

**Assessment System
College of Education and Human Services
Seton Hall University**

Introduction

Seton Hall University founded in 1856 by Bishop James Roosevelt Bayley and named after his aunt, Elizabeth Ann Seton, is the oldest diocesan university in the United States. Today it consists of eight schools and serves about 10,000 students. The unit offers programs at the undergraduate and graduate level in teacher preparation, educational media specialist, instructional design, educational leadership, school and community psychology, school counseling, and speech and language pathology.

The university and college mission statements provide the foundation for our unit's conceptual framework, specifically our vision of developing competent, socially conscious, reflective professionals.

Seton Hall Mission Statement

Seton Hall is a major Catholic university. In a diverse and collaborative environment it focuses on academic and ethical development. Seton Hall students are prepared to be leaders in their professional and community lives in a global society and are challenged by outstanding faculty, an evolving technologically advanced setting and values-centered curricula.

Education Unit Mission Statement:

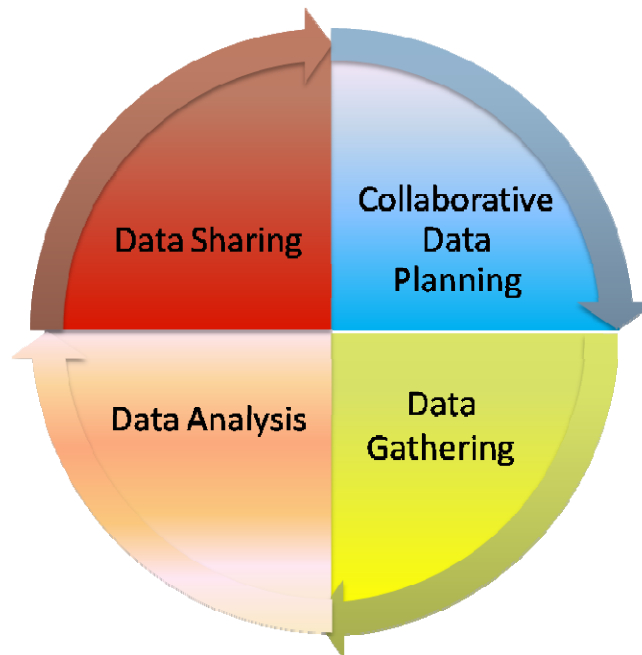
The College of Education and Human Services fulfills the mission of Seton Hall by preparing candidates for careers in the helping professions. The spirit of St. Elizabeth Ann Seton, noted for work with children and education, is manifest in each department. The various curricula develop the knowledge, skills, competencies and moral and ethical values necessary for outstanding performance in teaching, educational leadership, and the programs included in professional psychology and family therapy.

Students are prepared to serve a diverse range of clients of varying ages, ethnic, racial, cultural, religious, and social backgrounds, lifestyles, and abilities. The college enables its candidates to work with individuals, families, and groups in a variety of settings including public and private schools from preschool to higher education, hospitals, clinics, mental health agencies, social agencies, counseling centers, correctional facilities, and the private practice of counseling, psychology and marriage and family therapy.

Each program is committed to developing collaborative relationships and cooperative efforts with schools, agencies, and institutions so that its efforts remain linked to the world of practice and research, and meet the needs of communities.

Assessment System: Values and Connections

The unit began the development of an assessment system in fall 2002 based on our mission statement, conceptual framework, and national, state, and program standards. Input from the faculty and a range of sources such as our professional development school committee, candidates, clinical supervisors, Arts and Sciences faculty, and our Community Advisory Board, provided rich and detailed insights about the connections between our identity, what and how we assess, and most importantly, why we assess. The system we created is a living, dynamic entity shaped by the participants in a continuous cycle of data gathering, analysis, sharing and planning for improvement.



At the heart of our system there are core values we hold about assessment and its purpose.

- i. We believe that assessment is a vehicle for educational improvement for the unit, candidates, and those we serve. With benchmarks set by our institution's mission, our conceptual framework, professional standards, and our program goals, we are able to compare performance with intent thus providing opportunities for advancement.
- ii. We believe that focusing on learner outcomes provides a focus and relevance to assessment. Our conceptual framework, standards, and researched best practices form the foundation of what and how we teach, but it is the end goal of increased learner knowledge and skills that brings meaning to the process.
- iii. We believe that assessment using multiple measures across time (key transition points) provides detailed guidance toward improvement of programs and services.
- iv. We believe that data must be gathered, analyzed, and shared at two levels, unit and program, in order to support the continuous cycle of growth and improvement.
- v. We believe that common assessments, along with program specific assessments, provide essential information about the success and needs of the unit, programs, and candidates.

- vi. We believe in the importance of multiple and diverse voices in the assessment cycle to consider all that the data reveal, positive and weak, in our effort to improve programming.

System Structure

The unit assessment system is designed to determine eligibility for entrance into the College of Education and Human Services and to continuously monitor for the professional growth of candidates and other school personnel at both the initial and advanced levels. The system also evaluates the unit's operations to ensure elimination of bias in assessments and to improve its operations and programs.

Our assessment system is based on participation by the unit faculty with leadership by the NCATE Coordinator, Assessment Coordinator, and Steering Committee. The NCATE coordinator works with programs, departments, and the unit as a whole to provide the tools and services necessary to gather data, analyze and disseminate it on a regular basis, and provide structured events for review and planning. The tools and services range from technology training and support to data entry, statistical analysis, and planning for data retreats. This work is year-long and constant because it reflects our diverse programming options and our belief that assessment is not a single event in time but rather an on-going process.

Procedures for relevant, unbiased, fair assessments

Based on our core values about assessment, our procedures to ensure the use of relevant, unbiased and fair assessments consist of the following.

- The unit periodically reviews its evaluation practices and assessment tools with faculty and standing committees to make revisions as necessary.
- Objectives and assessments are aligned with professional standards in each syllabus to ensure relevance.
- Multiple measures across time are used to determine performance. Data from multiple measures are reviewed to look for consistency and to eliminate bias.
- Periodic review meetings regarding measurement scales and outcomes by multiple raters are held to ensure fairness and eliminate bias.

The combination of these actions allows our assessment system to avoid overreliance on tools and hunches about what is fair and meaningful.

Data collection and sharing process

Within programs, the faculty and related offices such as the Office of Field Placement and Supervision (for initial programs), regularly collect data for program specific assessments. The program director and NCATE coordinator work together to assure the analysis and distribution of that data to program members for their use in developing program improvements.

Data from nationally-linked, state-mandated, and university generated assessments are collected by the Associate Dean and NCATE Coordinator. For example, all Praxis data are received at the Dean's level and shared with the coordinator. All C-BASE data are scored by the ARC at the University of Missouri and received by the NCATE coordinator. Teacher Work Sample data,

beginning in Fall 2006, have been entered into an on-line scoring system (Waypoint) with the NCATE Coordinator serving as the manager of those data.

At the unit level the NCATE Coordinator and Assessment Coordinator collaborate to prepare and share data at two yearly events: (i) the Annual NCATE Unit Data Dissemination Retreat (October) and the (ii) Annual College-Wide Retreat (June). At all levels, within programs and at the unit, the same data review/action report is used to maintain a record of what decisions were made, why, the next steps, and who is responsible to follow through on the required action. (The reporting form is in the appendix.) Prior to 2008 unit data were regularly shared at the annual retreat and other college-wide meetings, but a decision was made to formalize a dedicated day for unit data dissemination in October to allow for better comprehensive sharing and planning.

Transition Points

We use established transition points within our assessment system to review candidate, program, and unit performance. Shared assessments across programs and the unit, at these transition points, provide essential opportunities for reflection and improvement. These transition points are outlined in the assessment system matrices.

The unit has developed core proficiencies associated with competence, social consciousness, and reflection for candidates at the undergraduate and advanced level. These proficiencies stem from our beliefs about teaching, learning, and serving others, as outlined in the conceptual framework, as well as research and best practices in the professions.

PROFICIENCIES AT THE INITIAL TEACHER PREPARATION PROGRAM LEVEL

COMPETENCE

- A. The candidate possesses the principles and facts associated with his/her content area.
- B. The candidate knows the theories of teaching and learning.
- C. The candidate knows and can demonstrate the skills associated with organization and management.
- D. The candidate can demonstrate the translation of theory to practice.
- E. The candidate can demonstrate approaches to effective collaboration.
- F. The candidate knows and can use communication and interpersonal skills in a range of settings.
- G. The candidate knows and can build connections with parents, the school, and the community.
- H. The candidate knows and can collect, analyze, and interpret data.
- I. The candidate knows and can apply the state core curriculum standards and professional standards for planning instruction.

SOCIAL CONSCIOUSNESS

- J. The candidate is committed to stewardship that promotes a positive learning environment for all students.
- K. The candidate is knowledgeable about diversity and demonstrates respect and valuing of difference.
- L. The candidate understands the range of educational options for diverse learners and can apply the appropriate strategies, methods, and materials.

REFLECTION

- M. The candidate knows and uses introspection, self-awareness and risk taking as evaluative tools for the continued growth and development of his or her teaching.

PROFICIENCIES AT THE ADVANCED PROGRAM LEVEL*COMPETENCE*

- A. Candidates possess the principles and facts associated with his/her content or professional area.
- B. Candidates know and can apply the theories associated with his or her content or professional area.
- C. Candidates know and can demonstrate the skills associated with organization and management.
- D. Candidates can translate theory into practice.
- E. Candidates demonstrate approaches to effective collaboration.
- F. Candidates know and use communication and interpersonal skills in a range of settings.
- G. Candidates build working connections with students/clients, parents, schools, and the community.
- H. Candidates collect, analyze, interpret data and apply results.
- I. Candidates know and apply their professional standards for planning and service to their students and/or clients.

SOCIAL CONSCIOUSNESS

- J. Candidates are committed to serving as leaders that promote a positive learning environment for all people.
- K. Candidates are knowledgeable about diversity and demonstrate respect and valuing of difference.
- L. Candidates understand that a range of approaches in teaching, communication, and learning are required to effectively serve diverse populations in schools.

REFLECTION

- M. Candidates know and use introspection, self-awareness and a willingness to consider other perspectives as evaluative tools for the continued growth and development of their professional performance.

Alignment with Conceptual Framework Proficiencies and Standards by Program

Initial Teacher Preparation Programs

CONCEPTUAL FRAMEWORK PROFICIENCIES	INTASC PRINCIPLES	NJ STATE STANDARDS
COMPETENCE		
A. The candidate possesses the principles and facts associated with his/her content area.	1. The teacher understands the central concepts, tools of inquiry, & structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	1. Teachers shall understand the central concepts, tools of inquiry, structures of the disciplines, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.
B. The candidate knows the theories of teaching and learning.	1. The teacher understands the central concepts, tools of inquiry, & structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	1. Teachers shall understand the central concepts, tools of inquiry, structures of the disciplines, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.
C. The candidate knows and can demonstrate the skills associated with organization and management.	5. The teacher uses an understanding of individual and group motivation & behavior to create a learning environment that encourages positive social interaction, active engagement in learning & self-motivation.	6. Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
D. The candidate can demonstrate the translation of theory to	1. The teacher understands the central concepts, tools of inquiry, & structures of the discipline(s) he or she teaches and can create learning	1. Teachers shall understand the central concepts, tools of inquiry, structures of the disciplines, especially as they relate to the New Jersey Core

Initial Teacher Preparation Program

CONCEPTUAL FRAMEWORK PROFICIENCIES	INTASC PRINCIPLES	NJ STATE STANDARDS
<p>practice.</p>	<p>experiences that make these aspects of subject matter meaningful for students.</p> <p>2. The teacher understands how children learn and develop & can provide learning opportunities that supports their intellectual, social, and personal development.</p> <p>4. The teacher understands & uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, & performance skills.</p>	<p>Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.</p> <p>2. Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development.</p> <p>4. Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.</p>
<p>E. The candidate can demonstrate approaches to effective collaboration.</p>	<p>6. The teacher uses knowledge of effective verbal, nonverbal & media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning & well being.</p>	<p>8. Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.</p> <p>9. Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.</p>

CONCEPTUAL FRAMEWORK PROFICIENCIES	INTASC PRINCIPLES	NJ STATE STANDARDS
F. The candidate knows and can use communication and interpersonal skills in a range of settings.	<p>6. The teacher uses knowledge of effective verbal, nonverbal & media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning & well being.</p>	<p>8. Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.</p> <p>9. Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.</p>
G. The candidate knows and can build connections with parents, the school, and the community.	10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning & well being.	9. Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.
H. The candidate knows and can collect, analyze, and interpret data.	8. The teacher understands & uses formal & informal assessment strategies to evaluate & ensure the continuous intellectual, social, and physical development of the learner.	5. Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.
I. The candidate knows and can apply the state core curriculum standards and professional standards for planning instruction.	1. The teacher understands the central concepts, tools of inquiry, & structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	1. Teachers shall understand the central concepts, tools of inquiry, structures of the disciplines, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

CONCEPTUAL FRAMEWORK PROFICIENCIES	INTASC PRINCIPLES	NJ STATE STANDARDS
SOCIAL CONSCIOUSNESS		
<p>J. The candidate is committed to stewardship that promotes a positive learning environment for all students.</p>	<p>5. The teacher uses an understanding of individual and group motivation & behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</p>	<p>5. Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.</p>
<p>K. The candidate is knowledgeable about diversity and demonstrates respect and valuing of difference.</p>	<p>2. The teacher understands how children learn and develop & can provide learning opportunities that supports their intellectual, social, and personal development.</p> <p>3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p>7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>2. Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development.</p> <p>3. Teachers shall understand the practice of culturally responsive teaching.</p> <p>4. Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.</p> <p>7. Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.</p>

CONCEPTUAL FRAMEWORK PROFICIENCIES	INTASC PRINCIPLES	NJ STATE STANDARDS
<p>L. The candidate understands the range of educational options for diverse learners and can apply the appropriate strategies, methods, and materials.</p>	<p>2. The teacher understands how children learn and develop and can provide learning opportunities that supports their intellectual, social, and personal development.</p> <p>3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p>7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>2. Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development.</p> <p>3. Teachers shall understand the practice of culturally responsive teaching.</p> <p>4. Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.</p> <p>7. Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.</p>
REFLECTION		
<p>M. The candidate knows and uses introspection, self-awareness and risk taking as an evaluative tool for the continued growth and development of his/her teaching.</p>	<p>9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, & other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>	<p>10. Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.</p>

Education Media Specialist and Instructional Technology Design

CONCEPTUAL FRAMWORK PROFICIENCIES	INTASC PRINCIPLES	AECT STANDARDS	STATE MANDATED REQUIREMENTS
COMPETENCE			
<p>A. Candidates possess the principles and facts associated with his/her content or professional area.</p>	<p>1. The teacher understands the central concepts, 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>1. Design: Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.</p> <p>2: Development: Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.</p>	<p>1. iv. Design and development of multimedia materials v. Design, development and integration of information literacy skills throughout the school curriculum vi. Integration of educational resources and technology throughout the school curriculum vii. Children’s and young adult literature viii. Development and implementation of policies and procedures for effective and efficient acquisition, cataloging, processing, circulation, and maintaining equipment and resources to ensure equitable access ix. Development, implementation, and evaluation of library media programs to meet educational goals including management of library personnel, resources and facilities x. Utilization of current and emergent technologies in all phases of school library media programs</p>

CONCEPTUAL FRAMEWORK PROFICIENCIES	INTASC PRINCIPLES	AECT STANDARDS	STATE MANDATED REQUIREMENTS
			xi. Field Experience that includes instruction and management completed in a school library media center
B. Candidates know and can apply the theories associated with his or her content or professional area.	1. The teacher understands the central concepts, 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.	1. Design: Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.	1. iv. Design and development of multimedia materials v. Design, development and integration of information literacy skills throughout the school curriculum vi. Integration of educational resources and technology throughout the school curriculum vii. Children’s and young adult literature viii. Development and implementation of policies and procedures for effective and efficient acquisition, cataloging, processing, circulation, and maintaining equipment and resources to ensure equitable access ix. Development, implementation, and evaluation of library media programs to meet educational goals including management of library personnel, resources and facilities x. Utilization of current and emergent technologies in all phases of school library media programs

CONCEPTUAL FRAMEWORK PROFICIENCIES	INTASC PRINCIPLES	AECT STANDARDS	STATE MANDATED REQUIREMENTS
			xi. Field Experience that includes instruction and management completed in a school library media center
C. Candidates know and can demonstrate the skills associated with organization and management.	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.	4: Management: Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management.	5. iv. Design and development of multimedia materials vi. Integration of educational resources and technology throughout the school curriculum x. Utilization of current and emergent technologies in all phases of school library media programs xi. Field Experience that includes instruction and management completed in a school library media center.
D. Candidates can translate theory into practice.	1. The teacher understands the central concepts, 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	2: Development: Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies. 3: Utilization: Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion,	1. iv. Design and development of multimedia materials v. Design, development and integration of information literacy skills throughout the school curriculum vi. Integration of educational resources and technology throughout the school curriculum vii. Children’s and young adult literature viii. Development and implementation of policies and procedures for effective and efficient

CONCEPTUAL FRAMEWORK PROFICIENCIES	INTASC PRINCIPLES	AECT STANDARDS	STATE MANDATED REQUIREMENTS
	<p>can provide learning opportunities that support their intellectual, social, and personal development.</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>implementation, and policy-making.</p>	<p>acquisition, cataloging, processing, circulation, and maintaining equipment and resources to ensure equitable access</p> <p>ix. Development, implementation, and evaluation of library media programs to meet educational goals including management of library personnel, resources and facilities</p> <p>x. Utilization of current and emergent technologies in all phases of school library media programs</p> <p>xi. Field Experience that includes instruction and management completed in a school library media center</p> <p>2. i. Organization and coordination of school library media programs, resources and instruction to provide a sequential course of study for students</p> <p>ii. Application of learning theory to reading, listening, and viewing library media resources</p> <p>v. Design, development and integration of information literacy skills throughout the school curriculum</p> <p>vi. Integration of educational</p>

CONCEPTUAL FRAMEWORK PROFICIENCIES	INTASC PRINCIPLES	AECT STANDARDS	STATE MANDATED REQUIREMENTS
			<p>resources and technology throughout the school curriculum</p> <p>viii. Development and implementation of policies and procedures for effective and efficient acquisition, cataloging, processing, circulation, and maintaining equipment and resources to ensure equitable access;</p> <p>x. Utilization of current and emergent technologies in all phases of school library media programs</p> <p>xi. Field Experience that includes instruction and management completed in a school library media center</p> <p>4. iii. Access, evaluation, selection and utilization of library media resources</p> <p>iv. Design and development of multimedia materials</p> <p>x. Utilization of current and emergent technologies in all phases of school library media programs</p> <p>xi. Field Experience that includes instruction and management completed in a school library media center</p>
E. Candidates	6. The teacher uses	3: Utilization: Candidates	6. iii. Access, evaluation, selection

CONCEPTUAL FRAMEWORK PROFICIENCIES	INTASC PRINCIPLES	AECT STANDARDS	STATE MANDATED REQUIREMENTS
<p>demonstrate approaches to effective collaboration.</p>	<p>knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.</p>	<p>demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.</p> <p>4: Management: Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management.</p>	<p>and utilization of library media resources</p> <p>iv. Design and development of multimedia materials</p> <p>vii. Children's and young adult literature</p> <p>x. Utilization of current and emergent technologies in all phases of school library media programs</p> <p>10. ix. Development, implementation, and evaluation of library media programs to meet educational goals including management of library personnel, resources and facilities</p>
<p>F. Candidates know and use communication and interpersonal skills in a range of settings.</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.</p> <p>10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger</p>	<p>4: Management: Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management.</p>	<p>6. iii. Access, evaluation, selection and utilization of library media resources</p> <p>iv. Design and development of multimedia materials</p> <p>vii. Children's and young adult literature</p> <p>x. Utilization of current and emergent technologies in all phases of school library media programs</p> <p>10. ix. Development, implementation, and evaluation of library media programs to meet</p>

CONCEPTUAL FRAMEWORK PROFICIENCIES	INTASC PRINCIPLES	AECT STANDARDS	STATE MANDATED REQUIREMENTS
	community to support students' learning and well being.		educational goals including management of library personnel, resources and facilities
G. Candidates build working connections with students/clients, parents, the school, and the community.	10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.	4: Management: Candidates demonstrate knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management.	10. ix. Development, implementation, and evaluation of library media programs to meet educational goals including management of library personnel, resources and facilities
H. Candidates collect, analyze, interpret data and apply results.			

CONCEPTUAL FRAMEWORK PROFICIENCIES	INTASC PRINCIPLES	AECT STANDARDS	STATE MANDATED REQUIREMENTS
I. Candidates know and apply their professional standards for planning and service to their students and/or clients.			
SOCIAL CONSCIOUSNESS			
J. Candidates are committed to serving as leaders that promote a positive learning environment for all people.			
K. Candidates are knowledgeable about diversity and demonstrate respect and valuing of difference.	2. The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. 3. The teacher	1. Design: Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics. 3: Utilization: Candidates demonstrate the knowledge, skills, and dispositions to use processes	2. i. Organization and coordination of school library media programs, resources and instruction to provide a sequential course of study for students ii. Application of learning theory to reading, listening, and viewing library media resources v. Design, development and integration of information literacy skills throughout the school curriculum

CONCEPTUAL FRAMEWORK PROFICIENCIES	INTASC PRINCIPLES	AECT STANDARDS	STATE MANDATED REQUIREMENTS
	<p>understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p>7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.</p>	<p>vi. Integration of educational resources and technology throughout the school curriculum</p> <p>viii. Development and implementation of policies and procedures for effective and efficient acquisition, cataloging, processing, circulation, and maintaining equipment and resources to ensure equitable access;</p> <p>x. Utilization of current and emergent technologies in all phases of school library media programs</p> <p>xi. Field Experience that includes instruction and management completed in a school library media center</p> <p>3. i. Organization and coordination of school library media programs, resources and instruction to provide a sequential course of study for students</p> <p>ii. Application of learning theory to reading, listening, and viewing library media resources</p> <p>iv. Design and development of multimedia materials</p> <p>vii. Children’s and young adult literature</p>

CONCEPTUAL FRAMEWORK PROFICIENCIES	INTASC PRINCIPLES	AECT STANDARDS	STATE MANDATED REQUIREMENTS
			<p>7. i. Organization and coordination of school library media programs, resources and instruction to provide a sequential course of study for students</p> <p>ii. Application of learning theory to reading, listening, and viewing library media resources</p> <p>v. Design, development and integration of information literacy skills throughout the school curriculum</p> <p>x. Utilization of current and emergent technologies in all phases of school library media programs</p>
<p>L. Candidates understand that a range of approaches in teaching, communication, and learning are required to effectively serve diverse populations in schools.</p>	<p>2. The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.</p> <p>3. The teacher understands how students differ in their approaches</p>	<p>1. Design: Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.</p> <p>3: Utilization: Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by</p>	<p>2. i. Organization and coordination of school library media programs, resources and instruction to provide a sequential course of study for students</p> <p>ii. Application of learning theory to reading, listening, and viewing library media resources</p> <p>v. Design, development and integration of information literacy skills throughout the school curriculum</p> <p>vi. Integration of educational</p>

CONCEPTUAL FRAMEWORK PROFICIENCIES	INTASC PRINCIPLES	AECT STANDARDS	STATE MANDATED REQUIREMENTS
	<p>to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p>7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>applying principles and theories of media utilization, diffusion, implementation, and policy-making</p>	<p>resources and technology throughout the school curriculum</p> <p>viii. Development and implementation of policies and procedures for effective and efficient acquisition, cataloging, processing, circulation, and maintaining equipment and resources to ensure equitable access;</p> <p>x. Utilization of current and emergent technologies in all phases of school library media programs</p> <p>xi. Field Experience that includes instruction and management completed in a school library media center</p> <p>3. i. Organization and coordination of school library media programs, resources and instruction to provide a sequential course of study for students</p> <p>ii. Application of learning theory to reading, listening, and viewing library media resources</p> <p>iv. Design and development of multimedia materials</p> <p>vii. Children’s and young adult literature</p>

CONCEPTUAL FRAMEWORK PROFICIENCIES	INTASC PRINCIPLES	AECT STANDARDS	STATE MANDATED REQUIREMENTS
			7. i. Organization and coordination of school library media programs, resources and instruction to provide a sequential course of study for students ii. Application of learning theory to reading, listening, and viewing library media resources v. Design, development and integration of information literacy skills throughout the school curriculum x. Utilization of current and emergent technologies in all phases of school library media programs
REFLECTION			
M. Candidates know and use introspection, self-awareness and a willingness to consider other perspectives as evaluative tools for the continued growth and development of their professional practice.	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.	1. Design: Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.	9. ix. Development, implementation, and evaluation of library media programs to meet educational goals including management of library personnel, resources and facilities. xi. Field Experience that includes instruction and management completed in a school library media center.

Education Leadership Management and Policy Program

CONCEPTUAL FRAMEWORK PROFICIENCIES	ELMP STANDARDS ELLC/ISLLC/STATE STANDARDS -The ELMP standards are the same as the ELLC, ISLLC, and NJPSSL standards.
COMPETENCE	
<p>A. Candidates possess the principles and facts associated with his/her content or professional area.</p>	<p>1. Candidates who complete the program are educational leaders who promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a school district vision of learning supported by the school community.</p> <p>2. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of every student by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.</p> <p>7. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</p>
<p>B. Candidates know and can apply the theories associated with his or her content or professional area.</p>	<p>2. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of every student by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.</p> <p>5. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.</p> <p>7. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</p>

Education Leadership Management and Policy Program

CONCEPTUAL FRAMEWORK PROFICIENCIES	ELMP STANDARDS ELLC/ISLLC/STATE STANDARDS -The ELMP standards are the same as the ELLC, ISLLC, and NJPSSL standards.
C. Candidates know and can demonstrate the skills associated with organization and management.	<p>3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</p> <p>5. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>7. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</p>
D. Candidates can translate theory into practice.	<p>1. Candidates who complete the program are education leaders who promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a school district vision of learning supported by the school community.</p> <p>2. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of every student by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.</p> <p>7. The internship provides significant opportunities for facilitating the development, articulation, implementation, and stewardship of a school district vision of learning supported by the school community.</p>
E. Candidates demonstrate approaches to effective collaboration.	<p>1. Candidates who complete the program are education leaders who promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a school district vision of learning supported by the school community.</p> <p>2. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of every student by promoting a positive school culture, providing an effective</p>

CONCEPTUAL FRAMEWORK PROFICIENCIES	ELMP STANDARDS ELLC/ISLLC/STATE STANDARDS -The ELMP standards are the same as the ELLC, ISLLC, and NJPSSL standards.
	<p>instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.</p> <p>3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</p> <p>4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests.</p>
<p>F. Candidates know and use communication and interpersonal skills in a range of settings.</p>	<p>1. Candidates who complete the program are education leaders who promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a school district vision of learning supported by the school community.</p> <p>3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</p> <p>4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>5. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>6. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>

CONCEPTUAL FRAMEWORK PROFICIENCIES	ELMP STANDARDS ELLC/ISLLC/STATE STANDARDS -The ELMP standards are the same as the ELLC, ISLLC, and NJPSSL standards.
G. Candidates build working connections with students/clients, parents, the school, and the community.	<p>4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>5. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>7. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</p>
H. Candidates collect, analyze, interpret data and apply results.	<p>1. Candidates who complete the program are education leaders who promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a school district vision of learning supported by the school community.</p> <p>3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</p> <p>5. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>7. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</p>
I. Candidates know and apply their	<p>1. Candidates who complete the program are education leaders who have the knowledge and ability to promote the success of every student by facilitating the development, articulation, implementation, and</p>

CONCEPTUAL FRAMEWORK PROFICIENCIES	ELMP STANDARDS ELLC/ISLLC/STATE STANDARDS -The ELMP standards are the same as the ELLC, ISLLC, and NJPSSL standards.
<p>professional standards for planning and service to their students and/or clients.</p>	<p>stewardship of a school district vision of learning supported by the school community.</p> <p>2. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of every student by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.</p> <p>3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</p> <p>7. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</p>
SOCIAL CONSCIOUSNESS	
<p>J. Candidates are committed to serving as leaders that promote a positive learning environment for all people.</p>	<p>4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>5. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>6. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p> <p>7. The internship provides significant opportunities for candidates to synthesize and apply the knowledge</p>

CONCEPTUAL FRAMEWORK PROFICIENCIES	ELMP STANDARDS ELLC/ISLLC/STATE STANDARDS -The ELMP standards are the same as the ELLC, ISLLC, and NJPSSL standards.
	and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit
K. Candidates are knowledgeable about diversity and demonstrate respect and valuing of difference.	<p>1. Candidates who complete the program are education leaders who have the knowledge and ability to promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a school district vision of learning supported by the school community.</p> <p>4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>7. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit</p>
L. Candidates understand that a range of approaches in teaching, communication, and learning are required to effectively serve diverse populations in schools.	<p>1. Candidates who complete the program are education leaders who have the knowledge and ability to promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a school district vision of learning supported by the school community.</p> <p>3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</p> <p>4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>5. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse learning supported by the school community.</p>

<p>CONCEPTUAL FRAMEWORK PROFICIENCIES</p>	<p align="center">ELMP STANDARDS</p> <p>ELLC/ISLLC/STATE STANDARDS-The ELMP standards are the same as the ELLC, ISLLC, and NJPSSL standards.</p>
	<p>7. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</p>
<p align="center">REFLECTION</p>	
<p>M. Candidates know and use introspection, self-awareness and a willingness to consider other perspectives as evaluative tools for the continued growth and development of their professional performance.</p>	<p>1. Candidates who complete the program are education leaders who have the knowledge and ability to promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a school district vision of learning supported by the school community.</p> <p>5. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>7. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</p>

School Counseling

Conceptual Framework Competencies	CACREP School Counselor	NJ Requirements for School Counselor Certification
COMPETENCE		
<p>A. Candidates possess the principles and facts associated with his/her content or professional area.</p>	<p>A.1. Knows history, philosophy, and trends in school counseling and educational systems. A.2. Understands ethical and legal considerations specifically related to the practice of school counseling. A.3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. A.4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. A.5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. C.1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. C.4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling. C.5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning. C.6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention. E.1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of</p>	<p>Coursework as prescribed in: counseling, testing and evaluation, psychology, sociology, statistics and research methods, and supervised counseling practicum in a school setting.</p>

School Counseling

Conceptual Framework Competencies	CACREP School Counselor	NJ Requirements for School Counselor Certification
	student learning. F.1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	
B. Candidates know and can apply the theories associated with his/her content or professional area.	A.1. Knows history, philosophy, and trends in school counseling and educational systems B.1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. C.1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. D.2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. D.3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. F.1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	Experiential courses and course components. Supervised practicum in a school setting.
C. Candidates know and can demonstrate the skills associated with organization and management.	C.2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students. E.2 Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. E.3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. E.4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status,	Supervised counseling practicum in a school setting.

Conceptual Framework Competencies	CACREP School Counselor	NJ Requirements for School Counselor Certification
	<p>gender, and sexual identity, and their effects on student achievement.</p> <p>H.3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.</p> <p>H.5. Assesses barriers that impede students’ academic, career, and personal/social development.</p> <p>J. Research and Evaluation Skills and Practices</p> <p>N. Collaboration and Consultation Skills and Practices.</p> <p>P. Leadership Skills and Practices.</p>	
<p>D. Candidates can translate theory into practice.</p>	<p>B.1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.</p> <p>B.2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p> <p>D.1. Demonstrates...the skills needed to relate to diverse individuals, groups, and classrooms.</p> <p>D.3. Designs and implements prevention and intervention plans...</p> <p>D.4. Demonstrates the ability to use procedures for assessing and managing suicide risk.</p> <p>F.1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.</p>	<p>Course components.</p> <p>Supervised practicum in a school setting.</p>
<p>E. Candidates demonstrate approaches to effective collaboration.</p>	<p>B 2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p>	<p>Group projects.</p> <p>Supervised practicum in a school setting.</p>

Conceptual Framework Competencies	CACREP School Counselor	NJ Requirements for School Counselor Certification
F. Candidates know and use communication and interpersonal skills in a range of settings.	A.7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events. E.1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Course work. Supervised practicum in a school setting.
G. Candidates build working connections with students/clients, parents, schools, and the community.	B.2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. F.1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. Collaboration and Consultation.	Supervised practicum in a school setting.
H. Candidates collect, analyze, and interpret data and apply results.	H.1. Assesses and interprets students’ strengths and needs... H.2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development. H.3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. J.1. Applies relevant research findings to inform the practice of school counseling. J.3. Analyzes and uses data to enhance school counseling programs. P.1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	Testing and evaluation course. Statistics and research methods courses. Components of other courses.
I. Candidates know and can apply their professional standards for planning and service	A.5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. C.1. Knows the theories and processes of effective counseling and	Course components

Conceptual Framework Competencies	CACREP School Counselor	NJ Requirements for School Counselor Certification
to their students and/or clients.	wellness programs for individual students and groups of students.	
SOCIAL CONSCIOUSNESS		
J. Candidates are committed to serving as leaders that promote a positive learning environment for all persons.	F.1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	Multicultural counseling course. Course components.
K. Candidates are knowledgeable about diversity and demonstrate respect and valuing of differences.	<p>A.6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.</p> <p>B.2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p> <p>D.1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</p> <p>D.3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.</p> <p>E.1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.</p> <p>F.1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.</p>	Multicultural counseling course. Course components.

Conceptual Framework Competencies	CACREP School Counselor	NJ Requirements for School Counselor Certification
L. Candidates understand that a range of approaches are required to effectively serve diverse populations in schools.	B.2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. D.1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. F.11. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	Multicultural counseling course. Course components.
REFLECTION		
M. Candidates know and use introspection, self-awareness as evaluative tools for the continued growth and development of their professional performance.	D.1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. F.1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	Multicultural counseling course. Course components.

School and Community Psychology

Conceptual Framework Proficiencies	NASP Standards/Domains
Competence	
A. Candidates possess the principles and facts associated with his/her content or professional area.	Domain 3: Effective Instruction and Development of Cognitive/Academic Skills Domain 10: School Psychology Practice and Development III. Field Experiences/Internship
B. Candidates know and can apply the theories associated with his or her content or professional area.	Domain 2: Consultation and Collaboration Domain 3: Effective Instruction and Development of Cognitive/Academic Skills Domain 4: Socialization and Development of Life Skills III. Field Experiences/Internship
C. Candidates know and can demonstrate the skills associated with organization and management.	Domain 6: School and Systems Organization, Policy Development and Climate. Domain 7: Prevention, Crisis Intervention, and Mental Health III. Field Experiences/Internship
D. Candidates can translate theory into practice.	Domain 1: Data-Based Decision-Making and Accountability Domain 3: Effective Instruction and Development of Cognitive/Academic Skills Domain 7: Prevention, Crisis Intervention, and Mental Health Domain 9: Research and Program Evaluation III. Field Experiences/Internship
E. Candidates demonstrate approaches to effective collaboration.	Domain 2: Consultation and Collaboration Domain 4: Socialization and Development of Life Skills Domain 8: Home/School/Community Collaboration III. Field Experiences/Internship

School and Community Psychology

Conceptual Framework Proficiencies	NASP Standards/Domains
F. Candidates know and use communication and interpersonal skills in a range of settings.	Domain 2: Consultation and Communication Domain 3: Effective Instruction and Development of Cognitive/Academic Skills Domain 7: Prevention, Crisis Intervention and Mental Health Domain 9: Research and Program Evaluation III. Field Experiences/Internship
G. Candidates build working connections with students/clients, parents, the school, and the community.	Domain 2: Consultation and Collaboration Domain 8: Home/School/Community Collaboration III. Field Experiences/Internship
H. Candidates collect, analyze, and interpret data.	Domain 1: Data-Based Decision-Making and Accountability Domain 9: Research and Program Evaluation Domain 11: Technology III. Field Experiences/Internship
I. Candidates know and apply their professional standards for planning and service to their students and/or clients.	
Social Consciousness	
J. Candidates are committed to serving as leaders that promote a positive learning environment for all persons.	Domain 6: School and Systems Organization, Policy Development, and Climate Domain 8: Home/School/Community Collaboration III. Field Experiences/Internship
K. Candidates are knowledgeable about diversity and demonstrate respect and valuing of difference.	Domain 5: Student Diversity in Development and Learning Domain 6: School and Systems Organization, Policy Development, and Climate Domain 8: Home/School/Community Collaboration

Conceptual Framework Proficiencies	NASP Standards/Domains
<p>L. Candidates understand that a range of approaches in teaching, communication and learning are required to effectively serve diverse populations in schools.</p>	<p>Domain 5: Student Diversity in Development and Learning Domain 6: School and Systems Organization, Policy Development, and Climate Domain 8: Home/School/Community Collaboration</p>
Reflection	
<p>M. Candidates know and use introspection, self-awareness and risk taking as evaluative tools for the continued growth and development of their professional performance.</p>	<p>Domain 2: Consultation and Collaboration Domain 10: School Psychology Practice and Development III. Field Experiences/Internship</p>

**College of Education and Human Services Assessment System
Matrix
Initial Programs**

Transition Points	Data Sources (Conceptual Framework Link)	Data Collection Responsibility and Initial Review	Timeline	Reviews and Uses Data
PROGRAM ADMISSION				
I. New Students	High School GPA (C) SAT/ACT Scores (C)	Admissions Office Institutional Research	Entering semester	Dean Dept Chair NCATE Coordinator
II. Internal-External Transfers	GPA (C) Interview (P)	Program Directors	Entering semester	Program Directors
PROGRAM RETENTION	GPA (C)	Associate Dean	Each semester	Dept Chair Program Directors NCATE Coordinator
	Field I-IV Evaluations (C, SC, R, P)	Field Office Director NCATE Coordinator	Each semester	Program Directors Director of Field Office Faculty
	Grade of C or higher in Professional Education Courses (C) Lesson Plans (C, SC, R) Key Assessments 4-6 (C, SC, R, P)	Dept Chair Program Directors Director of Field Office Faculty	Each semester	Dept Chair Program Directors Director of Field Office Faculty

C=competence; SC=social consciousness; R=reflection; P=professionalism

Transition Points	Data Sources (Conceptual Framework Link)	Data Collection Responsibility and Initial Review	Timeline	Reviews and Uses Data
	Praxis II Test Scores (as of fall 08) (C)	Associate Dean NCATE Coordinator	Prior to senior clinical experience	Associate Dean NCATE Coordinator Dept Chair Program Directors Faculty
CLINICAL EXPERIENCE	GPA (C)	Associate Dean Field Office Director NCATE Coordinator	Semester of clinical experience	Dept Chair Program Directors
	Clinical Evaluation (C, SC, R, P)	Field Office Director NCATE Coordinator	Each semester	Director of Field Office Program Directors Faculty
	Teacher Work Sample (C, SC, R)	NCATE Coordinator	Each semester	Program Directors Faculty
EXIT FROM PROGRAM	GPA (C) Exit Survey (C, SC, R, P)	Associate Dean NCATE Coordinator	Last Semester	Dean Dept Chair Program Directors Faculty
POST EXIT FOLLOW UP	Alumni Survey (C, SC, R) Employer Survey (C, SC, R)	Director College Engagement & NCATE Coordinator	Every 2 years Every 2 years	Dean Dept Chair Program Directors Faculty

C=competence; SC=social consciousness; R=reflection; P=professionalism

**College of Education and Human Resources Assessment System Matrix
Advanced Programs**

Transition Points	Data Sources (Conceptual Framework Links)	Data Collection Responsibility and Initial Review	Timeline	Reviews and Uses
PROGRAM ADMISSION	MAT or GRE (C) Completed Degree (C) Minimum GPA of 3.0 (C) Letters of Recommendation (C, P) Interview (C, P) Written Personal Statement (C, P)	Graduate Admissions Office or Program Directors	Each semester	Dean Associate Deans Dept Chairs Program Directors NCATE Coordinator
PROGRAM RETENTION	GPA (C) Qualifying Exam (Doctoral Program Only) (C, SC, R) Comprehensive Exam (Doctoral Program Only) (C, SC, R)	Dept Chairs Program Directors Program Faculty Program directors Program directors	Each semester After 15 credits Prior to start of dissertation	Dept Chairs Program Directors Faculty Program Directors Faculty Program Directors Faculty
INTERNSHIP	Internship Evaluations (C, SC, R, P) Research Project-action/ capstone (C, SC, R)	Dept Chairs NCATE Coordinator Program faculty	Each semester	Program Directors Faculty

C=competence; SC=social consciousness; R=reflection; P=professionalism

Transition Points	Data Sources (Conceptual Framework Links)	Data Collection Responsibility and Initial Review	Timeline	Reviews and Uses
EXIT FROM PROGRAM	GPA (C)	Program Directors	Last Semester	Program Directors Program Faculty
	Completed Coursework (C)	Program Directors	Internship Last semester	Dept Chair Program Directors Program Faculty
	Comprehensive Exam or Research Project (C, SC, R)	Program Directors	Last two semesters	Program Directors Faculty
	Dissertation and Oral Defense (Doctoral Program) (C, SC, R)	Program Directors	Last semester	Dept Chair Program Directors Faculty
	Exit Survey (C, SC, R, P)	Program Directors NCATE Coordinator	Last semester	Program Directors Faculty
POST EXIT FOLLOW UP	Alumni Survey (C, SC, R)	Director of College Engagement	Every 2 years	Dept Chairs Program Directors Program Faculty
	Employer Survey (C, SC, R)	NCATE Coordinator	Every 2 years	Dept Chairs Program Directors Program Faculty

C=competence; SC=social consciousness; R=reflection; P=professionalism

**College of Education and Human Services Assessment System Matrix
Unit Capacity/Operations**

Key Elements	Data Sources (Conceptual Framework Links)	Data Collection Responsibility and Initial Review	Timeline	Reviews and Uses Data
Quality and Effectiveness of Academic Programs	GPA (C)	Dean Associate Dean	Yearly	Steering Committee Faculty Dean’s Cabinet Provost Committee Community Advisory Board
	Evaluations on Key Assessments (C, SC, R, P)	Program Directors NCATE Coordinator	Yearly	
	Praxis II, SSLA Results (C)	Associate Dean	Yearly	
	Micro cases (I) (SC)	NCATE Coordinator	Yearly	
	Aggregated Data on Surveys (C, SC, R)	NCATE Coordinator	Yearly	
	Field Experiences Clinical Experience Internships (C, SC, R, P)	Field Office Director Program Directors	Yearly	
	Research Projects (C, SC, R)	Program Directors	Yearly	
Faculty Qualifications	Course Evaluations	Provost Associate Dean	Every semester	Dean Dean’s Cabinet Program Directors

C=competence; SC=social consciousness; R=reflection; P=professionalism

Key Elements	Data Sources (Conceptual Framework Links)	Data Collection Responsibility and Initial Review	Timeline	Reviews and Uses Data
	Rank and Tenure Process	Dean and Provost	Yearly	Dean Rank and Tenure Committee
	Annual Reports Evidence of Faculty Scholarship, Research, Grants, Awards	Dean Dean Dean	Yearly	Dean
	Self-Reflection Survey	NCATE Coordinator	Every semester	Program Directors
Resources	Exit Surveys (C, SC, R, P) Alumni Surveys (C, SC, R, P)	Director College Engagement NCATE Coordinator	Yearly	Dean’s Cabinet Community Advisory Board Program Directors Faculty
	Technology Allocations	Dean	Yearly	Dean’s Cabinet
	Advisement Schedules Professional and Travel Budget Library Policies	Dean	Yearly	Dean’s Cabinet
Diversity	Evidence of diversity in course content (SC)	NCATE Coordinator	Yearly	Program Directors Faculty
	Demographics on Faculty and Candidates	Institutional Research	Yearly	Dean’s Cabinet

C=competence; SC=social consciousness; R=reflection; P=professionalism

Key Elements	Data Sources (Conceptual Framework Links)	Data Collection Responsibility and Initial Review	Timeline	Reviews and Uses Data
	Demographics in K-12 Schools	NCATE Coordinator Field Office Director	Yearly	Dean’s Cabinet Community Advisory Board Program Directors Faculty
Governance	Recruiting and Admissions Policies	University and College Admissions Offices	Yearly	Dean’s Cabinet Program Directors
	Grading Policies	Dept Chairs Program Directors	Yearly	Dept Chairs Program Directors Faculty
	Catalogs	Associate Dean Dept Chairs Program Directors	Yearly	Dean’s Cabinet Program Directors Faculty
	College of Education and Human Services Website	Dean’s Cabinet Program Directors Director of Engagement	Yearly	Dean’s Cabinet Program Directors Director of Engagement
Budget	Budget allocations for CEHS	Dean	Yearly	Dean’s Cabinet
	Data on support personnel	Dean	Yearly	Dean’s Cabinet
Facilities	Number of course sections	Dean	Yearly	Dean’s Cabinet

C=competence; SC=social consciousness; R=reflection; P=professionalism

Key Elements	Data Sources (Conceptual Framework Links)	Data Collection Responsibility and Initial Review	Timeline	Reviews and Uses Data
	Number of computer labs Number of classrooms	Dept Chairs Dean Dean	Yearly Yearly	Dean’s Cabinet Dean’s Cabinet

Appendix

Examples of Assessments within Our System

Nationally-linked assessments

- a. The *Teacher Work Sample* is an assessment used by many teacher preparation programs across the nation. Each education unit may adapt the TWS to their mission and framework, but the key components remain the same. Within our unit all initial teacher preparation programs require candidates to complete a Teacher Work Sample. A common scale of measurement is used across programs to allow for unit evaluation.
- b. *C-BASE* (College Basic Academic Subject Examination) was created by the University of Missouri and is used by our integrated elementary/special education program to assess content knowledge.
- c. The *INTASC standards* (Interstate New Teacher Assessment and Support Consortium) serve as the framework for our initial teacher preparation *clinical evaluations*. This form is used with all candidates. Specialized questions based on *SPA standards* (specialized professional associations) are added onto the INTASC form to provide focused information about content knowledge and skills. A common scale of measurement is used across programs to allow for unit evaluation.
- d. The *advanced programs* have created clinical evaluation tools based on their *national standards* such as ELCC, NASP, and ASHA.

State mandated assessments

- a. The *Praxis II exam* is a national product, but its use is mandated by our state department of education. Within our unit initial teacher preparation programs, school psychology, and speech-language pathology use the Praxis as part of their exit data.
- b. The *School Leaders Licensure Assessment*, a national test, is mandated by the New Jersey Department of Education for those completing education leadership programs. Our masters and educational specialist candidates are required to complete the exam.

University generated assessments

- a. *Admission data* for undergraduates is collected by the admissions office. The unit regularly receives a final data report, in early October, about our entering freshmen through the university Institutional Research Office.
- b. The *advanced programs* collect and enter their *own admission data* into our central computer system, Banner. Requests to the Provost's office for specific data from Banner generates a regular report about graduate candidates' admission criteria as a whole and by program.

Internally constructed assessments

- a. The integrated elementary/special education program and the secondary education program created their own *lesson plan models*. The plans are used by all faculty members within each program. A common scale of measurement for the lesson plans is used across programs, thus allowing unit measurement on points such as goal and objective development, accommodations and modifications for diverse learners, and assessment.
- b. Within the initial teacher preparation program an entrance survey, *micro-cases*, field evaluations, and exit survey data are used to assess the development of *social*

consciousness across time. The micro-cases, developed by a faculty committee and presented by way of an electronic survey tool, are linked to proficiencies associated with our conceptual framework, national and state standards.

- c. The advanced programs use measures for social consciousness ranging from course products and clinical experiences linked to our conceptual framework and the standards for their professional associations.
- d. An *exit survey*, based on the key components of our conceptual framework (competence, social consciousness, reflection, and professionalism) is used with the *initial* teacher preparation programs.
- e. The *advanced programs* use exit surveys, based on their professional standards and associations, with a set of shared questions linked to the conceptual framework.
- f. An *alumni survey*, based on the key components of the conceptual framework, is used with the initial teacher programs. Focus groups have recently been added to the assessment system as a compliment to the survey (available in paper and electronically).
- g. The advanced programs use alumni surveys based on their professional standards. They have a series of shared questions linked to the conceptual framework, using the same scale, to allow for unit and program assessment. As with the initial programs, focus groups were recently added to the system in this area.
- h. An *employer survey*, based on the key components of the conceptual framework, is used with the initial teacher programs.
- i. The advanced programs use one-on-one interviews and focus groups with employers based on their professional standards and links to our conceptual framework.