused into each course syllabi
- Creating in-service presentations on how faculty could align their course syllabi with the conceptual framework

To address NCATE’s updated criteria for the conceptual framework, the committee was reconvened in 2002 with Dr. Christopher Jones as the chairperson and the following committee members:

- Luther Kirk Associate Professor of Education
- Betty Jo Simmons Professor of Education
- Joseph Blauvelt Associate Professor of Physical Education
- Jeremy Lloyd Assistant Professor of Science Education.

The committee members focused their energy on the following goals:

- Update the conceptual framework to include two new teacher competencies
 - Diversity
 - Technology
- Update the theme “Teacher as a Reflective Leader”
- Solicit additional input from:
 - Faculty
 - Diverse Stakeholders
 - Alumni
 - Public and private school teachers
 - Public school administrators

- Business leaders
 - Update the Vision and Mission components
 - Incorporate the University's mission to build Citizen Leaders
 - To refocus the theme to include all educators

This revision to the 1999 conceptual framework:

- Highlights the two new teacher competencies
- Updates the theme of “Teachers’ as Reflective Leaders” to “Educators as Reflective Leaders”
- Highlights Teacher Work Sample as the vehicle for educator reflection
- Expands the conceptual framework to highlight the various pedagogies, assessments, and disposition upgrades.

The conceptual framework (2003) reflects a unified faculty’s commitment to developing citizen leaders by utilizing the nine teacher competencies and embracing the concept of “Educators as Reflective Leaders.” The nine educator competencies, with their foundation clearly rooted in educator reflection, represent our mission to develop educators who are ready to become Citizen Leaders.

The current conceptual framework (2008) includes the professional reflections of the faculty to date including the Conceptual Framework Standards (2006) as developed and modified by the Professional Educators Council (PEC) during the 2006 academic year and the reflections of the present faculty to marry the practices of the faculty in the unit to the conceptual framework with an appropriate assessment system. The 2007-08 Conceptual Framework Committee included::

Dr. Audrey Church, Department of Education and Special Education

Dr. Connie Ballard, Office of Professional Services

Dr. Chris Jones, Department of Education and Special Education

Dr. David Locasio, Department of Education and Special Education

J.O. Jones, Halifax County Public Schools

Dr. Susan McGowen Jones, Department of Education and Special Education

Dr. Wayne White, Associate Dean

Dr. Aldridge Boone, Appomatox County Public Schools

Dr. Enza McCauley, College of Arts and Sciences