Learn, Lead, Succeed

Northern Kentucky University

Director of Pupil Personnel
Post-Master’s Certification

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16 KAR 1:020 Professional code of ethics for Kentucky school certified personnel
16 KAR 3:030 Professional certificate for directors and assistant directors of pupil personnel
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COMMENDED FRAMEWORK

**Committed to the Development of All Learners** is the theme that undergirds the Conceptual Framework for all professional programs in the College of Education and Human Services (COEHS) at Northern Kentucky University. The Conceptual Framework is supported by the missions of the university and the college and used by faculty to continuously assess and update the curricula of the initial and advanced programs. The COEHS created its Conceptual Framework after input from its constituents: education and arts and science faculty, candidates, staff, and community members. The graphic depicts a framework of continuously assessing the knowledge, skills, and dispositions that classroom teachers, educational leaders, and school counselors must have to facilitate student learning and academic achievement.

**THE COLLEGE OF EDUCATION AND HUMAN SERVICES’ VISION AND MISSION STATEMENT**

The vision of the College of Education and Human Services (Unit) is to prepare exemplary helping professionals who demonstrate the personal and professional knowledge, skills, and dispositions necessary to provide for the learning, growth, and developmental needs of individuals in an increasingly diverse, complex, and technological society.

The mission of the College, in alignment with the university’s core values, is to realize our vision through collaboration and mutual support among the programs’ students, faculty, staff, and communities.

**COLLEGE GOALS**

The goals of the teacher education, educational leadership, and school counselor programs are to:

- Attract, retain, and graduate students of diverse backgrounds;
- Recruit and retain outstanding, committed, collegial, and diverse faculty and staff;
- Monitor progress of, provide feedback to, and evaluate performances of students, faculty, and staff;
- Promote faculty professional development and scholarship;
- Encourage and model practices based on high standards and expectations, as defined by professional associations;
- Demonstrate a commitment to ethical and professional standards;
- Provide diverse and inclusive teaching and learning experiences;
- Use creative and effective teaching enhanced with the application of current technology;
- Provide a variety of meaningful field and clinical experiences that include working with diverse populations;
- Seek external funding for innovative programs that enhance learning, growth, and development to meet the needs of the community;
- Engage in continuous assessment that ensures program effectiveness;
• Provide timely and accurate communication and information to internal and external constituencies;
• Engage with P-12 schools, university colleagues, community agencies, and other professional communities to achieve our mutual goals and interests.

PURPOSE
The purpose of the teacher education, educational leadership, and school counseling programs is to develop effective professionals who embody the knowledge, skills, and dispositions to teach, lead, and counsel all learners. This commitment is reflected in the Conceptual Framework through cohesive and coordinated experiences that stimulate inquiry and develop candidates into successful helping professionals. Candidates are expected to collaborate with peers, education and other university faculty, and practitioners in active pursuit of theoretical, disciplinary and pedagogical understanding. The intention is to provide an experience through which candidates develop the knowledge, skills and dispositions to function as informed and ethical professionals. Candidates are disposed to think critically, respect cultural differences, recognize the worth of all individuals, practice with competence and appreciate the value of continued personal and intellectual growth.

PHILOSOPHY
The Conceptual Framework emphasizes the importance of preparing candidates to support the learning, growth and development of all students. Faculty are engaged with candidates in classroom coursework and field experiences, continuously assessing the candidates’ knowledge, skills, and dispositions as they participate in their various program experiences. We believe the educator's role is to facilitate learning, which is accomplished by creating opportunities for all students to actively participate in their program experiences through methods appropriate to their individual learning styles. Our model is based to a great extent on the Constructivist Model, borrowing from the tenets of Piaget and Vygotsky and the Social Cognitive Theory of Learning. However, to increase the appreciation of diverse and expansive thinking among our students, we encourage the introduction of modern theoretical perspectives (e.g. race theory, feminist theory, disability studies, etc.).

The theory of Lev Vygotsky (Vygotsky, 1978) extends Piaget’s ideas and states that interaction with other people and the real world environment is critical for learning and development of children and adults. Vygotsky emphasized using:

• Explicit instruction to promote learning;
• Collaboration and challenging tasks within a problem solving approach; and
• Group activities to internalize learning processes.

Vygotsky outlined a theory of cognitive development based on the premise that there is a mutual interaction between children and people with whom they have regular social contact. The child’s intellectual development is based on social interactions or cooperative dialogues with other members of society. As adults or more competent peers help children to master meaningful activities, the communication between these entities becomes part of the children’s thinking. Once the essential features of this dialogue are
internalized, children can use the language to guide them in activities. A central idea of Vygotsky’s theory is that cognition is always situated in activity and that people learn best when they are working with others while actively engaged in a problem solving situation.

Social interaction is a major vehicle of learning – whether it is formalized cooperative learning in the classroom or the natural interactions of children on the playground or in family gatherings. All social interaction contributes to learning. However in classroom learning the nature of the teacher-student interaction is paramount. Teacher-student interaction should be collaborative and include teacher modeling, explaining and questioning. Students should, in turn, be expected to self-question in ways that enable them to accurately verbalize the concepts being learned (Vygotsky, 1987).

The education, educational leadership, and school counseling programs implement Vygotsky’s ideas through the candidates’ active participation in content and pedagogy classes as well as appropriate field experiences, i.e. practicum, internship, and/or student teaching. During these experiences candidates construct their knowledge by engaging in a variety of activities, such as developing and teaching lesson plans, assessing P-12 students, and collaborating with their peers, university supervisors, and cooperating teachers in the P-12 school.

The Unit’s programs foster learning environments that invite collaboration and cooperation among learners and instructors and provide opportunities for candidates to be reflective about many issues related to their future profession as a teacher, educational leader, or school counselor. Within this context, candidates are asked to continually reflect and examine their knowledge, skills, and dispositions with the ultimate goal of becoming a highly qualified practitioner.

CANDIDATE PROFICIENCIES
The Unit’s theme “Committed to the Development of All Learners” is derived from candidate proficiencies and outcomes pertaining to the standards governing initial and advanced programs. The Conceptual Framework and its alignment with appropriate national, state, and SPA standards ensures that candidates demonstrate the knowledge, skills and dispositions needed to positively impact P-12 student learning. In addition, the Conceptual Framework guides faculty to make data driven decisions when evaluating the effectiveness of candidates and/or programs.

The Unit prepares candidates who are advocates for all learners and are proficient as:

- Knowledgeable scholars (which includes content, professional, pedagogical, diversity and technical knowledge). Candidates are well-grounded in theory and equipped with a strong knowledge base to provide learning environments that value diversity, collaboration, and promote a high level of achievement and quality for all learners.
- Skilled scholars (which includes lesson and unit planning, classroom management, classroom teaching, communication, reflection, assessment, accountability for student learning, and technology skills). The effective use of
pedagogical skills is essential in building a community of learners to ensure a positive impact on P-12 learning.

- Collaborative scholars (which includes the ability to collaborate with students, parents, and colleagues; interpersonal skills; dispositions; professionalism; and self-evaluation). Candidates contemplate the appropriateness and possible long-term consequences of their professional dispositions and actions on student performance and all aspects of their teaching and instruction.

COMMITMENT TO DIVERSITY
Consistent with the Unit’s theme, vision, mission, and philosophy there is a commitment to and value of diversity. The Unit is committed to attracting and retaining candidates and faculty with diverse backgrounds and providing diverse and inclusive teaching and learning experiences. The Unit’s theme, “Committed to the Development of All Learners” further emphasizes an essential belief that all students can learn at a high level. Faculty members of the COEHS intentionally teach that learning is not predicated upon gender, race, disability, ethnicity, and/or socio-economic status.

The importance of recognizing the racial, behavioral, and cultural diversity of students has inspired much recent discussion and research in higher education. Racially diverse environments, when properly nurtured, lead to gains in educational outcomes for all students. Diversity extends beyond student demographics. Cultural, philosophical, ideological, language, and intellectual diversity are among the many forms of diversity which are recognized by the Conceptual Framework and are integrated into the principles and practices of each program.

At the initial level, all teacher education candidates in the College of Education and Human Services are required to complete a diversity course as part of the university’s general education requirements, as well as two special education classes that focus on teaching students with disabilities. In addition, all candidates at the initial level are required to consider diverse groups of students when developing and implementing lesson and unit plans in their methods and practicum courses. Faculty in turn evaluate each candidate’s ability to plan and work with students of diverse backgrounds. Candidates at the initial level are also required to have experiences working with diverse P-12 students during their practicum and student teaching experiences. Candidates at the advanced level are required to complete a course in diversity as well as document working with P-12 students of diverse backgrounds, which include students with disabilities and Limited English Proficiency, as well as students who are racially and socio-economically diverse.

Education in a democracy requires a commitment to affirming diversity and meeting the challenges presented by a wide range of constituents and communities. The Unit prepares candidates who are equipped with knowledge, competency, and dispositions required to provide equitable educational experiences for all students within a diverse P-12 population. The Unit envisions that its candidates emerge as knowledgeable, skilled, and collaborative scholars who are effective communicators and reflective decision-makers, accountable for the learning of all students.
COMMITMENT TO TECHNOLOGY
The International Society for Technology in Education (2008) states that through the ongoing use of technology in the schooling process, students are empowered to achieve important technology capabilities. A key individual in helping students develop those capabilities is the classroom teacher. The teacher is responsible for establishing the classroom environment and preparing the learning opportunities that facilitate students’ use of technology to learn, communicate, and develop knowledge products. Consequently, the Unit faculty believe it is critical that all candidates are prepared to provide their students with opportunities to develop their technological knowledge and skills.

The Unit is committed to the integration, infusion, and application of technology to enhance instruction and advance student learning. Each initial certification education candidate must successfully complete an educational technology class, EDU 313, Technology Applications for Teachers as well as technology assignments in various content and pedagogy courses. In addition, before taking the EDU 313 class candidates for initial certification must demonstrate computer proficiency either through completion of a pre-requisite computer course or through a computer competency test. Candidates must complete both technology courses with a C or better to continue progressing in their teacher education program. The Unit’s advanced programs either require candidates to complete a technology course or offer technology courses as electives in those programs.

All candidates, except those in the school counseling programs, are required to develop and maintain an electronic portfolio (ePortfolio) during their professional semesters. The ePortfolio requires candidates to use technology to document their knowledge, skills, and dispositions as outlined in the ePortfolio rubric and aligned with the appropriate standards. In addition, through various forms of instructional technology, candidates learn how to create meaningful experiences and personalized learning for P-12 students. Computers and information technologies offer candidates a myriad of possibilities to bring the digital world into the classroom. Education faculty are also committed to modeling positive technology usage by seamlessly infusing technology into their lessons. One example of this infusion is the use of Blackboard for blended and online course delivery. Blackboard allows educators to provide collaborative activities, critical reflection, and instructional resources to candidates in both online and face-to-face courses. In addition, faculty have the opportunity to attend on-campus technology seminars and workshops to enhance their technological skills. Faculty and candidates also receive technology support as needed from the university’s Informational Technology Department.

ALIGNMENT WITH STANDARDS
Each program in the Unit has defined the essential knowledge, skills, and dispositions that its candidates must possess to successfully complete the program. These program requirements and experiences are consistent with the essential knowledge of the profession as defined by the appropriate SPA guidelines. For example, the elementary
program requirements and experiences are designed to meet the standards of the Association for Childhood Education International (ACEI) while the physical education program is designed to meet the National Association for Sport and Physical Education (NASPE) standards. (Refer to the appropriate program submission for details on how each program meets its SPA standards).

All candidates, except educational leadership candidates and school counselors, completing a program at Northern Kentucky University prepare a portfolio (electronic) to demonstrate that he/she is proficient in meeting the state standards for that program. The portfolio is assessed at each transition point to provide candidates with appropriate feedback regarding their progress toward meeting standards. Prior to the completion of their programs candidates must submit a satisfactory portfolio as determined by one or more professional educators who evaluate the portfolio using a rubric. In addition, candidates are regularly evaluated on their dispositions through the Disposition and Professional Behaviors Checklist used in each education program.

Conclusion
The Conceptual Framework incorporates a shared view of how to best prepare Northern Kentucky University College of Education and Human Services candidates to deliver educational services to children and youth, schools, families, and communities. This framework embodies the essential elements of the Unit’s programs and provides a blueprint for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment of candidates. It is a guide for the systematic experiences required of candidates in each program and provides the basis for the continuous assessment and improvement of candidates and programs. The goals of this collaborative process are to continuously evolve and improve each program while developing candidates who effectively demonstrate the knowledge, skills, and dispositions required of highly qualified teachers, educational leaders, and school counselors.

Program Experiences

There are three areas of certification that may be obtained for Educational Leadership at Northern Kentucky University. Those include P-12 School Principal, P-12 Supervisor of Instruction, and School Superintendent. The Department of Counseling, Social Work and Leadership (CSWL) plans to offer classes for Director of Pupil Personnel certification. Candidates must hold Level I Principal certification or have completed Level I certification coursework before enrolling in the Director of Pupil Personnel (DPP) program.

There are two courses (6 hours) in Level I and two classes (6 hours) for Level II. These programs are aligned to the Interstate School Leadership Licensure Standards for School Administrators and the Technology Standards for School Administrators. Eligible applicants to the DPP program must have the following:
• Earned master’s degree in Education Administration or the Education Specialist in Educational Leadership
• Completed three years of classroom teaching experience at the time of application
• Valid Kentucky Teaching Certificate
• Submit the supplemental application and the three required essays. These essays will be scored using a rubric, developed by the Advisory Council and NKU Educational Leadership faculty, which assesses use of best practice, communication skills, dispositions, and technology. These essays must attest to your skills and understanding of the following:
  o Leadership
  o Advanced knowledge of curriculum, instruction, and assessment
  o Ability to improve student achievement.

There are two required three hour classes for Level I certification:

EDA 718 Principal as Practitioner II
And EDA 720 Pupil Personnel Accounting
Because the job of Director is very challenging. The DPP works with individual students and families who may have problems with drugs, special needs, child abuse, juvenile suicide, bullying & Cyberspace

For Level II candidates will work with their advisor to determine the two classes that would help them the most. The classes include:

EDG 666 Introduction to students with Exceptionalities
EDS 570 Working with Families of Students with Disabilities
SWK 570 Juvenile Suicide, Bullying and Cyberspace
SWK 510 Child Abuse
SWK 573 Mental Health and Ethnic Minorities