Preparing Principled Educational Leaders at The Citadel
The Evolution of the School of Education's
Conceptual Framework
(3-15-12)

The Citadel: The Military College of South Carolina is a unique institution. In his *Tractate on Education*, John Milton described a complete education as one that prepares the individual to perform justly, skillfully, and magnanimously, all duties both public and private. Since it inception in 1842, Milton's dictum continues to capture the essence of a Citadel education. In 1843, the Board of Visitors of the Citadel Academy reported to the Governor and General Assembly of South Carolina on the system of education it had devised for Cadets. The Citadel seeks to provide "a system of education at once scientific and practical, which… will eminently qualify the Cadets there taught, for almost any station or condition of life." The Citadel of the 21st Century remains true to this vision, instilling in Cadets and graduate students the core values of **Honor**, **Duty**, and **Respect** in a disciplined academic environment.

The Citadel's commitment to professional or teacher education can be traced back to its roots as Governor John P. Richardson took the lead in converting the State's arsenals to educational purposes.   In his 1842 message to the State Legislature, Governor Richardson asserted that:

> **"If the success of these institutions [The Arsenal in Columbia and The Citadel in Charleston] should form the basis of future and important improvements, which may judiciously be extended to our free schools; if they should supply better teachers from their alumni; if they should suggest higher standards and better systems of morals . . . or if they only awaken greater ardor in the people, and a warmer interest in our rulers, to advance the cause of education; they will achieve more the weal and honor of our State than all the other labors and appliance of government could in any other manner confer."**

The Citadel's unique educational experience, combining rigorous academic preparation within a disciplined military environment, has continued to keep pace with the changing nature of our society. During the 20th century, The Citadel established itself as one of the leading liberal arts colleges in the Southeast. It also expanded it the academic programs to serve the needs of the South Carolina Lowcountry by establishing the undergraduate Evening College in 1966 and what is now The Citadel Graduate College in 1968.

During the latter part of the Twentieth Century, The Citadel experienced the same social change that has transformed America as a whole. The first African American Cadet entered The Citadel in 1966 and the first woman became a member of the South Carolina Corps in 1996. More recently and to better serve both Cadets and graduate students, The Citadel has been organized into five academic units—the Schools of Business Administration; Education; Engineering; Humanities and Social Sciences; and Science and Mathematics—plus The Citadel Graduate College. Today, The Citadel Corps of Cadets represents a rich and diverse group of young men and women from across America and many different foreign countries. Similarly, the approximately 1,000 graduate students are even more diverse in that they reflect the population of the Lowcountry.

The ultimate test of any academic institution is the quality and character of its graduates. In the nineteenth, twentieth, and twenty-first centuries, the number of leaders of society produced by The Citadel is greatly disproportionate to its size. Numerous alumni have served as flag officers in all branches of the military, as governors, as members of Congress, as distinguished jurists, as ambassadors, and as talented teachers and administrators. Citadel graduates have become presidents of college and universities, prominent theologians, engineers, doctors, lawyers, authors, and business executives. Governor Richardson's vision of 1842 of an institution for the development of useful citizens has been has been and continues to be validated. In the twenty first century, The Citadel tradition of producing principled leaders for the state and nation is alive and well.

Vision and Mission

Statement of Vision: Achieving excellence in the education of principled leaders.

Mission: The Citadel's mission is to educate and prepare graduates to become principled leaders in all walks of life. The Citadel strives to produce graduates who have insights into issues, ideas, and values that are of importance to society. It is equally important that Citadel graduates are capable of both critical and creative thinking, have effective communication skills, can apply abstract concepts to concrete situations, and possess the methodological skills needed to gather and analyze information.

Throughout its history, The Citadel's primary purpose has been to educate undergraduates as members of the South Carolina Corps of Cadets and to prepare them for post-graduate positions of leadership through academic programs of recognized excellence supported by the best features of a structured military environment. A complimentary purpose of The Citadel is—through The Citadel Graduate College—to provide opportunities for professional development for Lowcountry residents. In fulfilling this mission, The Citadel Graduate College offers a broad range of educational programs at both the graduate and undergraduate levels.

These programs are designed to accommodate the needs of non-traditional students seeking demanding academic challenges.

Institutional Characteristics: The Citadel is a coeducational, comprehensive, state-assisted institution of higher education with an undergraduate, residential student body of approximately 2100 members of the South Carolina Corps of Cadets. The College offers a wide range of baccalaureate degree programs in the humanities, social and natural sciences, business administration, engineering, and education. Approximately half of the graduates pursue careers in business and the professions while a third pursue a career in the military. The remaining graduates enter directly into graduate or professional schools.

An additional 1000 plus students enroll in either the three baccalaureate or seven graduate programs offered by The Citadel Graduate College. These programs are designed to meet the needs of the South Carolina Lowcountry and often involve partnership with industry, area school districts, and/or other educational institutions. Together, the Corps of Cadets and The Citadel Graduate College constitute a student body of 3100 students from across the state, nation, and world. The Citadel embraces the teacher-scholar model for it is through our nationally recognized faculty that our mission of developing principled leaders for all walks of life is realized.

The Citadel School of Education

In leading the Professional Education Unit at The Citadel, the purpose of the School of Education is to serve the South Carolina Lowcountry, the state, the Southeast, and the nation by providing high quality programs for the preparation of middle grade and secondary teachers, P-12 teachers in physical education and modern languages, and advanced educational programs in counseling, literacy, and leadership.

The philosophy of The Citadel School of Education is based on five fundamental propositions. These propositions serve to orient the mission and conceptual base of the School, guide the actions and value system of the faculty, shape the curricula of the various programs, and imbue faculty with a sense of purpose and meaning for teaching, scholarship, and professional service. The five propositions are:

1. Faculty are committed to fostering the education of all individuals to the fullest extent possible. With the implementation of appropriate teaching and assessment strategies, the shared faculty belief is that all student—in spite of differences in learning styles and experiences--are capable of learning;

2. It is the educator's responsibility, with appropriate resources and support, to establish a mutually respectful environment conducive to effective learning for all students;
3. Education is a systematic process for facilitating the knowledge, skills, attitudes, and values necessary for students to function in a diverse society;
4. Faculty are committed to the highest professional standards in all situations, modeling these standards to students through their teaching, research, and service; and
5. Faculty are committed to an open interchange of ideas by creating a community of learners where all perspectives are valued.

Mission

The mission of The Citadel School of Education is to develop and prepare professional educators who: understand learners and the learning process; are ethical and reflective; and are capable of assuming leadership roles in the profession and community. In short, our mission is to develop principled educational leaders who—as knowledgeable, reflective, and ethical professionals—are able to assist diverse learners in meeting high academic standards.

These beliefs and this mission provide the foundation for the School of Education conceptual framework—Developing Principled Educational Leaders for P-12 Schools—approved in the fall of 2006.

Conceptual Framework (Approved fall 2006)

In preparation for the follow-up NCATE visit in the fall of 2007, The Citadel Professional Education Unit substantially revised the conceptual framework—Learner Centered Education: Professional Educators for the 21st Century. During the spring 2005 NCATE review and visit, members of the Board of Examiners expressed concern over the alignment between the 2005 conceptual framework and unit assessments. In response to these concerns, the Professional Education Unit revised the 2005 conceptual framework and integrated the revised conceptual framework into an assessment system developed and implemented prior to the 2007 follow-up visit.

The Unit continues to review and modify the conceptual framework with the latest revisions approved in the spring of 2011. Until these revisions and accompanying changes in the assessment system are fully implemented, the conceptual framework (approved in the fall of 2006) guides the Unit's programs. A more detailed explanation of the evolution of the Unit's conceptual framework—from "teacher as decision-maker" to "Learner Centered Education" to "Developing Principled Educational Leaders" is included in this essay, but immediately

following is the conceptual framework revised and approved in 2006 and how it aligns with The Citadel mission of preparing principled leaders.

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2006 Conceptual Framework
for
The Citadel Professional Education Unit

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Developing Principled Educational Leaders for P-12 Schools. The Citadel's Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop principled educational leaders who:

- **have mastered their subject matter and are skilled in using it to foster student learning;**
- **know the self who educates (Parker J. Palmer) and integrate his self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner centered environment; and**
- **Exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.**

The Citadel's Professional Education Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced program for professional educators in P-12 schools, The Citadel's Professional Education Unit produces cadets and graduate students who become principled leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel Professional Education Unit has identified 17 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:

Knowledgeable Principled Educational Leaders…

1. know in depth subject matter of their field of professional study and practice;
2. demonstrate and apply an understanding of development and learning theories;
3. model instructional and/or leadership theories of best practice;
4. utilize the knowledge gained from professional study to develop and implement an educational program that is varied, creative, and nurturing;
5. integrate the use of technology; and
6. Demonstrate a commitment to lifelong learning.

Reflective Principled Educational Leaders…

7. develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
8. develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics;
9. construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
10. apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment; and
11. Research their practices by reflectively and critically asking questions and seeking answers.

Ethical Principled Educational Leaders…

12. apply reflective practices;
13. demonstrate commitment to a safe, supportive leaning environment;
14. demonstrate high values and a caring, fair, honest, responsible, and respectful attitude;
15. establish rapport with students, families, colleagues, and community'
16. value diversity and exhibit sensitivity to and respect for cultures; and
17. Exhibit prompt regular attendance, wear professional attire, and communicate in standard English.

The Citadel's Professional Education Unit—in response to criticisms that surfaced during the 2005 NCATE review—established the 2006 conceptual framework ("Developing Principled Educational Leaders") in alignment with The Citadel's mission of preparing "principled leaders." As noted above, the 2006 conceptual framework continues the "learner centered education" approach of an earlier conceptual framework by integrating the knowledgeable, reflective, and ethical components of a professional educator with the mission of "developing principled educational leaders." Expanding the learner centered approach to include "principled educational leaders" is a natural progression for—as Linda Lambert suggests—learning and

leadership are intertwined. Before offering a more comprehensive discussion of the relationship between learner-centered education and principled educational leadership, an explanation of what it means to be a "principled educational leader" is needed.

Leadership and Ethics at The Citadel

The following qualities of leadership are the guiding principles for the Citadel in developing leaders to serve their families, their communities, their professions and their country.
A leader:
- Believes in an optimistic view for the future.
- Motivates others to achieve.
- Demonstrates loyalty.
- Respects the rights of others.
- Sets a good example.
- Pursues excellence in all endeavors.
- Treats others with concern and civility.
- Demonstrates the courage to act responsibly.
- Possesses uncompromising integrity.
- Is devoted to duty and honor.

These attributes define The Citadel mission of preparing graduates to be principled leaders in all walks of life by instilling core values in a disciplined academic environment.

"The Quiet Leader"
One Version of The Citadel School of Education Mission
of
Developing Principled Educational Leaders

Consistent with The Citadel's mission of preparing principled leaders for all walks of life, the School of Education seeks to develop principled educational leaders for all levels of professional education. But what do we mean by the mantra, developing principled educational leaders? To achieve our mission, our first task is to plainly articulate what we mean by a principled educational leader.

Perhaps the best way to do this is to explain what is not meant by principled educational leadership. The Citadel's Professional Education Unit aspires to develop principled educational leaders, but the usual manifestations of the conventional hero—of John Wayne, or even Gary Cooper in High Noon—do not exemplify our vision of a principled educational leader. Many of John Wayne's characters, along with other heroic figures in popular culture such as Dirty Harry, Rambo, the Lone Ranger, or more recently, Spiderman, personify the hero as a loner, a rugged

individual who saves the day through larger-than-life activities. Even the mild-mannered Gary Cooper goes out to face evil alone while townspeople cower in the background. This version of heroic, solitary leadership is not what we are about.

Still, the question of what constitutes a principled educational leader remains. Just as Plato reminds us that a surgeon's skill can be used to kill as well as cure, possessing the necessary knowledge and skills of an educational leader does not ensure that those skills will be used for principled or moral purposes. Michael Fullan's assertion in *The Moral Imperative of School Leadership* that "school teaching and leadership are moral endeavors" resonates here, for principled leadership has a spiritual dimension. Such a spiritual or moral component means that "principled behavior [is] connected to something greater than ourselves [and] relates to human and social development."

Whether grounded in a religious perspective or in a more secular philosophical tradition, this spiritual dimension—as an overarching moral purpose—is at the core of what it means to be a principled educational leader. To discover this overarching moral purpose, students must ask themselves the question: who is the self that teaches? It is necessary for teachers and other professional educators to know their fields and how to share that knowledge with others. They must also be fully aware of why they teach what they teach. But this knowledge and these skills are not sufficient. To empower others to embrace the finely textured nature of reality, educators must be reflective and know their own hearts. In Parker Palmer's words, "good teachers join self and subject in the fabric of life. They are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves."

As Palmer suggests, self-knowledge is essential to living an ethical life and a necessary prerequisite for becoming a principled educational leader. The first step to becoming an ethical leader is spiritual exploration. Lee G. Bolman and Terrence E. Deal argue in *Leading with Soul* that "it is not our techniques, our talents, or our knowledge that matter, it is our being." Educators perform perfunctory, albeit necessary tasks (taking attendance, planning lessons, grading quizzes, etc.), but the overriding responsibility is "to give passionate, relentless attention to mission and purpose, continually seeking ways to offer the gift of significance to constituents." Simply put, Bolman and Deal conclude that "leadership is a relationship rooted in community." By devoting themselves to a common cause or higher calling, good leaders inspire others to join the quest.

The Citadel aspires to develop professional educators as principled leaders, that is, students committed to an overarching moral purpose. More than most professional education programs, the unique Citadel experience fosters graduates who are committed to purposeful, moral leadership. The Citadel's principled educators are quiet leaders, who—through careful,

thoughtful, and practical efforts—influence the lives of students in their classrooms and, gradually, the culture and system of which they are a part. In *Leading Quietly,* Joseph Badaracco, Jr., suggests that quiet leadership is a way of thinking about students and schools. Through "small and obscure deeds," lives can be changed and schools transformed into better, more effective institutions. "Quiet leadership is what moves and changes the world."

Quiet leaders are humble about the extent of their knowledge and their significance within the larger scheme of things. They are also flexible, pragmatic, and opportunistic. While the attributes of quiet leadership are closely aligned with The Citadel's conception of a principled educational leader, the recent work of Jim Collins (*Good to Great)* offers insights that are especially relevant for the School of Education advanced programs in educational leadership, literacy, and educational counseling. Granted, Collins' work focuses on businesses making the leap from good to great, but his six core concepts are germane to The Citadel goal of developing principled educational leaders.

Of Collins six core concepts, the one most relevant to and compatible with The Citadel's concept of principled educational leadership is "Level Five" leadership. According to Collins, leaders who succeed in moving their organization from good to great are more like Lincoln or Socrates than Patton or Caesar. Level Five leaders are often "self effacing, quiet, reserved, even shy." They look out the window and in the mirror to assess praise and blame: "out the window to attribute success to factors other than themselves… [and] in the mirror to apportion responsibility...when things go poorly." As educators, principled educational leaders are ambitious, but their ambition is focused on creating learning communities where all children and youth can succeed. Such leaders are results oriented, but they understand that developing a shared vision or unifying framework takes time.

Collins' remaining core concepts resonate with The Citadel ideas of principled educational leadership as well. For example, he suggests that it is necessary to get "the right people on the bus, the wrong people off the bus, and the right people in the right seats" before deciding upon a destination. In terms of The Citadel's concept of principled educational leadership, this statement suggests that—much like a basketball coach—the educator's task is to recognize the strengths and weaknesses of each player and mold them together to create an effective learning community that is greater than the sum of its parts.

Much like Palmer's conception of teaching as "holding the tension of opposites," principled educational leaders are capable of confronting the brutal facts regarding the obstacles to educational progress while retaining an unwavering faith that success will triumph in the end. Uncovering the brutal facts requires a climate where the truth is spoken and heard. The principled educational leader creates such a climate by fostering a learner-centered process where autopsies are conducted without blame.

The Citadel Professional Education Unit seeks to develop knowledgeable, reflective, and ethical professionals committed to ensuring that all students succeed. Knowledgeable leaders are aware of context, have mastered their field of study, and know how to teach it. Reflective leaders know themselves and those they are teaching. And ethical leaders are committed to a moral purpose greater than themselves. The success of The Citadel Professional Education Unit in preparing such leaders is apparent day after day in the small and unseen way that our graduates make a difference in the lives of their students, in the places where they work, and in the larger communities of which they are a part.

Learner-Centered Education

In preparation for the 2005 NCATE visit and review, The Citadel Professional Education Unit experienced a serious and lengthy review of its conceptual framework. The curriculum for all initial programs—both cadet and graduate teacher education programs—and advanced programs in literacy, educational administration, and counseling education were reviewed and substantially revised. Prior to this review, "the teacher as decision maker" characterized the conceptual framework for both initial and advanced programs. Teachers, reading specialists, administrators, and school counselors are decision makers. The decisions they make daily affect the well-being of children and youth. Hopefully, such critical decisions are grounded in research, in a thorough understanding of the learner, and familiarity of the learning processes necessary for successfully helping diverse populations succeed.

Beginning in the fall of 1998, The Citadel Professional Education Unit conducted a series of faculty retreats, meetings, and discussions focused on the Unit's conceptual framework. While acknowledging the validity of "the teacher as decision-maker," consensus emerged around "Learner-Centered Education" as an appropriate successor to the previous conceptual framework. Constituent members of the Unit agreed that the learner is the pivotal entity in the teaching-learning equation and must be the hub around which the classroom environment and instructional efforts revolve. In addition, constituents agreed that Citadel students must develop into knowledgeable, reflective, and ethical educators prepared to assume positions of leadership in the profession and community.

As noted earlier, this Learner-Centered Education approach continues as a basic component in both the former "Developing Principled Educational Leaders" conceptual framework and in the more recent (2011) revision.

Just as the professional literature undergirds The Citadel Professional Education Unit's development of principled educational leaders, the Learner-Centered component of our conceptual framework is well grounded in extant research, the values and current thinking of the

profession, and 'best practices' associated with development of educational professionals. The Learner-Centered Education component of both the 2006 and 2011 versions of the conceptual framework supports the development of knowledgeable, reflective, and ethical educational leaders.

"Learner-Centered Education"—as defined by McCombs and Whisler (1997, p.9)—is:

The perspective that couples a focus on individual learners their heredity, experiences, perspective, backgrounds, talents, interest, capacities, and needs) with a focus on learning (the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for all learners.) This dual focus, then, informs and drives educational decision-making.

From this perspective, learner-centered education unites the learner and learning in programs, policies, and practices that support effective learning for a diverse student body. Educational administrators are responsible for developing, maintaining, and enhancing a school environment that promotes effective learning. Administrators are also responsible for assuring that teachers know their students, their subject matter, and how to teach it. Teachers - including literacy coaches and specialists - are responsible for converting classrooms into learning communities that promote effective learning for all students. This includes the ability to employ varied and appropriate instructional strategies to ensure that students succeed. Educational counselors are responsible for improving both the conditions for learning (parental and community support, classroom environment, teacher attitudes, etc.) to include working individually with students to assist them in developing his/her fullest potential. The basic premises of 'learner-centered education" are:

1. Learners have distinctive perspectives or frames of reference, contributed to by their history, the environment, their interests and goals, their beliefs, their ways of thinking and the like. These must be attended to and respected if learners are to become more actively involved in the learning process and to ultimately become independent thinkers.
2. Learners have unique differences, including emotional states of mind, learning rates, learning styles, stages of development, abilities, talents, feelings of efficacy, and other needs. These must be taken into account if all learners are to learn more effectively and efficiently.
3. Learning is a process that occurs best when what is being learned is relevant and meaningful to the learner and when the learner is actively engaged in creating his or her own knowledge and understanding by connecting what is being learned with prior knowledge and experience.
4. Learning occurs best in an environment that contains positive interpersonal relationships and interactions and in which the learner feels appreciated, acknowledged, respected, and validated.

5. Learning is seen as a fundamentally natural process; learners are viewed as naturally curious and basically interested in learning about and mastering their world.

As an integral part of The Citadel Professional Educational Unit's conceptual framework, learner-centered education serves as a framework for scholarly activity, curriculum development, teaching, and professional activity.

The Most Recent Iteration of the Conceptual Framework:
Developing Principled Educational Leaders for P-20 Institutions
(Approved April 12, 2011 for Implementation during fall 2011)

In the fall of 2010, the head of The Citadel Professional Education Unit established an Action Plan to oversee and coordinate the preparation for the official NCATE visit and review scheduled for the spring of 2013. A major component of the plan included establishing committees for each of the six NCATE standards and a conceptual framework committee. As a major part of this plan, the Unit Head charged the Conceptual Framework committee to:

- Disseminate the 2006 conceptual framework (revised in preparation for the 2007 NCATE follow-up visit) and "The Quiet Leader" essay to all members of The Citadel's Professional Education Unit;
- Plan and facilitate a unit-wide discussion of the efficacy of the 2006 conceptual framework at the January 2011 retreat and subsequent meetings during the spring 2011semester;
- Facilitate the refinement of the conceptual framework during the spring 2011 semester;
- Make explicit the alignment of key elements of the framework and unit's common assessments; and
- Update and expand the knowledge base of the conceptual framework and develop a literature and resource review of it.

The retreat devoted to the conceptual framework took place on January 14, 2011. During the retreat, Dean Johnson provided a brief history of the development of the conceptual framework. He reviewed the development of the Leaner-Centered Education: Professional Educators for the 21st Century version of the conceptual framework from the 2005 NCATE visit. Noting that members of the 2005 Board of Visitors expressed concerns that the connection between the conceptual framework and unit assessments was not clear, Dean Johnson explained that the 2006 conceptual framework (Developing Principled Educational Leaders for P-12 Schools) was developed in preparation for the 2007 follow-up visit. In addition, "The Quiet Leader" essay was offered as one example of what is meant by a "principled educational leader."

Officially approved, the 2006 conceptual framework (Developing Professional Educational Leaders for P-12 Schools) continued to guide The Professional Education Unit during the implementation of its 2011 version. In reviewing the 2006 version during the retreat (January 2011) and spring semester of 2011, participants were generally pleased with the 2006 conceptual framework, but suggested revisions for improving the document that is to guide The Citadel Professional Education Unit.

Retreat participants representing the unit's constituents developed reports recommending changes to the performance indicators for the knowledgeable, reflective, and ethical dimensions of a principled educational leader. In accordance with the recommendations from retreat participants, revisions to the (2006) conceptual framework include:

- Elimination of redundancy by reducing performance indicators from 17 to 15;
- Revising the language of several indicators for greater clarity and simplicity; and
- Restating the rationale using more positive and succinct language.

The proposed revisions continued to be discussed through the semester in both the School of Education and Professional Education Board meetings and were formally approved on April 12, 2011. As noted earlier, the more recent revisions and those that took place during our preparation for the 2007 NCATE follow-up visit were built upon the "Learner Centered Education" approach and resulted in a conceptual framework that is better aligned with The Citadel's mission of developing "principled leaders" for all walks of life.   Implementation of the changes in the conceptual framework approved in the spring of 2011 began in the fall of 2011. This revised version of the conceptual framework is included below:

The Citadel Professional Education Unit's Conceptual Framework
DEVELOPING PRINCIPLED EDUCATIONAL LEADERS FOR P-20 SCHOOLS

The Citadel's Professional Education Unit expects **principled educational leaders** to be **knowledgeable**, **reflective**, and **ethical** professionals. Candidates completing our programs are committed to ensuring that <u>all</u> students succeed in a learner-centered environment.

<u>**Rationale**</u>

- Society is in need of principled educational professionals committed to ensuring that all children learn;
- All children and young adults require high quality educational experiences that enable them to compete and prosper in the global economy; and

- Such high quality educational experiences require a transformed educational system focused on fostering twenty-first century knowledge and skills in all children and young adults.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- Have mastered their subject matter and are skilled in using it to foster student learning;
- Know the self who educates (Parker J. Palmer) and integrate this self knowledge with content knowledge, knowledge of student, and, in the context of becoming professional change agents, are committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- Exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Education Unit is on the march transforming itself into a Center of Excellence for the preparation of **principled educational leaders.** Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable**, **reflective**, and **ethical** professionals:

Knowledgeable Principled Educational Leaders**…**
1. Have mastered the subject matter of their field of professional study and practice.
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing.
3. Model instructional leadership theories of best proactive practices.
4. Integrate appropriate technology to enhance learning.
5. Demonstrate a commitment to lifelong learning.

Reflective Principled Educational Leaders…
6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment.

7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences.
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged.
9. Apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment.
10. Reexamine their practice by reflectively and critically asking questions and seeking answers.

Ethical Principled Educational Leaders…
11. Demonstrate commitment to a safe, supportive, learning environment.
12. Embrace and adhere to appropriated professional codes of ethics.
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures.
14. Establish rapport with students, colleagues, and communities.
15. Meet obligations on time, dress professionally, and use language appropriately.

The 2011 Conceptual Framework and
The Action Plan for Target Compliance with Standard Two

In the fall of 2010, the Dean of the School of Education established a steering committee and action plan in preparation for the forthcoming NCATE visit and review. Committees—comprised of faculty, staff, and students representing The Citadel's Professional Education Unit—were created for each of the six NCATE standards and the unit's conceptual framework. Each committee was charged with reviewing the unit's current practices and policies in relationship to their respective standard and to develop a written report (due April 22, 2011) documenting The Citadel's compliance with their respective standard. Each committee was charged with demonstrating how the unit meets or exceeds the requirements identified as acceptable on the rubric for their particular standard. For the standard chosen by the unit as their "target" standard, the committee is charged with demonstrating that the unit has either achieved what the rubric identifies as "target" or is implementing a plan that realistically promises that the unit is moving toward meeting the target expectations for this standard.

The Citadel Professional Education Unit identified Standard Two (Assessment System and Unit Evaluation) as the target standard and charged the Assessment Committee with demonstrating that the unit is in compliance with the rubric expectations or is implementing a plan that realistically promises to move the unit toward compliance with these "target' expectations. Specifically, the charge for the Standard Two committee is to:

- Carefully review the rubric for Standard Two and explain in detail how the unit either meets the target level for each element of the rubric or is implementing a plan that promises realistically to move the unit to the target expectations;
- Identify the key assessments that demonstrate compliance with each element of the standard;
- Identify and explain the most significant changes related to Standard Two resulting form assessment data since our last review;
- Demonstrate compliance with state standards as appropriate; and
- Submit a written report to the dean and NCATE Steering Committee responding in detail to items one through four.

Among the Standard Two committee recommendations are to:
- Create a visual model of the assessment system that illustrates the Unit's Relationship with each program, the College, and the P-20 community;
- identify multiple assessments for each program to determine the baseline level of candidates' content knowledge and to assess the value added by the program to the candidates' content knowledge;
- Require multiple raters for the content knowledge, student learning and portfolio assessments;
- Integrate all assessment of candidates' content knowledge into the Portfolio;
- Use LiveText rubrics for Unit and Program assessments whenever possible;
- Align the Dispositions Assessment Instrument with the revised (2011) conceptual framework and with SPA and NCATE standards; and
- Require graduate candidates to take EDUC 512 or 549 within the first 18 hours of their course of study.

In addition, the Assessment Committee—in consultation with program coordinators—submitted recommendations for the Unit's programs in teacher education, counselor education, educational leadership, and literacy.

Beginning with the Unit retreat on August 26, 2011, The Citadel Professional Education Unit initiated the implementation of the changes in the conceptual framework approved on April 12, 2011 and the alignment of these changes with the Assessment Committee's recommendations designed to achieve compliance with the "target" expectations of the NCATE Standard Two rubric.

Knowledge Base References
for
2011 School of Education Conceptual Framework

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