

Antioch University McGregor
School of Education
Conceptual Framework

September 1, 2006

Mission Statement of Antioch University

Antioch University provides programs of study leading to the bachelor, master and doctorate degrees, as well as other related special programs of study. Founded in 1852 as a college of liberal arts and sciences, Antioch has evolved into a national multi-campus university serving over 5,000 students. Governed by a national board of trustee, its campuses, which serve students both on and beyond the physical campuses, currently include Antioch College and Antioch University McGregor in Yellow Springs, Ohio; New England (Keene, NH); the Pacific Northwest (Seattle); and Southern California (Los Angeles and Santa Barbara). System administration is located in Yellow Springs.

All programs of Antioch University aim to develop students and graduates who will grow in their commitment to contribute personally to improving the human condition through responsible leadership that fosters productive, democratic change in the institutions and communities in which they live and work. These programs are guided by core educational values that include rigorous scholarship and academic discipline that engage service, community involvement, and student-centered, well-rounded learning. Committed to finding the most effective approaches to student learning through innovation and experimentation, Antioch encourages students to integrate work and study, to incorporate experience within academic study and reflection, and to address issues within a social or political context.

Vision of the Unit

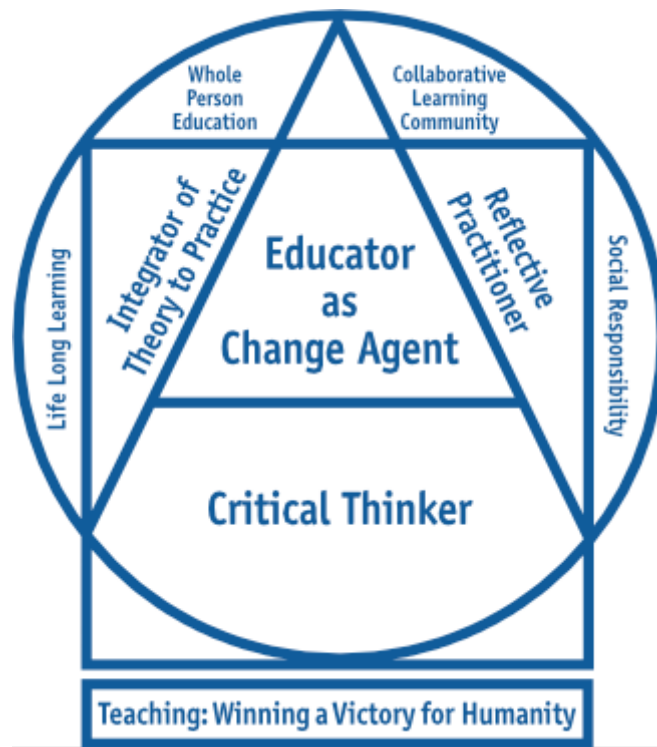
The words of Horace Mann, “**be ashamed to die until you have won some victory for humanity,**” are remembered by Antioch graduates and guide our unit vision. The School of Education at Antioch University McGregor envisions classrooms of the future in which there are competent teachers who are socially responsible and who create an environment in which all children can learn. An administrator who creates and maintains a safe environment in which all students can learn and teachers can teach will lead every school. Within these environments teachers will have learning opportunities that are “central to their work satisfaction and professional identities” (Oakes & Lipton, 2003, p. 441). School administrators will have similar opportunities for professional development that will allow them to respond to change and seize opportunities for student growth, school excellence, and community needs.

Mission of the Unit

The mission of the School of Education at Antioch University McGregor is to prepare competent teachers and administrators who will use knowledge to act as change agents in the service of all children in a constantly changing social and educational environment. In order to meet this challenge, education candidates at Antioch University McGregor are encouraged to be critical thinkers, using knowledge from their past experience and studies and the pedagogical content knowledge gained at Antioch to become competent decision makers within their school environments. Critical to the preparation of education candidates at Antioch University McGregor is encouragement to transfer

knowledge of theory to practice in the process of their professional preparation. Candidates are encouraged throughout the program to strengthen this skill both in performance-based exercises in class and in their on-site classroom performance. It is our belief that best practice is associated with competent teachers and school leaders who have the dispositions to reflect on their practice in order to ensure continuing professional growth. Given that belief, Antioch University McGregor is committed to supporting education candidates in their efforts to become reflective practitioners. Finally, we assume that effective preparation for candidates includes being prepared to serve as advocates for individuals of every cultural background.

Philosophy



At the center of the McGregor logo is the Educator as Change agent. The mission of the School of Education at Antioch University McGregor is to prepare competent educators in the service of all children in a constantly changing social and educational environment. Completing the central portion of the logo, we see the competent educator is a reflective practitioner who utilizes critical thinking to integrate theory to practice.

The outside of our logo represents the University framework and the historical context within which we at Antioch McGregor operate. Faculty, staff, and students of the School of Education at Antioch University McGregor meet the challenge within the context of the university framework that values socially responsive action on the part of all members of the community; development and maintenance of a collaborative learning

community; commitment to a whole person education focused on the intellectual, emotional and ethical development of candidates; and promotion of life-long learning as critical to a healthy democracy. Finally, our tagline, “Teaching: Winning a Victory for Humanity” is rooted in our history of and value for social responsibility.

The commitment to the ideal of the competent teacher and educational administrator as one of change agent, as a reflective practitioner who uses critical thinking to integrate theory to practice, is at the heart of the conceptual foundation of the education programs at Antioch University McGregor. We believe that second career teachers are uniquely qualified to transform the ideal into reality. As Novak and Knowles (1992) note, personal and professional life-experiences and heightened motivation characterize this group of adults. These characteristics are “powerfully productive for enthusiastic and progressive teaching practice” (p. 8).

The faculty and staff of the School of Education at Antioch University McGregor meet the challenge expressed in the unit vision within the context of the university framework that values socially responsive action on the part of all members of the community; development and maintenance of a collaborative learning community; commitment to whole person education focused on the intellectual, emotional, and ethical development of candidates; and promotion of life-long learning as critical to a healthy democracy.

Goals

Educator as Critical Thinker

Traditionally, an Antioch education has held the development of critical thinking as an important achievement of a democratic education and one that is indivisible from the institution’s historic goal of “winning a victory for humanity.” Rapidly changing sense of community, changing organizational structures, and increased need for individual initiative characterize many of the communities within which today’s schools are located. The complexity and the nature of problems in schools are in a state of dynamic transformation. Teachers are called upon to respond to the changing face of American education. Brookfield (1995) writes, “Not to be critically reflective is to live in the present as a prisoner of the past” (p. 265). For the teacher candidate, the ability to think critically about problem difficulty, changing organizational and social structures, and high stakes decisions is essential and calls for a coherent personal platform. As Beyer (1996) argues, “Especially for poor students and students of color, teaching as a field of moral action requires a theory of social power that is grounded in critical educational inquiry, and in an understanding of the possibilities for democratic participation in reconstructing social reality” (p. 15). At Antioch, deconstructionist social theory provides the framework for exploration of school relationships, leadership, learning environments, and the curriculum and instruction offered to students in our nation’s schools.

Teachers have a dual responsibility as critical inquirers: to apply the dispositions to their own practice and to transmit these habits to their students (Meier, 1995). We believe that teachers are called upon to create classrooms such as those Beyer (1996) describes in which children develop democratic character through deep engagement with real and important issues in school and beyond.

While critical thinking is an integral component of all teacher education programs, it is paramount in our principal licensure program. Principals have a distinct responsibility to ensure that their teachers become critical thinkers. As Glickman (2002) noted, “Teachers with high abstract thinking skills can view the problem from many perspectives (their own, students’, parents’, aides’, administrators’) and can generate many alternative solutions. The instructional leader can assess an individual teacher’s status and use that information” to help her or him succeed (p. 86).

Throughout the program, teacher education and principal licensure students see disciplined inquiry modeled by faculty. During dynamic and challenging classroom discussions and in written assignments students are expected to engage in analysis that is substantive and supported by formal and practitioner research. As graduates, they are expected to develop a practice informed by these critical questions and characterized by rigorous self-analysis.

Educator as Reflective Practitioner

The school environment that our teacher and principal candidates enter is more complex than ever. Central to the skills necessary for success of the professional is regular reflection on the practice of teaching. Each child within the classroom is dependent upon the teacher’s ability to be a careful observer with highly developed critical thinking skills, such that the decisions made are data driven and logically developed. Yet, we know, as Lortie (1975, p. 136) described, teaching environments can reflect “endemic uncertainties in the teaching craft as a result of the absence of concrete models for emulation, unclear lines of influence, multiple and controversial criteria, ambiguity about assessment timing, and instability in the product.” Although teacher collaboration is more common today since the 1975 seminal study done in Dade County, and models for emulation are more available, Hargreaves (2001) suggests that the complexity and uncertainties of the teaching profession have increased or remained the same. Schon (1983), in writing about the nature of professional knowledge, notes that the practice of professionals is characterized increasingly by “complexity, uncertainty, instability, uniqueness, and value conflicts” (p. 14).

Schon contrasts the stable versus the unstable situation and the types of knowledge the professional must apply in each situation. In a stable situation, the problem presented is recognizable and the practitioner may rely on rules or heuristics or patterns to solve the problem. In the unstable instance, however, these rules or patterns may not solve the problem. Knowledge other than that typically applied in the stable situation is critical for successfully adapting to uncertain, unstable situations. These latter unpredictable

situations call for professionals to tap into their base of tacit knowledge and reflect on their practice.

The reflective practitioner examines and questions the understandings that are at the foundations of his or her practice (Connally, 1995).

He may reflect on the tacit norms and appreciations that which underlie a judgment, or on the strategies and theories implicit in a pattern of behavior. He may reflect on the feeling for a situation that has led him to adopt a particular course of action, on the way in which he has framed the problem he is trying to solve, or on the role he had constructed for himself within a larger institutional context (p. 63).

In reflecting, the practitioner tries to make sense out of an uncertain or divergent situation by questioning assumptions, reframing the problem, and constructing and testing possible resolutions. Furthermore, “reflection is a way of making learning conscious. After appropriate reflection, the meaning of the past is known, and the resolution of the experience—the course of action you must take as a result—becomes clear” (Bennis, 2003, p.18).

Teacher and principal candidates at Antioch University McGregor are encouraged to become reflective practitioners throughout their preparation as teachers and school leaders.

Educator Who Moves Theory to Practice

Without doubt, knowing that intelligence is multidimensional (Gardner, 1991) and culturally specific (Banks, 1994) is important. At Antioch, we believe, however, that this knowledge only serves children when the understanding is actively reflected in curriculum and instruction. Oakes & Lipton (2003) argue that it is imperative for teaching candidates to understand good intentions are insufficient for meeting the educational needs of children living in fragile and challenging environments. These children more than others need teachers who are able to integrate current theories of development, learning, community, and culture into their daily practices. Understanding that learning is active, social, and constructed, and intimately tied to social, personal, and moral development is critical but insufficient (Weiner, 1999).

Teacher candidates at Antioch University McGregor are encouraged to take the theory learned in the program, observe it in classrooms, and reflect on its appropriate use as it moves to the practice phase. Freire (1973) argues, effective and socially responsible teaching begins with teachers who have developed informed personal and social praxes. As Beyer (1996) demonstrates, class and field experiences that interweave the reality of life in classrooms with global, social, moral, and political concerns provide forums within which teacher education candidates can integrate “theoretical insight and practical action” (p. 13).

Principal candidates, too, are encouraged to take theory learned in the program, observe it in schools, and reflect on its appropriate use as it moves to the practice phase. Owens (2004) concurs that theory itself is not enough to become a good leader. Each one of us who would lead must develop and articulate a coherent theory of practice based on our idiosyncratic understanding of that knowledge and how it may be used in action. It is your theory of practice that informs your method of school leadership, which guides you in deciding what to do and what not to do when choices are difficult and urgent, and which renders your behavior as a leader understandable, believable, and, therefore, trustworthy to others (p. 70). Throughout the program at Antioch, principal candidates are challenged to move theory to practice as they consider how it will be applied in the school setting.

Central to the movement from theory to practice is the notion of balance. Teacher and principal candidates are encouraged to keep the theoretical and the practical in balance so that they remain continually aware of the reasons behind their professional decisions, whether as teachers in their classrooms or as leaders within the school community. Course and field experiences that require students to engage with difficult issues and support professional decisions with evidence of theory to practice provide graduates with the confidence to take on roles of both teacher and leader. As Oakes & Lipton (2003) write, such teachers are able to see themselves both as outside and inside reformers, effecting change while establishing collaborative relationships within their school communities.

Educator as Change Agent

At Antioch we accept the idea that schools can be progressive forces in American life (Ladson Billings, 1994). Teacher and principal candidates at Antioch University are encouraged to become effective change agents by understanding how students learn and by developing the competency to assess and guide growth and change in students. One of the ways that our candidates learn to become change agents is through an awareness of research in the field. Knowledge of this research along with development of action research skills encourages the teacher to assume the role of researcher within the classroom. This researcher/observer role allows the teacher to use data to change the environment of the classroom - to become the change agent in using the data to change the curriculum to better serve the students.

In order to make positive change, teachers and school leaders must be willing to acknowledge barriers to reform within and beyond schools and educational systems (Spring, 2002). During their time as students, Antioch candidates examine research that delves into the social and political forces that have resulted in the inequities within our current classroom. Classroom and fieldwork assignments necessitate that they apply critical lenses to readings, time observing in schools, and interactions within and outside the school community. They are expected to identify the taken-for-granted structures that create inequitable learning environments for students (McClaren, 1998) and to offer theory-supported transformative alternatives. Teacher and principal candidates at Antioch

University McGregor are encouraged to be advocates for children (Kozol, 1991), keeping them clearly at the center of their work. A focused, goal oriented belief in children, a belief in the power of education to affect the life of each child, and a democratic view of education are central to the notion of teacher as change agent at Antioch University McGregor.

Being an agent of change requires moral and professional support. Colleagues provide courage to call for change, willingness to take risks for children, and the stamina to maintain reform initiatives in the face of challenge and disappointments (Sergiovanni, 1992). As Oakes & Lipton (p. 441) state, within networks of colleagues, “teachers develop trust, mutual understanding and relationships skills they need to build and sustain support.” Palmer (2000) writes of the importance of community in creating spaces for truth and learning. The cohort and team structure of the Antioch experiences sets an early framework for developing such a community. Candidates share their hopes, expectations, successes and failures as part of a greater effort by like- and reform-minded people to create schools that enlighten and transform.

While becoming a change agent is an integral component of our teacher licensure programs, it is paramount in our principal licensure program. Being an agent of change requires principal candidates to consider change as a process and understand how it will impact all stakeholders in the within and outside of the school community.

We have to know what change feels like from the point of view of the teacher, student, parent, and administrator if we are to understand the actions and reactions of individuals; and if we are to comprehend the big picture, we must combine the aggregate knowledge of these individual situations with an understanding of organization and institutional factors that influence the process of change as governments, teacher unions, school systems, and communities interact (Fullen, 2001, p. xi).

Understanding how change will effect all stakeholders will allow principal candidates to be more effective in leading systematic change while supporting those involved in the process. Finally, principal candidates will understand that “systematic change calls upon leaders to be wise and sometimes demanding but always to be supportive of and reassuring to teachers” (Schlechty, 1997, p. 208).

Purposes

Teacher Licensure Purposes

The professional preparation programs for teacher licensure (including Early Childhood, Middle Childhood, Adolescent and Young Adult, and Mild/Moderate Intervention Specialist) at Antioch McGregor propose to achieve the following:

- Prepare highly competent, creative, and compassionate teachers who will have the skills to meet the challenges, the continuous changes, and the diverse needs within our schools.
- Develop within these teachers a solid pedagogical knowledge, based on research integrated with practice.
- Develop the skills of life long learning in teachers in order that they continually develop as professionals.
- Encourage teachers to experience both success and enjoyment in their chosen profession.

Leadership Purposes

The Master of Education and Principal Licensure Program is a collaborative framework for change and has as its purposes the following:

- To prepare principals to be leaders able to encourage supportive collaborative communities with shared visions that facilitate learning and growth for teachers as well as students.
- To prepare principals to be master teachers and master communicators as well as master managers.
- To prepare principals able to build a climate of trust.
- To prepare principals who create environments that value and support shared decision-making, and empower stakeholders.
- To prepare principals who reframe school structures to meet the goals of the institution and all of the stakeholders.
- To prepare principals who will serve as instructional leaders.
- To prepare principals who are able to create new opportunities while advocating for public education within the community it serves.

Teacher Licensure Programs

In 1840, Mann wrote:

Aptness to teach involves the power of perceiving how far a scholar understands the subject matter to be learned, and what, in the natural order, is the next step to take. It involves the power of discovering and of solving at the time the exact difficulty by which the learner is embarrassed. How much does the pupil comprehend of the subject? What should his next step be? Is his mind looking toward a truth or an error? ... The mind of a teacher should migrate, as it were, into those of his pupils to discover what they know and feel and need; and then, supplying from his own stock what they require he should reduce it to such a form and bring it within such a distance that they can reach out and seize and appropriate it.

Faculty at Antioch University McGregor recognizes that learning to teach is a complex undertaking. The best teachers must not only understand the unique needs of students and how students are interdependently linked with their communities; they must also have the ability to lead students to discovery and enlightenment (Gardner, 1991). To that end, the program provides future teachers with intensive study in areas that encourage the development of effective and research-based teaching and facilitation skills.

“All intelligent action includes both theory and practice” (Filler, 1965). Oakes & Lipton describe teaching that is authentic, and that aims to foster “student accomplishments that are worthwhile, significant, and meaningful in the real world ” (p. 112). These learning experiences result from teaching that encourages students to construct knowledge and uses disciplined inquiry, and engages students in activities that are relevant and meaningful beyond school walls.

Coherence

Antioch University McGregor faculty subscribe to the position that teacher education institutions seeking to prepare agents of change and reform face the challenge of identifying principles “general enough to stimulate creative thinking yet specific enough to provide overall direction to that thinking” (Tom, 1997, p. 94). Feiman-Nemser and Buchmann (1985) identify ends-means thinking and attention to student learning as the two basic dimensions of teacher preparation. “Teaching (as) helping people learn about worthwhile things (ends-means thinking)” cannot be divorced from “bridges between one’s own understanding and that of one’s students” (p. 239). These two conceptualizations of teacher preparation characterize Antioch McGregor’s education programs. Theory cannot be divorced from practice nor concept from structure in the Antiochian view of meaningful educational experience. Coherence is ensured through continual attention to conceptual principles infused and evident throughout the structural design and implementation of our procedures, coursework and field experiences.

Faculty Principles

1. Practitioner experience is a critical component of an effective education program and must be embedded in faculty experience.
2. Program curriculum and faculty instruction must reflect inclusive and diverse perspectives.
3. Pedagogical thinking, social justice and responsibility are infused throughout faculty teaching and student learning experiences.
4. Faculty model and make evident in their teaching program conceptual principles.

Design Principles

1. Experientially based classes and seminars provide continual opportunities for student experimentation.
2. Learning is a social occurrence that is reflected throughout students’ program experience.

3. The most meaningful learning is learning through active experience.
4. Community and support develop out of learning cohorts.
5. Collaboration grows out of team membership and responsibility.
6. Movement from theory to practice results from opportunities to deconstruct one's own professional and personal experiences.
7. Programs that are short in length and intensive in engagement best serve second-career teachers.
8. Authentic assessment provides the most valuable measure of learning for both students and faculty.
9. Application of theory to practice results from extensive time spent observing in schools and interacting with practicing teachers.

Professional Commitment

The educational experience of students in Antioch McGregor education programs is informed by the four foundational and interconnected elements in its mission - the preparation of professionals who are critical thinkers and reflective practitioners with the knowledge and understanding to move from theory to practice and thereby serve as agents of positive change. Barone (1999) writes that a primary responsibility of teacher education institutions is to encourage the development of a personal and social platform. We fully concur with this. Our aim is to graduate teachers and administrators with the professional commitment, dispositions, theoretical and practical knowledge, and skills to negotiate the realities and the possibilities of today's schools. To accomplish this, teachers must be able to analyze critically their own beliefs and practices as well as those of others within and outside the school community. "Active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (Dewey, 1933, p. 9) are basic to truly meaningful teaching, leading, and learning. Freire (1973) writes of education as holding the possibility to "deal critically and creatively with reality and discover how to participate in the transformation of [the students'] world." Furthermore, Freire asserts, "Integration results from the capacity to adapt oneself to reality plus the critical capacity to make choices and to transform reality" (p. 3).

Excellent teaching and educational administration is characterized by appropriate content knowledge and the skill to make that knowledge transparent to others. The Education faculty at Antioch University McGregor believes that beyond content knowledge and ability to make transparent the learning process, certain dispositions are critical to success of teacher and administrative candidates. Throughout the educational programs, candidates develop and demonstrate these attitudes that support academic growth both for themselves and their students.

Diversity

Preparing educators to work with a diverse population is essential to a robust democracy. Shulman (1997) noted that the "core meaning of a profession is the organized practice of

complex knowledge and skills in the service of others,” service that is guided by a “robust moral vision” (p.516).

Candidates in the Antioch University program are prepared to serve diverse communities by infusing multicultural education throughout unit programs. In the unit, “multicultural” is broadly defined to include race, language, social class, gender, disability, and sexual orientation (Sleeter & Grant, 1994). Field assignments are required in differing settings; however, Antioch University McGregor is committed to preparing individuals to serve in the urban school environment.

Historically, Antioch University has been known for opening its doors to any who are eligible for formal education. It was one of the first to open its doors to people of color and to women in this region of the country. Antioch University continues this tradition to attract a diverse candidate pool of qualified applicants.

Commitment to Technology

Central to good teaching is the ability to connect students to a larger world of knowledge and resources. Similarly, central to good administration is to understand the value of technology for teachers and students and to develop skill in marshalling resources for teachers within the assigned unit.

The widening gap between teachers and students regarding technology acumen is a major challenge facing education programs today. With the advent of video games, computer software programs, and interactive television, children are learning to use advanced technology at an exponential rate. Indeed, many teachers are very intimidated about this knowledge and skills differential. Antioch University McGregor is committed to developing a “Technology Across the Curriculum” response to this growing problem.

The research on technology since Chu and Schramm (1975) indicates there are many ways teaching can be enhanced with proper integration of a variety of tools. To prepare teachers for the 21st century, the Education faculty at Antioch University McGregor will infuse technology throughout programmatic courses and also offer special classes dedicated to this topic.

Too often the availability of technology drives its application and we must educate teachers to make informed decisions based on curricular needs. In the 1960’s and 1970’s, the federal government provided thousands of overhead projectors to schools. So many teachers simply made the choice to use them, regardless of the relevance to the teaching learning needs of the time. The result was haphazard application and low-quality, misguided integration of the tool at the cost of effective teaching.

The approach to technology education at Antioch University McGregor is similar to that of an instructional designer’s approach to a project. Rather than place a plethora of tools in front of learners in a cafeteria selection plan, we step back and ask, “what objectives are you trying to achieve in your classroom?” By helping educators realize the need to

work a curricular base first, we are much better positioned to present a range of viable technology options to assist in meeting the curricular goals.

The technology-across-the-curriculum approach includes an ongoing gap analysis of teachers and students, studying the skill levels of each in a variety of settings. The actual offerings are then determined following this research, and will teach students in the programs to:

- Recognize the larger context of technology as it effects society, and then in particular, teaching and learning.
- Identify the historical trends of technology integration into the school environment.
- Identify the ongoing training and infrastructure needs necessary for students, teachers, administrators, and staff in order to keep schools competitive in a technology-rich environment.
- Begin training in selected applications to enhance the classroom and class management opportunities.
- Build on learning styles theory to determine the best applications of technology for teaching.
- Maximize the tools based on curricula, and take fuller advantage of such initiatives as Ohio School Net, virtual libraries, and school-based technology.

Educational Leadership

When we look to the leadership of our schools, it is our vision that every school will be led by an administrator who creates and maintains a safe environment in which all students can learn and teachers can teach.

The education faculty at Antioch University McGregor believe that leadership is a dynamic process and that effective leaders modify or alter their preferred modes when necessary. Effective principals are innovators who maintain student learning as their goal but continually seek collaborative ways to achieve this goal. We believe that the personal characteristics of strong instructional leaders are extremely diverse; some are assertive leaders, others are facilitative. No matter what a leader's style, the collaborative leader affirms all stakeholders' interests and forms lasting partnerships among parents, teachers, students, and administrators.

Teacher Licensure Candidate Proficiencies:

Educator as Critical Thinker

- The candidate knows the subject matter in his/her field of study.
- The candidate can critically evaluate his/her professional effect on others.
- The candidate can demonstrate how to help students set achievable goals.

Educator as Reflective Practitioner

- The candidate can demonstrate content accurately.

- The candidate can differentiate instruction to meet the needs of all students.
- The candidate demonstrates responsive problem-solving skills in a variety of contents (social, psychological, emotional, cultural, etc.)
- The candidate is committed to lifelong learning

Educator Who Moves Theory to Practice

- The candidate can effectively use technological and/or other learning tools, strategies and/or techniques within his/her discipline.
- The candidate understands how to facilitate student learning.
- The candidate provides opportunities that encourage students to meet challenging learning expectations.
- The candidate creates and facilitates assessments that support the growth of all learners.

Educator as Change Agent

- The candidate can develop a climate for a collaborative learning environment.
- The candidate demonstrates a commitment to the professional values and ethics of his/her field.
- The candidate will utilize appropriate communication skills.

The teacher licensure proficiencies are aligned with national (INTASC) and state standards (State of Ohio uses INTASC for state standards) and institutional standards (four goals: theory to practice, critical thinker, reflective practitioner, and change agent).

See chart below:

McGregor Teacher Candidate Proficiencies	INTASC Standard
<i>Theory to Practice</i>	
* The candidate can effectively use technological and/or other learning tools, strategies and/or techniques within his/her discipline.	(1)The teacher understands the central concept, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (4)The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking problem solving, and performance skills.
* The candidate understands how to facilitate student learning.	(1)The teacher understands the central concept, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

	(2)The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
* The candidate provides opportunities that encourage students to meet challenging learning expectations.	(2)The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
* The candidate creates and facilitates assessments that support the growth of all learners.	(8)The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. (9)The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (student, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Change Agent

* The candidate can develop a climate for a collaborative learning environment.	(5)The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (6)The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
* The candidate demonstrates a commitment to the professional values and ethics of his/her field.	(10)The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.
* The candidate will make use of appropriate communication skills.	(5)The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Critical Thinker

<p>* The candidate knows the subject matter in his/her field of study.</p>	<p>(1)The teacher understand the central concept, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>
<p>* The candidate can critically evaluate his/her professional effect on others.</p>	<p>(4)The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking problem solving, and performance skills. (2)The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. (9)The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>
<p>* The candidate can demonstrate how to help students set achievable goals.</p>	<p>(7)The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>

Reflective Practitioner

<p>Candidate can demonstrate content accurately.</p>	<p>(6)The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (1)The teacher understands the central concept, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>
<p>The candidate can differentiate instruction to meet the needs of all students.</p>	<p>(3)The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (6)The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive</p>

	<p>interaction in the classroom.</p> <p>(7)The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>
<p>* The candidate demonstrates responsive problem-solving skills in a variety of contents (social, psychological, emotional, cultural, etc.)</p>	<p>(4)The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking problem solving, and performance skills.</p> <p>(9)The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>
<p>* The candidate is committed to lifelong learning.</p>	<p>(9)The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>

Educational Leadership uses the following candidate proficiencies, which are directly aligned with the national and state standards for educational leadership (ELCC).

Education faculty at Antioch University McGregor expect its leadership candidates to promote the success of all students by:

1. facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community;
2. promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff;
3. managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment;
4. collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources;
5. acting with integrity, fairness, and in an ethical manner;
6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context;

7. applying and using data in an ethical manner in order to make sound decisions;
8. producing substantial, sustained, standards-based work in real settings planned and guided cooperatively by the institution and school district personnel for graduate credit.

The teacher candidate dispositions are aligned with national and state standards (INTASC) and institutional standards.

Teacher Candidate Dispositions

Dispositions	Alignment with Standards/Goals
1. The candidate appreciates the value of planning and implementing effective units and lessons that are aligned with effective assessments.	INTASC: 7, 2 Institutional Goals: Reflective Practitioner
2. The candidate is committed to planning and implementing effective units and lessons that incorporates appropriate technology.	INTASC: 7, 2 Institutional Goals: Change Agent
3. The candidate believes all children can learn.	INTASC: 3, 2 Institutional Goals: Theory to Practice
4. The candidate values using multiple learning tools, strategies, and/or techniques within his/her discipline that promote learning for all students.	INTASC: 4 Institutional Goals: Change Agent, and Reflective Practitioner
5. The candidate recognizes the value of using a variety of opportunities that encourage students to meet challenging learning expectations.	INTASC: 1, 2 Institutional Goals: Theory to Practice and Critical Thinker
6. The candidate respects the importance of building a collaborative learning environment.	INTASC: 6 Institutional Goals: Change Agent
7. The candidate is committed to the integration of professional values and ethics within his/her field.	INTASC: 9, 10 Institutional Goals: Reflective Practitioner
8. The candidate realizes the importance of using appropriate communication skills.	INTASC: 6: Institutional Goals: Critical Thinker, Reflective Practitioner
9. The candidate has enthusiasm for the discipline(s) s/he teaches.	INTASC: 5 Institutional Goals: Critical Thinker and Reflective Practitioner
10. The candidate believes that close cooperation and collaboration with parents, colleagues, and the community are critical to maximum student learning.	INTASC: 7, 10 Institutional Goals: Theory to Practice
11. The candidate is committed to providing a classroom environment where the diverse needs, interests, and talents of students are	INTASC: 3 Institutional Goals: Change Agent

appreciated and utilized.	
12. The candidate values continuous educational improvement that includes research, reflection, assessment, and learning as an ongoing process.	INTASC: 8 Institutional Goals: Theory to Practice, Critical Thinker, Reflective Practitioner

Educational Leadership Dispositions

Dispositions	ELCC Standards and Institutional Goals
1. The candidate can articulate a vision of being an instructional leader that can help teachers plan and implement effective units and lessons that are aligned with effective assessments.	ELCC: 1.0, 2.0 Institutional Goals: Critical Thinker, Reflective Practitioner
2. The candidate is committed to the use of educational technology and to helping teachers plan and implement effective units and lessons that incorporate appropriate technology.	ELCC: 1.0, 2.0, 3.0 Institutional Goals: Change Agent
3. The candidate believes all children can learn.	ELCC: 2.0 Institutional Goals: Theory to Practice
4. The candidate values using multiple learning tools, strategies, and/or techniques within all disciplines that promote learning for all students and knows how to work with teachers in a supervisory capacity.	ELCC: 2.0 Institutional Goals: Change Agent Theory to Practice
5. The candidate recognizes the value of using a variety of opportunities that encourage teachers to meet challenging expectations.	ELCC: 1.0, 2.0 Institutional Goals: Reflective Practitioner
6. The candidate respects the importance of building a collaborative learning environment.	ELCC: 2.0 Institutional Goals: Change Agent, Theory to Practice
7. The candidate is committed to the integration of professional values and ethics.	ELCC: 5.0 Institutional Goals: Reflective Practitioner
8. The candidate realizes the importance of using appropriate communication skills.	ELCC: 4.0 Institutional Goals: Critical Thinker, Reflective Practitioner
9. The candidate has enthusiasm for all disciplines.	ELCC: 2.0 Institutional Goals: Change Agent
10. The candidate believes that close cooperation and collaboration with parents, colleagues, and	ELCC: 4.0 Institutional Goals: Theory to

the community are critical to maximum student learning.	Practice
11. The candidate is committed to providing a school environment where the diverse needs, interests, and talents of students and teachers are appreciated and made use of.	ELCC: 2.0 Institutional Goals: Reflective Practitioner, Change Agent
12. The candidate values continuous educational improvement that includes research, reflection, assessment, and learning as an ongoing process.	ELCC: 6.0 Institutional Goals: Reflective Practitioner, Change Agent, Theory to Practice, Critical Thinker