School Library and Information Technologies
LSC 5531 School Library Advocacy and Leadership
Three Graduate Credits

Instructor: Mrs. Debra E. Kachel
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Email: dkachel@mansfield.edu

Office Hours: 8:00am – 5:00pm EST
Monday-Friday; prefer email in evenings and weekends

Course Prerequisites: None

Offered online through Desire2Learn courseware

Required Texts


Optional Texts


Suggested Readings (may be updated to present the most current information)

Mod 1 Advocacy for School Librarians


Mod 2 School Library Research and Academic Achievement


Mod 3 Messaging


**Mod 4 Legislative Advocacy**


Levitov, Deborah D., ed. *Activism and the School Librarian: Tools for Advocacy and Survival*. Chapter 5 pp. 57-71 and Chapter


**Mod 5 Parent and Community Stakeholders**


**Mod 6 Evidence-Based Practices as Advocacy Tools**


Mod 7  School-Based Stakeholders: Administrators, Board Members, and Teachers


Mod 8 Seeking External Funding


Mod 9  Elements of Grant Writing - Part 1


Mod 10  Professional Communities


Mod 11 Elements of Grant Writing - Part 2


Mod 12 Developing an Advocacy Plan


Related Websites

LSC 5530 LibGuide developed by the instructor to provide added content to the School Library Advocacy course.

American Assn. of School Librarians. AASL Hotlinks, the monthly email newsletter of the American Association of School Librarians to keep up-to-date on federal issues affecting school libraries and education.
Course Description
LSC 5531 School Library Advocacy and Leadership develops skills in school library candidates to effectively influence key stakeholders and decision makers to support quality school library programs and staffing. Candidates will learn to leverage research, survey data, student achievement scores, and evidence-based program assessments to communicate the role of the school library and librarian as an essential component of K-12 education to school administrators, parents, legislators, community leaders, and others. Additionally, research and effective communication skills will be practiced in locating external funding sources, writing a grant, and developing an action research project to improve school library services and resources. Candidates will develop a three-year advocacy plan that includes active participation in professional learning networks and library associations and reflect on their leadership actions.

Course Topics
- Recognize the similarities and differences among advocacy, marketing, and public relations
- Identify school and community stakeholders and cultivate library advocates and partnerships among them
- Locate and utilize research and supporting data to justify requests relating to the school library program
- Develop an action research project as evidence to support a library need
- Translate research into meaningful messages to influence stakeholders
- Create advocacy tools - talking points and an elevator speech
- Utilize web resources to keep current on library and education legislative issues
- Identify strategies to improve relations with the building principal and other school administrators
- Locate alternative sources of funding appropriate to school library programs
- Write grant applications and letter proposals
- Use evidence-based practices to document and assess the school library program
- Develop a multi-year advocacy plan to engage stakeholders and build support for the school library program
- Develop an online contact list of stakeholders and professional associations to support advocacy efforts
- Develop a personal library advocacy webpage of useful resources throughout the course

**Student Learning Outcomes**

Upon completion of this course, students will be able to do the following:

1. Articulate the central ideas and foundational advocacy and leadership dispositions, utilizing appropriate terminology throughout the major assignments in this course. 
   - Mods 1, 4, 5, 7, 9, 11 ALA/AASL Standard 4 PDE Library Science Standards III.C, III.D

2. Create and maintain a web-based address book of school library stakeholders and related organizations in order to develop a network of supporters for their local school library program.
   - Mod 1, 4, 5, 10 ALA/AASL Standards 3.3, 4.1, 4.3 PDE Library Science Standards III.C, III.D

3. Create and maintain a web-based personal advocacy toolkit in LibGuides by adding relevant articles, websites, and other resources throughout the course.
   - Mod 1, 2, 3, 4, 5, 6, & 12 ALA/AASL Standards 3.3, 4.2, 4.3 PDE Library Science Standards III.C, III.D

4. Locate, use, and cite relevant findings of school library research throughout the major assignments in this course.
   - Mod 2, 3, 4, 5, 6, 8, 9, & 11 ALA/AASL Standard 3.4 PDE Library Science Standards III.C, III.D

5. Create an action research project to address a school library issue demonstrating their abilities to investigate, collect, and analyze data, and exhibit leadership skills within the school.
   - Mod 2 & 3 ALA/AASL Standards 3.4, 4.3, 5.3 & 5.4 PDE Library Science Standards I.D, III.C

6. Develop talking points and write an elevator speech in support of a school library issue that focuses on student achievement, exhibiting good communication skills and advocacy dispositions.
   - Mod 3, 4, 5 & 12 ALA/AASL Standard 4 PDE Library Science Standards III.C, III.D

7. Communicate with a state or federal legislator concerning legislation effecting school libraries either via a written letter or face-to-face visit, utilizing good communication and research skills, that explains the impact of school library programs on student learning.
   - Mod 4 ALA/AASL Standards 4.3, 4.4 PDE Library Science Standards I.D, III.C, III.D
8. Create a presentation to a parent or community group that articulates the role of the school library program in helping students learn and teachers teach while meeting the needs of the intended stakeholders/audience. Mod 5 ALA/AASL Standards 4.3, 4.4 PDE Library Science Standards I.D, III.A, III.C, III.D

9. Outline an Annual Report targeted to school administrators and produce an infographic targeted to parents and the community that communicates the important work of the school library program in a compelling and innovative fashion. Mod 6 ALA/AASL Standard 5.4 PDE Library Science Standards I.D, III.C

10. Profile and assess the working style and concerns of a school principal and develop strategies and two actionable plans to meet both the concerns of the principal and the needs of the school library program. Mod 7 ALA/AASL Standards 4.3, 4.4 PDE Library Science Standards III.A, III.C

11. Use research, communication, and assessment skills by locating a relevant grant opportunity appropriate to an identified school setting that could fund additional library resources, technology, or services to improve the school library program and drafting a letter proposal for funding. Mod 8 ALA/AASL Standards 4.3, 5.3 PDE Library Science Standards I.D, III.C, III.D

12. Demonstrate collaboration, leadership, and grant writing skills by writing a grant proposal. Mod 9 & 11 ALA/AASL Standards 4.3, 5.3 PDE Library Science Standards I.D, III.C, III.D

13. Build a professional network of colleagues, libraries, and associations to support school library work, resource sharing, and facilitate access to information. Mod 1 & 10 ALA/AASL Standards 4.1, 4.2, 4.4 PDE Library Science Standards III.C, III.D

14. Conduct an interview of a local public or academic librarian in order to build a collaborative rapport with a colleague, establishing connections with other librarians and their library’s services. Mod 10 ALA/AASL Standard 4.1 PDE Library Science Standards III.C, III.D

15. Develop a three –year advocacy plan with a campaign worksheet and reflection essay demonstrating communication, advocacy and leadership skills in influencing targeted stakeholders, applying relevant research, and writing focused objectives for an identified school library setting. Mod 12 ALA/AASL Standards 1.4, 4 & 5.4 PDE Library Science Standards III.A, III.C, III.D

Student Expectations

- Read required materials; texts, brochures, journal readings, D2L content pages, and information from websites
- Watch and listen to linked video content within the course.
- Submit assignments on the due date.
- Be intellectually honest. Plagiarism will be dealt with according the Mansfield University’s policy.
- Participate actively and equally in paired and group assignments.
- Cite resources using Modern Language Association (MLA) format from the latest edition.
- Check the course calendar periodically and emails daily. Check the announcements for alerts the instructor may have listed.
- Respond to emails from the instructor.
- Check the course calendar weekly and email daily. Check the announcements for alerts I may have listed.
Faculty Expectations

- Instructor to be available during office hours listed above.
- Instructor to be non-discriminatory. All students will be treated equally.
- Readings and assignments will be substantive, directly applicable to the work of a school librarian.
- Assignments to be graded in a timely manner usually prior to the submission of the next assignment.
- Assignments to be professional and scholarly, not busy work.
- Instructor to participate in discussions and Blackboard Collaborate sessions as scheduled.

Course Schedule

NOTE: Unlike other courses, assignments are due Monday evening at midnight unless otherwise noted.

<table>
<thead>
<tr>
<th>Mod</th>
<th>Topic</th>
<th>Assignment &amp; Points</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Advocacy</td>
<td>Individual profile (5pts.) and group preferences profile (5 pts.)</td>
<td>TBA</td>
<td>110</td>
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<tr>
<td></td>
<td></td>
<td>Individual: Initial setup of an online address book (50 pts.) and a web-based</td>
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<td></td>
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<td>advocacy toolkit (50 pts.)</td>
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<td></td>
<td></td>
<td>SLO 1, 2, 3, 13 ALA/AASL Standard 3.3, 4</td>
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<td>PDE Library Science Standard III.C, III.D</td>
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<tr>
<td>2</td>
<td>Research &amp; Academic Achievement</td>
<td>Individual: An action research project with an online survey</td>
<td>TBA</td>
<td>170</td>
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<tr>
<td></td>
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<td>SLO 3, 4, &amp; 5 ALA/AASL Standard 3.4, 4.3, 5.3 &amp; 5.4</td>
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<td></td>
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<td>PDE Standard I.D, IID, &amp; IIE</td>
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<tr>
<td>3</td>
<td>Messaging</td>
<td>Individual: Written talking points (100 pts.) and an “elevator speech” video</td>
<td>TBA</td>
<td>200</td>
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<td>(100 pts.)</td>
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<td>SLO 3, 4, &amp; 6 ALA/AASL Standard 4.3, 4.4</td>
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<td>PDE Library Science Standards I.D, III.C, III.D</td>
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<tr>
<td>4</td>
<td>Legislative Advocacy</td>
<td>Individual: Legislative visit or letter (100 pts.)</td>
<td>TBA</td>
<td>100</td>
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<td>SLO 1, 2, 3, 4, 6 &amp; 7 ALA/AASL Standard 4.3, 4.4</td>
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<td>PDE Library Science Standards I.D, III.C, III.D</td>
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<tr>
<td>5</td>
<td>Parent and Community Stakeholders</td>
<td>Individual: Media presentation to parent or</td>
<td>TBA</td>
<td>100</td>
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<td>community group</td>
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<td>SLO 1, 2, 3, 4, 6 &amp; 8 ALA/AASL Standard 4</td>
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<td>PDE Standard I.D, III.A, IIIIC &amp; IIIID</td>
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</tbody>
</table>
| Evidence-Based Practices | Pairs: An annual report outline (100 points) with an infographic (100 pts.)  
SLO 3,4, & 9  ALA/AASL Standard 5.4  
PDE Library Science Standard I.D, III.C | TBA | 200 |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|
| School-Based Stakeholders | Individual: Strategies and action plans to influence the principal (100 points)  
SLO 1 & 10  ALA/AASL Standard 4.3, 4.4  
PDE Library Science Standard III.A, III.C | TBA | 100 |
| Seeking External Funding | Pairs: Written letter proposal letter proposal for a researched grant opportunity  
SLO 4 & 11  ALA/AASL Standard 4.3, 5.3  
PDE Library Science Standards I.D, III.C, III.D | TBA | 200 |
| Grant Writing - Part 1 | Small Group: First half of a grant proposal (100 pts; individual participation 25 pts.)  
SLO 1, 4 & 12  ALA/AASL Standard 4.3, 5.3 PDE Library Science Standards I.D, III.C, III.D | TBA | 125 |
| Individual: Evaluation of the online address book  
SLO 1, 2, & 13  ALA/AASL Standard 3.3, 4  
PDE Library Science Standard III.C, III.D | TBA | 100 |
| Professional Communities | Individual Field Experience: Interview of a public or college librarian  
SLO 2 & 14  ALA/AASL Standard 4.1, 4.2, 4.4  
PDE Library Science Standard III.C, III.D | TBA | 100 |
| Grant Writing - Part 2 | Small Group: Second half of a grant application (100 pts; individual participation 25 pts.)  
SLO 1, 4 & 12  ALA/AASL Standard 4.3, 5.3 PDE Library Science Standards I.D, III.C, III.D | TBA | 125 |
| Individual: Evaluation of the advocacy toolkit LibGuide (100 pts.)  
SLO 1, 3, & 4  Mod 1 ALA/AASL Standard 3.3, 4.2, 4.3 PDE Library Science Standard III.C, III.D | TBA | 100 |
| Developing an Advocacy Plan | Individual: 3-yr advocacy plan (160 points)  
Advocacy campaign (60 points)  
Reflective essay (50 points)  
SLO 3, 6, 13, & 15  ALA/AASL Standard 1.4, 4 & 5.4  
PDE Standard IIIA, IIIC & IIID | TBA | 270 |

Total Points | 2000 |
**Evaluative Techniques**

**Mod 1 – Advocacy for School Librarians**

SLO - Students will be able to articulate the central ideas and foundational dispositions, utilizing appropriate terminology throughout the major assignments in this course.

SLO - Students will create a web-based address book of school library stakeholders and related organizations in order to develop a network of supporters for their local school library program. Students will create a web-based, personal advocacy toolkit in LibGuides by adding relevant articles, websites, and other resources throughout the course.

Evaluative Technique – Rubrics that articulate evaluative criteria will be applied to a three-year Advocacy Plan, a self-reflection essay, and an online address book written/created by each student.

**Mod 2 – School Library Research and Academic Achievement**

SLO – Students will be able to locate, use, and cite relevant findings of school library research throughout the major assignments in this course.

SLO - Students will create an action research project to address a school library issue demonstrating their abilities to investigate, collect and analyze data, and exhibit leadership skills within the school.

Evaluative Technique – A rubric that articulates evaluative criteria will be applied to an action research project completed by pairs of students that cites supporting research, shows collaboration, and includes an original online survey to collect information.

**Mod 3 – Messaging**

SLO – Students will develop talking points and write an elevator speech in support of a school library issue that focuses on student achievement, exhibiting good communication skills and advocacy dispositions.

Evaluative Technique - Rubrics that articulate evaluative criteria will be applied to talking points and an elevator speech written by each student in support of a library issue that incorporates relevant research and data.

**Mod 4 – Legislative Advocacy**

SLO – Students will communicate with a state or federal legislator concerning legislation effecting school libraries either via a written letter or face-to-face visit, utilizing good communication and research skills that explains the impact of school library programs on student learning.
Evaluative Technique - Rubrics that articulate evaluative criteria will be applied to either a letter or visit to a legislator that reflects research and information gathered about the legislator and the issue, using compelling talking points and a personal story.

Mod 5 – Parent and Community Stakeholders

SLO – Students will create a presentation to a parent or community group that articulates the role of the school library program in helping students learn and teachers teach while meeting the needs of the intended stakeholders/audience.

Evaluative Technique – A rubric that articulates evaluative criteria will be applied to a PowerPoint or other media presentation created for a parent or community audience.

Mod 6 – Evidence-Based Practices as Advocacy Tools

SLO – Pairs of students will outline sections of an Annual Report targeted to school administrators and produce an infographic targeted to parents and the community that communicates the important work of the school library program in a compelling and innovative fashion.

Evaluative Technique – Rubrics that articulate evaluative criteria will be applied to an outline of an Annual Report and an infographic that convey in a short and visual way the work of the school librarian, utilize media and web-based tools, and can be posted on a school library website.

Mod 7 – School-Based Stakeholders: Administrators, Board Members, and Teachers

SLO – Students will profile and assess the working style and concerns of a school principal and develop strategies and two actionable plans to meet both the concerns of the principal and the needs of the school library program.

Evaluative Technique – Rubrics that articulate evaluative criteria will be applied to each student’s plan that assesses the needs of the principal, shows collaboration and innovation, and appropriate strategies to implement two action plans.

Mod 8 – Seeking External Funding

SLO – Students will demonstrate research, communication, and assessment skills by locating a relevant grant opportunity appropriate to an identified school setting that could fund additional library resources, technology, or services to improve the school library program and drafting a letter proposal for funding.

Evaluative Technique – Rubrics that articulate evaluative criteria will be applied to the description, presentation of information, and appropriateness of the two grant opportunities, as well as the suggested use of funds for the school.
Mod 9 – Grant Writing Part 1

SLO – In small groups, students will demonstrate their collaboration, leadership, and grant writing skills by crafting an abstract, needs assessment, goals and SMART objectives for the first half of a grant proposal.

Evaluative Technique – Rubrics that articulate evaluative criteria will be applied to writing specified components of the grant proposal by the group and assess participation and collaboration of each group member.

Mod 10 – Professional Communities

SLO – By adding to their online address book of contacts, students will build a professional network of colleagues, libraries, and associations to support school library work, resource sharing, and facilitate access to information.

SLO - Students will conduct an interview of a local public or academic librarian in order to build a collaborative rapport with a colleague, establishing connections with other librarians and their library’s services.

Evaluative Technique – Rubrics that articulate evaluative criteria will be applied to the online address book of contacts and to an interview with a different type of librarian (college, public, or special).

Mod 11 - Grant Writing Part 2

SLO – In small groups, students will demonstrate their collaboration, leadership, and grant writing skills by crafting a budget, time line, evaluation and dissemination plans for the second half of a grant proposal.

Evaluative Technique – Rubrics that articulate evaluative criteria will be applied to writing specified components of the grant proposal by the group and assess participation and collaboration of each group member.

Mod 12 – Developing an Advocacy Plan

SLO – As a culminating assignment, students will develop a three–year advocacy plan with a campaign worksheet and reflection essay demonstrating their communication, advocacy and leadership skills in influencing targeted stakeholders, applying relevant research and student and school data, and writing focused and realistic SMART objectives for an identified school library setting.

Evaluative Technique – Rubrics that articulate evaluative criteria will be applied to the three-year advocacy plan that addresses three stakeholder groups with a mix of public relations, marketing, and professional development; a campaign worksheet that outlines an action plan for
one targeted SMART objectives; and, a reflection essay that shows growth and learning of advocacy and leadership skills and dispositions.

**Grading Scale**
Assignments will be graded according to the rubric presented with each module assignment. This chart describes the point scheme in relation to Mansfield's four-point grading system.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-95</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>94-90</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
<td>Above Average</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
<td>Acceptably Passing</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
<td>Anything below a 1.3 does not count for graduation</td>
</tr>
</tbody>
</table>

**Grading Practice and Late Submission Policy**
Assignments are graded on how well the student demonstrates an understanding of the concepts examined in the course. All students are expected to participate actively and substantively in online discussions and in group and partner work. All students are expected to write at a graduate level and follow MLA citation format. Students needing further explanation on any assignment should contact the instructor immediately.

Students are expected to turn in all work on or before the due date. Though instructors are sympathetic to the needs of adult learners, students are responsible for contacting the instructor as soon as possible concerning events that may impact course requirements and deadlines. Since assignments often build on previous course activities, late assignments will be marked down one grade letter and will not be accepted after one full week from the due date. Chronically late submissions will be dealt with at the instructor’s discretion.

Instructors will grade student work according to the scoring rubrics/checklists provided with every assignment. Students may request one resubmission of an assignment in each course. If the instructor agrees s/he will then set a new due date, and average the grade of the resubmitted assignment with the first attempt.

The Academic Dismissal Policy in the graduate catalog states “A student who receives an F in a course is automatically dismissed from the University. A student whose cumulative QPA (quality point average) is below 3.0 at the end of any semester is placed on academic probation until the QPA rises to a minimum 3.0. Failure to achieve the minimum QPA within one academic year will result in dismissal from the University.”

LSC 5531 School Library Advocacy
Fall 2014
**Academic Integrity**

Students are expected to do their own academic work and submit original work. Where resources and sources of information are used, credit must be given to the original source using the Modern Language Association (*MLA Handbook for Writers of Research Papers*, 7th ed. New York: Modern Language Association, 2009) format for citations.

Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Deliberate plagiarism as well as unintentional plagiarism is a serious issue. Additionally, unauthorized multiple submission of academic work is subject to the same penalties as plagiarism.

Any form of cheating, which includes plagiarism or collusion, may result in an “F” for the course and/or the filing of academic dishonesty charges with the Provost’s office. Students are advised not to lend or share previous course work with other students, as this could lead to work being used by others for academic advantage. It should be noted that in this situation, the original owner of the course work will be liable for academic action regardless of his/her knowledge or lack of the other student’s intent.

Additional information concerning academic dishonesty can be found in *the SL&IT Student Online Handbook*, as well as the *Graduate Bulletin* which outlines the procedures faculty will use to initiate disciplinary action in cases of academic dishonesty. The following is a link to a ten-minute interactive tutorial from Acadia University designed to teach students the basics of avoiding plagiarism by learning why, when, and how to cite information sources: [http://library.acadiau.ca/tutorials/plagiarism/](http://library.acadiau.ca/tutorials/plagiarism/)

**Copyright**

The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. For more information on Copyright please consult the Mansfield University Copyright Information website: [http://mansfield.libguides.com/copyright](http://mansfield.libguides.com/copyright).

**Student Participation in Course**

Although online courses may indicate self-paced study, the School Library& Information Technologies courses include group work and field experiences that require students to progress through course modules according to a posted schedule. To read the policy on student absences from courses, please refer to the SL&IT Online Student Handbook at [http://library.mansfield.edu/handbook.pdf](http://library.mansfield.edu/handbook.pdf).

**Desire2Learn Assistance and Technical Support**

Mansfield University provides Desire 2 Learn Resources for Students at [http://mansfield.edu/desire2learn/](http://mansfield.edu/desire2learn/). You may submit questions to Campus Technology about D2L at [http://mansfield.edu/desire2learn/faqs/email/](http://mansfield.edu/desire2learn/faqs/email/).
Student Portfolios
Attention must be made to developing and collecting appropriate portfolio documents. Students in this course prepare a grant proposal that would make an excellent piece to add to a portfolio, as well as a three-year advocacy plan.

Students with Exceptionalities
Any students with documented psychological or learning disabilities or other significant medical conditions that may affect their learning should work through Mr. William Chabala in the Mansfield Counseling Center (South Hall 216, Telephone 570-662-4798, email wchabala@mansfield.edu) to provide me with the appropriate letter so I may serve their particular needs more effectively. If you have an exceptionality that requires class accommodations, Mr. Chabala will work with us to identify and implement appropriate interventions.

HEA Student Consumer Information
General Institution information, as well as information about Student Financial Assistance, Health & Safety, and Student Outcomes is located on the HEA Student Consumer Information web site: http://mansfield.edu/HEA/.

MU Teacher Education Unit Conceptual Framework
The goal of "reflective decision-making" is the guiding concept in the framework of the Mansfield University Teacher Education Program. As reflective decision-makers, graduates of our program will be able to provide effective instruction to their students and use their skills in assessment, reflection, and self-evaluation to make positive changes in their own teaching and curricula. To become reflective decision-makers, students must develop and engage thinking skills (Elder, 2010) and positive dispositions (Danielson, 2007; Wright, 2002), the two central elements that form the core of the conceptual framework.

These elements also serve to strengthen four essential functions in teaching, as presented by Charlotte Danielson (2007): Planning and Preparation, Classroom Environment, Instruction, and Professionalism. The materials used to create this framework are developmentally appropriate teaching and learning, diversity, and technology. The use of these materials ensures that students are the focus, that their current needs, strengths, and differences are being considered, and that their future success is the intended outcome as the faculty plan how best to prepare them.

Teacher candidates gain knowledge and skills relevant to each domain as they progress through the program, with each course and field experience designed to cultivate their thinking skills and positive dispositions in the larger context of reflective decision-making. Advanced teacher education programs continue the focus on reflective decision-making to prepare graduates with the knowledge, skills, and dispositions to be effective teachers and dynamic leaders. The
graduate programs are guided by state, national, and international standards. Through coursework, reflection, fieldwork, and internships or practicums, advanced teacher education graduates successfully demonstrate the competencies and standards identified by various professional associations.

Works Cited

