

University of South Carolina – Columbia
College of Education

Program Modification
Online Delivery of the BA in Elementary Education

Submitted on _____

Program Contacts

David Virtue, Ph.D.
Interim Chair, Department of Instruction and
Teacher Education

Tasha Laman, Ph.D.
Associate Professor, Department of Instruction and
Teacher Education

Harris Pastides, President

Section 2: Classification

Program Title: BA in Elementary Education (existing approved program)
Concentrations/Options/Tracks: None
Academic Unit: College of Education, Department of Instruction and Teacher Education
Designation/Type/Level: Baccalaureate – four year
Proposed Date of Implementation: Spring 2014
CIP Code: 131202
Site: Columbia
Supplemental Palmetto Fellows/Life Scholarship: Program does not qualify for supplement.
Delivery Mode: Over 50% online
Area of Certification: Teacher Certification in Elementary Education

Section 3: Institutional Approval

_____ Date _____
David Virtue, Chair - Department of Instruction and
Teacher Education

_____ Date _____
Lemuel Watson, Dean - College of Education

_____ Date _____
Michael D. Amiridis, Executive Vice President for
Academic Affairs and Provost – University of South Carolina

_____ Date _____
Harris Pastides, President – University of South Carolina

Section 4: Purpose

The College of Education at the University of South Carolina-Columbia is participating in the USC Palmetto College initiative for delivering online degree completion options for select undergraduate majors. The College of Education will offer an online delivery option for the didactic coursework for the second half of BA in Elementary Education. One of the primary goals of the USC Palmetto College is to provide educational opportunities to place-bound students. This program will give people around the state of South Carolina the ability to earn a bachelors degree and become a SC certified teacher who might not otherwise be able to attend a traditional 4-year campus.

The program objectives for the online delivery of the BA in Elementary Education are the same as our on-campus delivery. Program learning objectives:

Students who graduate with a B.A. in Elementary Education should be able to ...

- know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.
- know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.
- know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
- know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.
- know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.
- plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.
- understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

- understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.
- use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.
- use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
- know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
- know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Section 5: Justification

The Mission of the University of South Carolina is “to educate the state’s diverse population through teaching, research, creative activity and service.” The mission of the Columbia campus, specifically, is to “establish and maintain excellence in its student population, faculty, academic programs, living and learning environment, technological infrastructure, library resources, research and scholarship, public and private support and endowment; and to enhance the industrial, economic and cultural potential of the state.”

The College of Education supports the University mission by:

- Bridging the gap among theory, research and practice to promote excellence in teaching and learning within and across educational contexts;
- Conducting principled, free inquiry from diverse perspectives that promotes quantitative and qualitative scholarship to advance knowledge and educational practice;
- Partnering with government agencies; P-12 educators, schools, and districts; families; professional organizations; and other institutions of higher education; and
- Preparing educators to have a sincere understanding and appreciation of diversity as we challenge ourselves and others to work for social justice.

In light of this mission, with special focus on the ideas of partnering with schools, the College of Education at the University of South Carolina offers initial certification at the elementary educator level and is extending this existing program for degree completion across the state to students who have already completed a significant number of hours of college level coursework. There is no change in program content. Rather, the change is in the outreach with special focus on regions in the state that are historically low performing and geographically isolated. This new online delivery for the BA in Elementary Education speaks directly to the University’s mission, “to education the state’s diverse population.” The justification for the increased

outreach may be highlighted through the recent report by the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA).

New Teacher Demand

Eighty South Carolina districts responded to the CERRA question as to the number of allocated positions for the 2012-2013 school year. There was an increase of 2,300.6 FTEs from the previous year reporting. In fact, 70% of districts reported an increase while only 38% did so the previous year. In analyzing those data, it was confirmed that the elementary FTEs accounted for almost half of all FTEs across the state.

With the number of total FTE positions being heavily weighted toward early childhood/elementary it was also determined that 5,739.5 FTEs filled vacancies as compared to 1,151.1 FTEs in the previous year (a 25% increase from previous year and a 64% increase from the 2010-2011 year). Based on the data in the CERRA report it is clear that the demand for numbers of teachers is growing significantly and that demand is most acute for educators specializing in the early years. Given the increased hiring it is also notable that 36% percent of all FTEs filled in 2011-2012 were from new graduates from teacher education programs in the state. While the number of first-year PACE teachers hired rose across all school levels, elementary schools saw the most substantial growth when this number doubled over the past year.

Vacant Teacher Positions

During the 2012-2103 year there was a 60% increase in total vacant positions. In fact, 37% of all vacancies in the state were in primary and elementary schools. Vacancies rose by 60% as compared to the previous year and public school districts continue to experience difficulty filling vacancies in critical subject areas, certain geographic areas, and low-performing schools. According to the South Carolina Commission on Higher Education, about 2,000 students graduate from South Carolina teacher education programs each year. The need to recruit and retain effective teachers in our state is as critical as ever.

Economic Impact

It is a goal of this new and extended outreach that candidates in remote areas of the state will be able to attain elementary teacher certification while not being required to leave their home regions. Additionally, they will fulfill their internships and field placements in schools close to their homes. Most importantly, given that many of the experiences for these teacher candidates will be near the home region, a region that is difficult to reach and challenging to staff with qualified teachers, there is a high likelihood that program completers will remain in those regions and thus add quality and address gaps in employment noted above. The economic impact on that local community could be significant.

Therefore, given the growing need for elementary education teachers in the state of South Carolina, the persistent challenge of reaching geographically isolated regions in the state, and the potential economic impact on local economies, the Elementary Education faculty seeks support for a blended delivery of its NCATE/CAEP approved teacher preparation program.

Section 6: Enrollment

In the first year of the modified program we anticipate approximately 10 students will enroll. Year two should see a significant increase in students beginning the program as the USC Palmetto College marketing will have been in place for over a year. Additionally, we will have had more time to work with the Palmetto College advisers at the USC Regional Campuses in assisting pre-admission students in completing program pre-requisites, which will increase the number of eligible applicants. We anticipate approximately 30 new students beginning the program each year after the first year. A three-year sequence of coursework is required to complete the program and therefore we will graduate our first cohort of students after the 2015–2016 AY.

Students will on average take 12 credit hours in Fall and Spring semesters and 6 hours in summer semesters.

PROJECTED NEW ENROLLMENT (For students completing program through online delivery)						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2013 – 14	10	120	10	120	10	60
2014 – 15	40	480	40	480	40	240
2015 – 16	70	840	70	840	70	420
2016 – 17	90	1080	90	1080	90	540
2017 – 18	90	1080	90	1080	90	540

Section 7: Curriculum

Students participating in the online delivery of this program complete most of the general education requirements prior to admission. As this is a degree completion program, students must have completed at least 45 hours of college level coursework prior to admission into the degree program.

The College of Education will offer online sections of all major and specialized content courses specifically for students completing this degree online. Below is a full listing of the curriculum

with an indication as to what will be taken online as a Palmetto College course. Please note that this is the same curriculum our on-campus students take to earn this degree. There has been no change in curriculum to offer this program for online degree completion. No new courses have been added as a result of this Program Modification.

General Education Requirements (most hours to be completed prior to admission)

- ENGL 101 and ENGL 102 (6 hours)
- Analytical Reasoning and Problem Solving (6 hours)
- Sciences (10 hours as follows – at least one must be 4 hour science with lab)
 - Life Science (3-4 hours)
 - Physical Science (3-4 hours)
 - Earth Science (3-4 hours)
- United States History (3 hours)
- American Government or World Politics (3 hours)
- Economics (3 hours)
- World Geography (3 hours)
- Aesthetics and Interpretive Understanding (3 hours) *a course in the fine arts*
- Public Speaking (3 hours)
- Information Literacy (3 hours)
- Values, Ethics, and Social Responsibility (3 hours)
- Elective (3 hours)
- Foreign Language (met through USC placement exam or equivalent coursework)

Specialized Content (May be taken **prior to admission** to degree. **Online** sections will be available for students to take after admission to the degree program)

- MATH 221 - Basic Concepts of Elementary Mathematics I (3)
- MATH 222 - Basic Concepts of Elementary Mathematics II (3)
- SLIS 325 (3) – Children’s Literature
- PEDU 575 - Physical Education for the Classroom Teacher (3)
- ARTE 520 – Art for Elementary Schools (3)

Major Requirements – Education Courses (taken through **online delivery** after student is admitted to degree program)

- EDTE 201* - Issues and Trends in Teaching and Learning (3 hours)
- EDPY 401 - Learners and the Diversity of Learning (3 hours)
- EDPY 401P* - Practicum: Learners and the Diversity of Learning (1 hour)
- EDFN 300 - Schools In Communities (3 hours)
- EDRM 423 - Introduction to Classroom Assessment (2 hours)
- EDEX 523 - Introduction to Exceptional Children (3 hours)
- EDRD 430* - Elementary Literacy Instruction I (6 hours)
- EDRD 431* - Reading Assessment (3 hours)
- EDEL 440* - Elementary Mathematics Instruction (3 hours)
- EDEL 450* - Elementary Science Instruction (3 hours)
- EDEL 460 - Elementary Social Studies Instruction (3 hours)
- EDEL 505 - Nature and Management of Elementary Classrooms (3 hours)

- EDEL 505P* - Inquiry Practicum: The Elementary School (1 hour)
- EDEL 506* - Integrated Curriculum in Elementary Schools (3 hours)
- EDEL 591 - Seminar on Teaching (3 hours)
- EDEL 441* - Introductory Elementary Internship (3 hours)
- EDEL 570* - Internship in Environments for Teaching and Learning (3 hours)
- EDEL 571* - Internship in Planning and Motivation (3 hours)
- EDEL 490A* - Internship in Curriculum and Assessment (4 hours)
- EDEL 490B* - Internship in Teaching (4 hours)
- EDEL 490C* - Internship in Professional Roles (4 hours)

Note: Courses marked with an asterisk either have a P-12 school based experience embedded in the course requirements or represent a full practicum/internship/student teaching. The final “additional” section at the bottom of this proposal provides more information about school based experiences.

Section 8: Faculty

In reviewing delivery plans with the Elementary Education faculty and the Dean of the College of Education, it was determined that one new faculty member would be required for program implementation. As in all faculty hires, this new position was approved by the USC Office of the Provost. As such, the advertisement for the position was launched and in that description, special emphasis was given to online course proficiency and distributive learning development. The search for this position was completed in the Spring of 2013. With the addition of this new faculty member, the current faculty has the capacity for delivering this online degree completion program within existing structures.

Section 9: Physical Plant

No new facilities are needed. Reflecting current practice at the Columbia campus, candidates will visit and work in local schools. Some reflection and homework will be completed electronically, just as on the Columbia campus, but no additional site is required.

Section 10: Equipment

Faculty will use existing technology resources already available to them to develop and deliver the online content and therefore no new equipment is needed to deliver this program online.

Section 11: Library Resources

Students participating in the online delivery of the BA in Elementary Education will have the same access to library resources as do on campus Columbia students. No new acquisitions will be needed to accommodate the eventual projected additional enrollment of 90 students due to this program modification. The USC University Libraries (Columbia) has a robust collection to serve these students. USC University Libraries subscribes to the major education databases, one

of which was acquired through PASCAL's supplemental package. A majority of articles can be found through the library's online databases and subscriptions. Students can request articles and book chapters from the library's shelves can be scanned and delivered electronically and those not held by the library in print or online can be requested through the Interlibrary Loan service. Students can use PASCAL Delivers to request books or the USC University Libraries will mail books to students living beyond Richland and Lexington counties.

Section 12: Accreditation, Approval, Licensure, or Certification

Through the Assistant Dean for Assessment, we have contacted the SC Department of Education's Office of Educator Services and made the Team Leader for Educator Professions aware of our plans to offer the BA in Elementary Education online for degree completion through the USC Palmetto College initiative.

Through the Assistant Dean for Assessment, we have also notified the Senior Vice President for Accreditation and Administration of the Council for the Accreditation of Educator Preparation (CAEP).

Section 13: Estimated Costs and Sources of Financing

This is a request to offer an existing degree program in a new format, with cycles complementing those already in place in Columbia.

Course development and recurring costs (i.e., personnel) are 100% funded from the state allocations for Palmetto College. Specifically out of the recurring State allocated funds, a new faculty member has been hired effective Fall 2013 in the College of Education to augment our efforts in undergraduate online learning. A professional academic adviser will be hired to work with students completing this program via online delivery. This cost is reflected in clerical/support personnel entry in the chart below. To provide additional program support, a graduate assistant will be hired.

Some additional administrative costs are anticipated related to field placements and supervision of internships. However, if the expected cohort of 30 students proceeds through the program, the tuition from the cohort will more than cover travel and other additional administrative costs.

The tuition funding listed in the table below assumes the following: A year-one enrollment of 10 students with that number increasing to an estimated total of 90 actively enrolled by year four. With very few exceptions, these students will be SC residents and pay in-state tuition. Tuition totals are based on The University of South Carolina Palmetto College in-state tuition for AY 2013-2014 (\$4,367 per semester) and full time enrollment for each fall and spring semester.

In summary, there are few additional costs anticipated as enrollments and subsequent tuition payments will cover costs of instruction. One-time funding from State allocation for Palmetto

College course development grants (n=22) and follow-up grants (n=22) totals \$154,000 over a five-year period.

Table I - Costs to the Institution and Sources of Financing

ESTIMATED COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	4,000	8,000	16,000	32,000	32,000	92,000
Faculty Salaries	80,000	80,000	80,000	80,000	80,000	400,000
Graduate Assistants	5,000	5,000	5,000	5,000	5,000	25,000
Clerical/Support Personnel	36,000	36,000	36,000	36,000	36,000	180,000
Supplies and Materials						
Library Resources						
Equipment						
Facilities						
Other (Course Development)	60,000	50,000	15,000	15,000	14,000	154,000
TOTALS	185,000	179,000	152,000	168,000	167,000	851,000
SOURCES OF FINANCING BY YEAR						
Tuition Funding	87,340	349,360	611,380	786,060	787,060	2,621,200
Program-Specific Fees						
State Funding*	170,000	160,000	125,000	125,000	124,000	704,000
Reallocation of Existing Funds**						
Federal Funding						
Other Funding (Specify)						
TOTALS	257,340	509,360	736,380	911,060	911,060	3,325,200

*Special legislative appropriations to support the program as part of the Palmetto College.

Section 14: Programs for Teachers and Other School Professionals (only)

The South Carolina Department of Education requires public institutions to obtain national accreditation through NCATE/CAEP. For elementary education programs the guidelines require national approval through The Association for Childhood Education International (ACEI). ACEI is a constituent member organization of NCATE, now transitioned into CAEP. ACEI serves as a specialized professional association (SPA) responsible for the Program Review Process for institutions seeking national accreditation in elementary education. ACEI members serve on various committees and boards of CAEP and as program reviewers for the accreditation process. ACEI and other member organizations that presently form NCATE/CAEP represent teachers, teacher educators, policymakers, and school specialists. The overall mission of the coalition is to set national standards that help ensure quality and credibility in teacher preparation programs. To accomplish this mission, NCATE/CAEP is striving to link teacher preparation approval standards with state student standards, state licensure requirements, and requirements for advanced certification. ACEI standards may be accessed at the following link <http://acei.org/images/stories/documents/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>

Additional - Statement regarding P-12 Experiences in the BA in Elementary Education (online delivery)

High quality and diverse school experiences are essential to an effective teacher preparation program. The BA in Elementary Education requires extensive field experiences in P-12 schools. Through these experiences students gain valuable knowledge and skills by observing and working with teachers, school children, administrators, and parents. Students completing this program online will be physically present in school settings throughout the program. Students completing this program online will complete the same number of hours in field experiences, practicum, and student teaching as the on-campus students. Students must complete their full-time clinical experience in a South Carolina public school.

The College of Education, Office of School-University Partnerships and Clinical Experiences will arrange all field experience, practicum, and internship sites. This office monitors school placements to ensure diversity in school settings and quality of experience for all teacher preparation programs in the college and will do the same for the online delivery of the BA in Elementary Education. In regard to the P-12 school experiences, the primary difference is that most online students will complete these experiences at a school nearer them and not necessarily in the Columbia area.

The coaching teachers working in schools with these students will have the same level of training as our other coaching teachers. The Office of School-University Partnerships and Clinical Experiences will oversee the training of coaching teachers in using the state teacher evaluation system. This office will provide the same level of training and oversight regardless of the program delivery method.

Below describes the hours/days students will be in school settings throughout the program:

Year One

Fall 1 (Mid August – Mid October)

EDTE 201: ~10 hours

EDPY 401P: ~15 hours

Fall 2 (Mid October – Mid December)

No school experience required

Spring 1 (Mid January – Mid March)

EDEL 505P: ~15 hours

Spring 2 (Mid March – Mid May)

EDEL 506: ~15 hours

Year Two

Fall 1 (Mid August – Mid October)

No school experience required

Fall 2 (Mid October – Mid December)

EDEL 440: ~15 hours

EDEL 450: ~15 hours

Spring 1 (Mid January – Mid March)

EDRD 430: ~8 hours

EDEL 441: ~20 full school days

Spring 2 (Mid March – Mid May)

EDRD 430 (continued): ~8 hours

EDRD 431: ~12 hours

Year Three (Internship Year)

Fall – Full Semester (Mid August – Mid December)

EDEL 570/EDEL 571: ~32 full school days

Spring – Full Semester (Mid January – Mid May)

EDEL 490 A/B/C: at least 60 full school days

Assessment

PROGRAM ASSESSMENT PLAN

SPECIALIZED PROFESSIONAL ASSOCIATION (SPA) PROGRAM

Degree: B.A.

Program: Elementary Education

SPA: Association for Childhood Education International

Section I: Logistics

Faculty Member responsible for coordination/oversight: Beth White

Data are maintained on this program in the Office of Accreditation and Quality Assurance. Data from courses are submitted by instructors or other appropriate personnel at the end of each semester for entry into the system to the program administrative assistant and/or the Office of Accreditation and Quality Assurance.

A Data Summary Report which summarizes the data is provided to the program every fall semester by the Office of Accreditation and Quality Assurance. In addition, faculty receives annual reports on data from surveys of interns, coaching teachers, and supervisors and data from surveys of graduates. Data are analyzed with recommendations for program change annually **as described here:**

A designated member of the Elementary Education faculty will serve as facilitator of the BA program assessment data collection. This facilitator will be responsible for communications with candidates, faculty, and staff regarding the logistics of data collection. The facilitator will check data collection records at least once each semester and taken appropriate actions if any data are missing.

A team of Elementary Education faculty will analyze data, using appropriate quantitative and qualitative data analysis methods that provide answers to the primary and secondary questions. In doing so, the team will look for patterns that emerge from candidate performance data at different points of program completion. Also, the team will employ analyses to determine the similarities and differences in candidates who are members of underrepresented minority groups and other candidates. The Elementary Education faculty will review and discuss the analyses as a group; as requested, they will have access to the original data. The minutes of the Elementary Education meeting will contain appropriate recommendations for program change.

Besides being used for ongoing program assessment, Program Assessment Plans, Data Summary Sheets, and Program Change Forms are

- Submitted to the USC Office of Institutional Assessment and Compliance (annually) via the COE Office of Accreditation and Quality Assurance
- Reviewed by the Professional Education Unit's Quality Assurance Committee in the rotation review cycle (at least once every five years or more frequently, as needed, to meet assessment standards)

- Used to develop program reports for ACEI (e.g., ACEI, NCTM) and the Commission on Higher Education (once every seven years)
- Included in the NCATE review (once every seven years)

Section II: List of Assessments

	Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
1	[Licensure assessment, or other content-based assessment]	Praxis II series: -Elementary Curriculum Instruction & Assessment - Elementary Content Area Exercises - Principles of Teaching and Learning	Completion of Program
2	[Assessment of content knowledge] Generation Education and Specialized Content Preparation	Course Grades	Throughout the degree program
3	[Assessment of candidate ability to plan] Integrated Curriculum Unit	Course Project	EDEL 506—fall semester junior year
4	[Assessment of internship] - ADEPT	Evaluation of Student Teaching	Throughout Senior Internship
5	[Assessment of candidate effect on/support of student learning] Action Research Project	Course Project—Culminating degree completion requirement	End of spring semester of senior year—EDEL 591: Seminar on Teaching

	Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
6	Additional assessment that addresses professional association standards (required)] Language Arts Kidwatching Assignment	Course Project	During spring semester of junior year—EDEL 430: Literacy Instruction I
7	Additional assessment that addresses professional association standards (optional)] Math Kidwatching Assignment	Course Project	During either spring semester of junior year or fall semester of senior year—EDEL 440: Elementary Mathematics Instruction
8	Additional assessment that addresses professional association standards (optional)] Health and Science Lesson Planning/Teaching Reflection Assignment	Course Project	During either spring semester of junior year or fall semester of senior year—EDEL 450: Elementary Science Instruction

Section III—Relationship of Assessments to Standards Outcomes

Standards of ACEI (SPA)	Collaborative Educational Leader	APPLICABLE ASSESSMENTS FROM SECTION II
1. Development, learning, and motivation	Human Growth & Development	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2.1 English/ Language arts	Intellectual Spirit ¹ , Content, Standards, Facilitating Learning, Theory and research	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
2.2 Science		<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
2.3 Mathematics		<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
2.4 Social Studies		<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2.5 The arts		<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
2.6 Health education		<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
2.7 Physical education		<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.1 Integrating and applying knowledge for instruction	Facilitating Learning	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8

¹ All of the Conceptual Framework dimensions that are listed within this section are addressed by each of the ACEI standards, 2.1-2.8.

Standards of ACEI (SPA)	Collaborative Educational Leader	APPLICABLE ASSESSMENTS FROM SECTION II
3.2 Adaption to diverse students	Human Growth and Development, Justice, Facilitating Learning	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input type="checkbox"/> #8
3.3 Development of critical thinking, problem solving and performance skills	Human Growth & Development, Standards, Facilitating Learning	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.4 Active engagement in learning	Human Growth & Development, Standards, Facilitating Learning	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
3.5 Communication to foster learning	Communicating	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
4. Assessment for instruction	Theory and Research, Decision-making	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input checked="" type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
5.1 Practices and behaviors for developing career teachers	Integrity, Intellectual Spirit, Stewardship, Engaging in Inquiry, Decision Making	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input checked="" type="checkbox"/> #8
5.2 Reflection and Evaluation	Intellectual Spirit, Engaging in Inquiry	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8