Conceptual Framework: Vision, Mission and Guiding Principles

In keeping with the university vision, mission, and values and based on the college philosophical foundation, the unit formulated a vision, a mission, and four guiding principles. The unit began developing its conceptual framework in the fall of 2005. At that time, there were two departments: Education and Organizational Leadership. A team of faculty representing each program within the unit identified existing documents that might contribute to the unit’s conceptual framework. Both departments had already developed their own visions, missions and sets of beliefs. From these, the unit developed the following:

College Vision and Mission
We create caring, diverse learning opportunities that foster intellectual, ethical, and social responsibility in order to imagine, explore, and design the future.

College Mission
The mission of the College of Education and Organizational Leadership at the University of La Verne is to prepare present and future professional educators and change agents who will be capable of improving educational opportunities and organizational outcomes at all levels in California, the Nation and the World. The Faculty in the various academic programs in the College strive to achieve a balanced blend of theory and practice that will serve to equip students with the knowledge, skills and values orientation they need in order to become leaders in their respective fields and effective facilitators of human and organizational development. Program emphases are on the development of growth through self-awareness, appreciation for diversity, lifelong learning and service to humanity. The College seeks to produce graduates who are technically knowledgeable and highly competent, committed to ethical standards, capable of conducting critical inquiry and skillful in building interpersonal and group relationships leading to personal growth and organizational effectiveness.

Guiding Principles
The Conceptual Framework Committee began using an accordion process to identify a set of unit values initially called "ideals" (later called guiding principles) that were meaningful across all programs in the unit. After each meeting, representatives brought the work of the committee to their programs for feedback. Based on this process, the team began to identify patterns and links among the values (guiding principles). The team used a mind map to visualize the relationships among these values. From this mind map, in May 2006, four guiding principles emerged: Caring, Excellence, Leadership, and Diversity. A review of professional literature confirmed that the four principles were supported by research as essential to the preparation of educational and organizational professionals.

The Conceptual Framework Committee presented the four guiding principles to the college faculty and staff at the May 2006 college-wide meeting. Based on feedback from this meeting, the team was confident they had identified the college faculty members’ guiding principles. Program faculty then sought feedback from the field through the following constituencies: 1. Adjunct faculty still working at local schools, 2. Advisory committees, and 3. Regional educator meetings. These practitioners and advisors confirmed that the four guiding principles were evident in programs and graduates of the college. The Conceptual Framework Committee spent
another year developing a meaningful visual representation of these principles. In May 2007, the team was confident that it was nearing a final draft of its guiding principles, so they shared the principles and the visual representation with faculty at an all day meeting. During this meeting, faculty looked in depth at each principle and the visual representation. Both documents received very favorable responses. Only minor modifications were made. In 2008, with the arrival of the new dean, the Conceptual Framework Committee expanded the supporting literature reviews for each principle. The sections below summarize the professional literature for the guiding principles: Caring, Excellence, Leadership, and Diversity.

The Guiding Principles are evident in faculty, candidates, programs, and professional activities. At a college meeting in March 2009, all faculty members participated in a conceptual framework event. In small groups, faculty brainstormed about how the guiding principles were evident in their teaching, their programs, their candidates and the professional activities of the college. Each faculty member had input into each of the guiding principles. Members of the Conceptual Framework Committee wrote ideas on posters and synthesized comments into a synopsis for each guiding principle.

The following four sections summarize these conversations about the evidence of the four principles representing who we are and how others can observe that.

**Caring**
The "culture of caring" is evident as one of the four guiding principles of the University of La Verne College of Education and Organizational Leadership's (CEOL) conceptual framework in the faculty, program, and candidates' commitment to relationships, equity, mindfulness, and personal and professional support. Caring is at the core of every educator's work with children and is modeled and supported at every level throughout the college.

The importance of relationships is apparent in the unique partnership between the CEOL and the Fairplex Child Development Center (CDC). La Verne candidates from several programs in the CEOL and the College of Arts and Sciences complete practicum hours with children aged 8 weeks through 5 years at the Fairplex CDC. The CDC is a model program, employing primary caregiving and continuity of care as ways to support child/adult relationships in a group care setting. In return, the University of La Verne Child Development faculty provides academic support for the CDC teachers and staff through training, classroom observations, and direct teaching. A member of the Child Development faculty is housed at the CDC and provides in-classroom support to candidates from La Verne and other local schools through mentoring and theory-to-practice demonstration.

Community relationships are fostered through the University of La Verne Literacy Center opened in September 2001. The Literacy Center provides a place of instruction and tutoring facilities for the candidates within the Reading and Language Arts Specialist Credential Program. Additionally, parents are provided with helpful strategies to support children's reading improvement through an active Parent Information Series.

The CEOL's culture of caring includes a strong commitment to equity across all domains. Emphasis is placed on social justice, diversity and community involvement as touchstones. In
2009, the CEOL faculty and administration participated in Safe Zone training with the goal of creating a "Safe College" not only for the GLBTQ community but for all candidates, faculty and staff. First year candidates in the M.S. in Educational Counseling and Pupil Personnel Services Credential program also participate in Safe Zone training and are encouraged to become trainers themselves. Our continued focus on diversity includes the prioritization of the ongoing establishment and enrichment of sociocultural competence in our faculty and programs. A Bilingual Certificate for Professional School Counselors was created by faculty members in the M.S. in Educational Counseling and PPS program. In reaching out to the communities we serve, ULV has developed relationships with many school districts. One example is our partnership with the La Verne Educational Preparatory Academy (LEPA) in Hesperia, a professional development school where ULV candidates and faculty work together with LEPA's faculty and administrators to improve the quality of teaching and resources available to LEPA's candidates and teachers.

Personal and professional support of faculty and candidates is integral to the CEOL's mission and values. An innovative program in support of quality teaching is the shadowing program. Diverse departments and state-wide locations have created a need for a systemized way to train new teachers. The shadowing program ensures that every new teacher in the CEOL is acclimated to the unique and personal style of teaching that is the hallmark of our college. Candidates are supported in many ways throughout their tenure at the University of La Verne. A Writing Workshop was created within the Teacher Education program to support candidates who need additional practice in university level writing. In this program, candidates attend a free seven-session course taught by university professors. This course addresses the most common problems seen in academic writing. Candidates are given the opportunity to strengthen their skills before moving on in the Teacher Education program.

Developing mindful and empathic practices is a cornerstone of the CEOL's culture of caring. It is shown in reflective assessments created and used by faculty and instructors, dispositions discussed with faculty advisors then signed by candidates, and the prioritizing of ethics and integrity by administrators, faculty and candidates. The depth of caring modeled and encouraged in the CEOL directly relates to the empowerment of faculty and staff, the candidates we serve, and the communities within which we work.

Leadership
Living up to its name, the College of Education and Organizational Leadership abounds with multiple examples of quality leadership in its faculty, programs and candidates. The leaders in the College-including the Dean and Associate Dean-model transformational leadership as exemplified in the current restructuring of the Education Department into two separate departments and have made significant changes in the College-wide meetings. Four times a year, members of the entire college meet to participate in training, provide feedback, and have opportunities to work across departments and programs to address current and future needs.

Yet another significant area of focus and change in the CEOL is the increased emphasis on scholarship. The Dean and two faculty members created a Professors as Writers group (CPAW), which meets regularly to discuss issues regarding conference presentations and writing for publication. As a result, faculty members have increased their level of research and
scholarship, as evidenced by the increased participation at the 2009 American Educational Research Association (AERA) conference in San Diego with more than 20 participants. Furthermore, faculty have been encouraged to form learning communities and to collaborate on research projects and consequently have participated in book discussions and begun research projects focused on diverse topics such as candidate dispositions, social justice and peer observations.

Faculty of the CEOL take leadership positions in state, national and international professional organizations where they serve as officers, board members and foundation members. Faculty are also known for their expertise in their fields, and are sought out to act as consultants in schools and districts who are looking for guidance in improving their programs.

With the encouragement of college leadership, faculty have been able to establish partnerships with schools and districts in surrounding communities. For example, doctoral candidates, under the coaching of the Associate Dean, work in an elementary school in the Pomona School District. Another significant partnership is with LEPA, a charter school in Hesperia, for which the CEOL is providing resources to support curriculum and professional development, psychological services and conducting multidisciplinary research.

The educational programs in the CEOL notably blend theory and practice in their innovative programs which integrate technology. All programs embed theoretical knowledge with guided application through the examination of case studies and participation in real-life experiences through fieldwork. In order to model 21st century learning and prepare candidates for using technology in the schools, faculty in the CEOL participates in on-line certification training and developing and offering hybrid and online courses with a high degree of pedagogical content. Furthermore, the college has changed its data collection system to include Taskstream, which facilitates data-driven decision making.

The CEOL has been an early adopter and leader in the state in developing and implementing new and updated programs. For example, the Teacher Education program was one of the first in the state to adopt the SB 2042 model and to implement the Teacher Performance Assessments (TPA). Furthermore, the Administration program's Tier II Professional Administrative Services Credential was one of the first to be approved under the current standards. In addition, a Teacher Leadership strand will be added to the doctoral and master's programs. These changes and innovations have come about as a result of ongoing reflective practices through course and program updates.

The candidates and graduates from the CEOL, who reflect the diverse population in the state, are highly sought after in schools across the state for fieldwork, internship and full-time positions because they have a reputation for being lifelong learners. CEOL graduates are advocates for parents and children, are members of professional organizations, take leadership positions in schools and the community, are participants in professional learning communities and act as change agents. For example, school psychology and reading program candidates demonstrate leadership through district inservice presentations and presentations with faculty members at association conferences.
The CEOL at the University of La Verne demonstrates and infuses strong leadership ideals through modeling and mentoring in-house and throughout the community. As a result, the graduates from the various programs leave feeling empowered to become change agents in all levels of education.

**Excellence**

The pursuit of excellence is evident among the faculty, programs and graduates in the College of Education and Organizational Leadership (CEOL) at the University of La Verne. It can be readily identified in our emphasis on collaboration and mentoring, our community focus and involvement and our ongoing professional expertise. Each of these illustrates our commitment, hard work and confidence through deliberate practice.

CEOL faculty members recognize that the field of education is always changing and that a collection of minds is always preferable. Constant collaboration and mentoring are necessary in the pursuit of excellence. In order to foster excellence in teaching, the unit offers a shadowing program for those teaching a specific course for the first time. Professors prepare to teach a new course by attending the class prior to officially teaching it and working with the experienced professor to gain a thorough grasp of the curriculum and teaching strategies. As a result, professors new to a course walk in with a level of confidence and experience gained from exposure and deliberate practice. This has also allowed program graduates to transition with distinction into roles as adjunct professors and university supervisors. In addition, the unit offers workshops on classroom teaching strategies. Recently, they have emphasized technology in the classroom and the integration of classroom and e-learning instruction.

In order to foster excellence in scholarship, the college has implemented a program called Professors as Writers. It is open to all faculty members in the unit and serves as a training ground and forum to encourage excellence in research and writing. Faculty members teach workshops on specific areas, share draft documents before submission for publication and develop partnerships through this program. As a result of the Professors as Writers program, the college has significantly increased its exposure in AERA during the past couple of years.

The CEOL also emphasizes community focus and involvement in a variety of ways. The Literacy Center connects reading specialist candidates with children from the community in order to provide them with after school reading tutoring and programs designed to assist older siblings and parents as well. In addition, the Child Development team serves as advocates for excellence in program quality development in child care and hosts an annual child development conference. They also share a relationship with the Fairplex Child Development Center, which serves as a lab school as well. Teacher Education has a community partnership with La Verne Elementary School in Hesperia and offers an outstanding teacher leadership program for local educators. Our undergraduate Liberal Studies program, which offers subject matter education to future teachers, has received a Title V grant in partnership with Citrus Community College. Educational Counseling faculty and graduates are participants and leaders in the nationally recognized School Personnel Accountability Report Cards (SPARC) project.

The college does not limit its involvement to the local community but is also involved in
professional and government organizations. Unit faculty members serve on regional, state and national professional organizations such as Beginning Teacher Support and Assessment groups and the California Association of School Counselors. Unit faculty members also serve on state committees such as the California Commission on Teacher Credentialing Board of Institutional Reviewers. The CEOL also takes the lead in new program development as the state implements new requirements. La Verne became an early adopter of Teacher Performance Assessments (TPAs), SB2042 state standards related to teacher training programs, and Pupil Personnel Services (Educational Counseling) Credential programs.

Finally, the CEOL demonstrates excellence through its professional expertise. Faculty members are involved in ongoing research and publishing projects and they often present at state and national conferences. In addition, they place a great deal of emphasis on modeling outstanding instruction in the classroom, regularly receiving excellent candidate course evaluations. They are also dedicated to quality academic advising, which is evident in the faculty's availability to candidates and the ongoing advising candidates receive throughout their courses of study. Our programs regularly receive praiseworthy feedback from our graduates and their employers. For example, La Verne regularly scores very favorably in the California Center for Teacher Quality annual evaluation of teacher preparation programs. Professional expertise is not limited to our faculty and programs; our graduates have been recognized as outstanding teachers and leaders in their communities as well.

Diversity
The concept of diversity is infused in all elements of the College of Education and Organizational Leadership (CEOL). The emphasis on embracing diversity is found in every program. The research on preparing educators to work with diverse populations identifies concepts such as empathy, empowerment, flexibility, compassion, equality, and individuality/uniqueness as critical to success in the field. Faculty instructs candidates in these values, leads them by modeling throughout programs and courses, and assesses the impact of program elements on candidate performance.

Programs cover birth through adult perspectives and reflect diversity in a variety of ways. The School Counseling and School Psychology programs require a stand-alone course on diversity, thread aspects of diversity throughout the program, and require issues specific to diversity in the fieldwork experiences. Teacher Education and Special Education programs include diversity standards in every course. All fieldwork has a component of diversity. A bilingual credential, BCLAD, is available for all students. The Teacher Performance Assessments, necessary for all teaching credentials, include specific modifications for English Learners and Special Needs students. Curriculum Labs, both on and off campus, include a variety of multicultural resources for use by candidates in all programs. The CEOL is a Title V partner with a local community college. Faculty participates in teaching and advising, providing effective pathways from the community college to the university.

As an Hispanic serving university, the University of La Verne provides services to not only Hispanic students but to all students through a variety of services. The Literacy Center provides assistance to reluctant readers of all ages. Additional support is a part of the Learning
Enhancement Center (LEC). Through the LEC, tutoring is offered to all students in areas of need. Students in all programs take a writing competency assessment, and a seven-session Writing Workshop is provided for those who require additional help. Online library resources are available to all students, as well as online and hybrid courses giving a variety of learning options.

The faculty in the CEOL models a variety of backgrounds. Areas of diversity include culture, expertise, gender, age, belief systems, politics, differently-abled, sexual orientation, life style, language, and learning styles. Faculty is proactive in recruitment in all parts of the diverse state of California. Many professional organizations are represented, a variety of research interests are evident, and all points of view are valued. Faculty members are leaders in state, national and international organizations. Each member brings technological skills, story-telling talents, and community service activities to the table.

Candidates represent a highly diverse population. They represent a range of cultural and ethnic groups, ages, belief systems, sexual orientations, and languages. A large percentage of students are first-generation students, and the majority are of non-traditional age. All candidates are prepared through coursework and modeling to face issues of the diverse society in which they are planning to teach. Each is assessed in programs and fieldwork for his/her cultural sensitivity.

The College of Education and Organizational Leadership participates in a variety of committees relating to diversity both on campus and in the community. Modalities of learning are a regular part of the assessment of candidates. The university sponsors a Diversity Series in which CEOL faculty plays a major role. Guest speakers are a part of each course, bringing the diversity of California directly to the classroom.

Over the past fifty years, the face of California has changed dramatically. Schools and other organizations can no longer ignore the needs of whole groups of individuals such as English Learners or Special Education students. Candidates in the University of La Verne College of Education and Organizational Leadership have unique opportunities to be at the forefront in preparing children and young adults to be functioning members of this society.

**Input from the field**

Each program has an advisory committee that provides input into the direction of programs, institutes, and centers. These advisory committees gave feedback to programs during the development of the conceptual framework. Advisory committees are comprised of leading practitioners and alumni of programs who advance partnerships between the College and the schools. These professionals have a finger on the pulse of schools and communities, continually providing information about the latest trends and practices. Feedback is offered about the performance of our graduates, and unit and program assessment systems are evaluated for improvement.

There are advisory committees for programs in Special Education, Educational Counseling, Educational Management, School Psychology, Reading, Child Development, and Teacher
Education. There are advisory committees for the Educational Policy Institute of California, the Institute for Child Development, and the Literacy Center. In addition, the EdD program has a group of professionals who are "cluster leaders" and provide ongoing input into the program. At the unit level, there is a Circle of Friends which acts as a Dean's Advisory Council.