

**University of Texas at San Antonio
College of Education and Human Development
Conceptual Framework and Candidate Proficiencies**



***Culturally Efficacious Agents of Change:
Knowledgeable, Community-Based, and Professional***

Mission and Vision

UTSA and its College of Education and Human Development (COEHD), as a Hispanic-thriving, urban-serving institution, are uniquely positioned to influence the educational system within the San Antonio area and beyond. Dr. DelliCarpini clearly articulates her vision for the COEHD

to become a premier Urban serving College of Education and Human Development and a demonstration site whose core mission is to partner with community organizations, health and human development organizations, and EC-12 school districts within the city and region to develop effective systems through collaborative, mutually beneficial partnerships that prepare our students to become “inclusive, transformative leaders guided by principles of community, integrity, equity, excellence, diversity, scholarship and service” (UTSA COEHD Mission Statement).

At present there are six departments: *Bicultural-Bilingual Studies; Counseling; Educational Leadership and Policy Studies; Educational Psychology; Interdisciplinary Learning, and Teaching; and Race, Ethnicity, Gender, and Sexuality Studies*. The COEHD is accredited by the

Southern Association of Colleges and Schools and has national and state accredited programs (see Table 1).

The College of Education and Human Development is situated within a historical, multilingual, and multicultural city that makes the San Antonio area unique, vibrant, and representative of the demographic shift that is occurring throughout the United States. Using a theory of change framework, we identified the assets that exist within our community while we considered the college's sphere of influence and responsibility for graduating educators and professionals who will serve our city, our state, and our country. To arrive at our conceptual framework and subsequent candidate proficiencies, we asked faculty, students, and other stakeholders to provide key terms of what they considered distinct characteristics/traits of educators and professionals.

As a result, to best represent our college and prepare graduates who are uniquely positioned to be transformative agents, we embraced the metaphor of the river to capture the essence of our conceptual framework and candidate proficiencies. The San Antonio River, with its ebbs and flows, is symbolic of cultural history and transformation as depicted in Carmen Tafolla's poem excerpt and in the Antonio Salazar's drawing about the San Antonio River:



This River Here

This river here
is full of me and mine.
This river here
is full of you and yours.

And right here we stand,
washing clean our memories,
baptizing our hearts,
gathering past and present,
dancing to the flow
we find
right here
or maybe—
a little farther
down.

In the subsequent paragraphs, we will provide an overview of our theoretical lens that grounds our conceptual framework and guides the development of our candidate proficiencies. We also will discuss the alignment between our conceptual framework and the college's diversity stance. Then, we will define and describe our overarching theme and candidate proficiencies.

Social Justice Theoretical Lens

As COEHD faculty, we are grounded in a social justice transformative lens. We believe that all individuals—our faculty, students, alumni, and those who we engage and serve should be treated in an equitable manner that ensures attainment of goals. Social justice requires that educators and professionals critically examine power, privilege, and oppression within classrooms, institutions, personal relationships, or systems that maintain and/or promote social inequity. Further, a social justice transformative lens requires that educators and professionals have the commitment and courage to attend to the pernicious inequities that exist while enacting in ways that create opportunities for social change (Flores, Claeys, & Gist, 2018; Hackman, 2005; Nieto, 2012). We also believe in democratic principles that ensure participation of all constituents within the university and the communities we serve.

Alignment with COEHD Diversity Mission Statement

Our social justice theoretical lens is aligned with our COEHD Diversity Stance. The UTSA College of Human Development is committed to diversity which may include socioeconomic background, ethnicity, race, religion, sexual orientation, gender identity, age disability, veteran status, nationality, and intellectual perspective. As a College, we embrace diversity in the recruitment and retention of scholars, researchers, highly skilled and dedicated staff, and talented students from all communities. Diversity and inclusiveness are a core strength

and an essential element of our public service mission and contribute to academic and professional excellence. At UTSA, we believe that the time has come to move from a philosophical discussion to identifying practices that can radically change the way educators and professionals are prepared, how they are inducted, mentored, and professionalized in the field, and how we can aggressively and positively impact our schools, community agencies, and other systems.

Overarching Theme: Culturally Efficacious Agents of Change

Aligned with the UTSA principles of *integrity* and *professionalism*, and the COEHD's diversity stance, culturally efficacious educators as agents of change are knowledgeable, community-based, and professional. Grounded in a social justice and transformative theoretical framework, culturally efficacious educators demonstrate strong disciplinary knowledge and critical praxis, personal and professional identities, self-determination, sociocultural competence, efficacy, critical reflexivity (Flores, Clark, Claeys, & Villarreal, 2007; Flores, Claeys, & Gist, 2018), and sustain the community's knowledge and ways of being. In order to transform our practices and ensure a common understanding, we define and operationalize candidate proficiencies in the subsequent section. In doing so explicitly, we are providing our candidates with opportunities for self-empowerment.

Candidate Proficiencies: Knowledgeable, Community-Based, and Professional

Knowledgeable

Definition. For students in the COEHD, being knowledgeable about their disciplinary area means that they have a demonstrable understanding of the concepts, skills, and dispositions in their respective disciplines. Being a knowledgeable graduate includes conceptual and practical aspects related to comprehension of the concepts, skills, and dispositions and its application in a

wide variety of settings. All students in the COEHD will be active practitioners in their related fields of study. Thus, classroom, lab, and field work will help to engage COEHD students to strengthen and create new bridges between knowledge and application. There are four areas of being knowledgeable that relate to the COEHD Conceptual Framework: equity, partnerships, technology, and disciplinary theories, concepts, skills, and dispositions through critical praxis and application in the field.

How is the Knowledgeable Competency enacted by our Candidates and Graduates?

(a) Demonstrating Knowledge of Equity: COEHD students and alumni demonstrate a breadth and depth of issues regarding (in)equity in schools, communities, and clinics. As COEHD students progress through their respective programs, they will consider the ways in which students have (or do not have equitable) access, opportunity, and resources to help their students and clients thrive and succeed in the future. COEHD students seek opportunities to dismantle issues of inequity. COEHD students and alumni adopt a culturally efficacious, culturally sustaining stance towards teaching, learning, and success that promotes individual strengths and collective goals.

(b) Demonstrating Knowledge of Partnerships: COEHD students and alumni demonstrate a knowledge of partnerships that span multiple settings and serve multiple purposes. Such partnerships include those based in the community, school, clinic, and other informal settings that support their future work. Building on the premise that teachers, administrators, counselors, and others cannot do their work without creating, maintaining, and strengthening partnerships, COEHD students seek those partnerships as a part of their practice. A strategic goal of the COEHD and UTSA is to connect with the greater San Antonio community.

(c) *Demonstrating Knowledge of Technology*: COEHD students and alumni demonstrate a knowledge of technology that includes the appropriate application of this technology to serve their work, students, and communities. It is critical for students to engage in learning technologies to remain current with the latest applications in their respective fields. Such knowledge is necessary so that our graduates can apply it in their own classrooms. COEHD students and alumni judiciously use safety and privacy features that protect one's personal information.

(d) *Demonstrating Disciplinary Theories, Concepts, Skills, and Dispositions through Praxis and Application*: COEHD students and alumni demonstrate a knowledge of the theories, concepts, skills, and dispositions that exemplify critical praxis and application of those ideas. It is important for students to demonstrate such knowledge from theory into practice. COEHD students and alumni are responsible for knowledge production in each of their related areas of study. This includes knowledge of the skills and dispositions as outlined in the Texas standards for education professionals.

Community-Based

Definition. As COEHD faculty, we are grounded in community. We are a people with common learning and growth development interests and diverse characteristics residing in an academic community made-up of faculty, students, staff, and alumni. We support the continued development of all with whom we share community with a vision toward inclusiveness. Diversity and inclusiveness are a core strength and are essential elements of our public service mission that contribute to academic and professional excellence.

We understand that community is based on shared values. We advocate for diversity which may include socioeconomic background, religion, sexual orientation, gender identity, age,

disability, veteran status, nationality, race, ethnicity, and intellectual perspectives. As a College, we recognize the importance of sustaining the heritage of communities while also embracing their continued development. We will prepare diverse community-based professionals who are highly skilled scholars, researchers, educators, and administrators.

How is the Community-Based Competency enacted by our Candidates and Graduates?

Construct 1: Community-building. Candidates demonstrate active engagement and skills in the development and sustainment of communities.

(a) Demonstrating a Community-Based Philosophy: The College of Education and Human Development prepares diverse professionals for the development and sustainment of a variety of communities, including their own. This will be observed through student feedback after completing field-based experiences within area communities and leadership roles assumed. We believe in a culturally-sustaining community approach to the preparation of professionals who are dedicated to appreciating and enriching their communities of origin and other expanded systems. We are preparing professionals to be culturally efficacious in sustaining the knowledge and wisdom of our community from the perspective of scholarship and the community (Boyer, 1990). Students' professional development as culturally efficacious leaders will be observed through advanced practicum experiences with diverse communities and internship experiences. Skills will include active listening, collaborative community building skills; and language and values that affirm and encourage participation.

(b) Demonstration of Observable Community Skills: Community skills include: the adaptation and application of professional knowledge and skills to identify and meet community needs; and the ability to recognize and utilize community assets as foundations for the development and sustainment of communities, and the ability to effectively communicate with

community stake holders using community-inclusive language. Community skills also include the use of strength-based language and collaborative problem solving.

Construct 2: Community-Based Leadership. Candidates demonstrate active community engagement and focus on the development of leadership as found in communities. Community leadership grounds candidates in authentic connections between the students they serve and the neighborhoods and communities in which these students live (Khalifa, 2016). This fosters trust between schools and homes that support strong community relationships.

(a) Engaged in community: Involved in local professional organizations that offer skill development to meet community needs;

(b) Progression of leadership development: Provides a personal growth plan that demonstrates/showcases community leadership development within diverse settings and communities.

In this way, candidates can practice collaborative leadership through strategic actions in schools by all stakeholders (Hallinger & Heck, 2010). Candidates become active participants in collaborative decision-making that impacts student development and/or program effectiveness.

Professional

Definition. The third characteristic is professional. Professional builds on the community-based and knowledgeable competencies. Professionals apply knowledge gained through inquiry in and outside of the classroom. Professionals are problem-solvers dedicated to act to improve practice across diverse community-based settings. Three areas of professional skill and disposition most relevant to the COEHD Conceptual Framework include: (a) strong professional identity, (b) integrity, and (c) collaborative leadership. We provide further enumeration about each of the following areas.

How is the Professional competency enacted by our candidates and graduates?

(a) *Strong professional identity.* Developing UTSA COEHD educators should see themselves as part of a community dedicated to both their field and discipline. This community is where professionals gain much of their practical knowledge and self-efficacy to enact change. UTSA and COEHD foster this professional identity through participation in coursework, experiential learning opportunities, student clubs, and participating in a variety of COEHD sponsored programs and events such as peer mentoring and guest lectures. Professional identity is further developed through modeling and membership in aligned state and national educational organizations.

(b) *Integrity.* COEHD educators embody integrity through ethical practice, honesty, and patience. Developing integrity as part of students' professional identity begins through modeling this trait in the broader COEHD community by faculty and staff. Modeling integrity includes transparency of decision making that reflects ethical practice. COEHD community members must be critically reflective and supportive within interactions with colleagues and students. Patience is important for developing trusting and meaningful relationships to promote and foster integrity as a professional trait throughout the community. COEHD students are held to the highest standard with regards to academic honesty within coursework. Students not demonstrating integrity through academic honesty are subject to evaluation of fitness to teach.

(c) *Collaborative leadership.* Collaborative leadership fostered in COEHD builds on at least three foundational principles. First, collaborative leaders build relationships and develop a trusted network of colleagues that reflect multiple levels of responsibility and points of view.

Second, COEHD educators develop the ability to manage and resolve conflicts through a positive and constructive process. Finally, COEHD student leaders share control through transparent and open communication and shared decision making.

Benchmark and Key Assignment

To ensure that our candidates and graduates become culturally efficacious agents of change who are knowledgeable, community-based, and professional, we have selected a benchmark course in each of our program areas in which the key assignment is a component of a portfolio:

Benchmark Courses:

Undergraduate Benchmark Courses:

- C&I 4613/6 Clinical Teaching
- C&I 4923/6 Internship in Education

Graduate Benchmark Courses

- BBED
- BBED-C (To be developed)
- TESL
- TESL C: Comprehensive Exam (In process of developing portfolio)
- COU 5713/5723 Internship in Clinical Mental Health
- COU 5793/5803/5813 Internship in School Counseling
- COU 7413/7513 Doctoral Internship
- EDL 6893 Internship K-12
- EDP 6943 Internship in School Psychology
- EDP 5783 Practicum 1 & 2 in ABA
- EDP Comprehensive Exam
- HSA 6893 Internship Higher Education
- ILT Capstone Courses
 - LTED 6943 Internship in Literacy/ Educational Applications of Applied Behavior Analysis
 - SPE 6623 Seminar on Current and Critical Issues in Special Education/ Comprehensive Exam (Research Synthesis Paper & Presentation)
 - ECE 6653 Action Research in Childhood Settings/Comprehensive Exam (Portfolio)
 - CI 6103 Research in Action/Comprehensive Exam (Portfolio)
 - IST: Comprehensive Exam

Key Assignment: Portfolio

The portfolio key assignment will require candidates and graduates to document their proficiency in each of the areas by responding to the following prompt on TaskStream:

Critically reflect:

How do you demonstrate that you are a culturally efficacious agent of change who is knowledgeable, community-based, and professional?

The committee will use the following competency rubrics to assess candidate proficiency across all programs:

Knowledgeable:

Every candidate in the program demonstrates knowledge of equity, partnerships, technology, and disciplinary theories, concepts, skills, and dispositions through critical praxis and application as relevant to their field and program of study.

Domain	Program demonstrates that candidate exceeds competency	Program demonstrates that candidate meets competency	Program demonstrates that candidate approaches competency
Demonstrating Knowledge of Equity	Programs support candidates to have a complete and consistent knowledge base about equity with respect to their fields.	Programs support candidates to have a complete or a consistent knowledge base about equity with respect to their fields.	Programs do not support candidates to have a complete or consistent knowledge base about equity with respect to their fields.
Demonstrating Knowledge of Partnerships	Programs support candidates to have a complete and consistent knowledge base about partnerships with respect to their fields.	Programs support candidates to have a complete or a consistent knowledge base about partnerships with respect to their fields.	Programs do not support candidates to have a complete or consistent knowledge base about partnerships with respect to their fields.
Demonstrating Knowledge of Technology	Programs support candidates to have a complete and consistent knowledge base about technology with respect to their fields.	Programs support candidates to have a complete or a consistent knowledge base about technology with respect to their fields.	Programs do not support candidates to have a complete or consistent knowledge base about technology with respect to their fields.
Demonstrating Disciplinary Theories, Concepts, Skills, and Dispositions through Praxis and Application	Programs support candidates to have a complete and consistent knowledge base about disciplinary theories, concepts, skills, and dispositions through praxis and application with respect to their fields.	Programs support candidates to have a complete or consistent knowledge base about disciplinary theories, concepts, skills, and dispositions through praxis and application with respect to their fields.	Programs do not support candidates to have a complete or consistent knowledge base about disciplinary theories, concepts, skills, and dispositions through praxis and application with respect to their fields.

Community-Based:

Every COEHD candidate/graduate will be able to demonstrate skills in community building and community leadership.

Domain	Program demonstrates that candidate exceeds competency	Program demonstrates that candidate meets competency	Program demonstrates that candidate approaches competency
Community Building	Program supports candidates' development in employing all aspects of a community-based philosophy; employs active listening and observable language that affirms community building and participation	Program supports candidates' development of some aspects of active listening and some observable language used in building / affirming community	Program supports candidates' development of one aspect of observable community building (e.g., active listening)
Community-Based Leadership	Program supports candidates' proficiency in aspects of community engagement and community membership; Program supports candidates' development of a personal growth plan that explicitly highlights areas of achievement and professional development in working with diverse communities	Program supports candidates in developing proficiency in one aspect of community membership and with developmental growth plans that explicitly highlight areas of community-based leadership	Program supports candidates in the development of proficiency in at least one aspect of being an engaged community membership working with a community leader Program supports candidates in the development of a personal growth plan that implicitly highlights areas of achievement or development as community-based leaders

Professional

Every COEHD candidate/graduate demonstrates appropriate professional dispositions in a field-based or clinical experience as evidenced through professional identity, integrity, and collaborative leadership.

Domain	Program demonstrates that candidate exceeds competency	Program demonstrates that candidate meets competency	Program demonstrates that candidate approaches competency
Professional Identity	Programs are proficient in supporting professional identity development and involvement with opportunities across multiple domains, including professional organizations and student organizations.	Programs are proficient in supporting professional identity development and involvement with opportunities across one domain, including professional organizations and student organizations.	Programs approach proficiency in supporting professional identity development and involvement with opportunities across one domain, including professional organizations and student organizations.
Integrity	Programs are proficient in demonstrating systemically with multiple measurable assessments (i.e. through fitness to teach) that candidates embody ethical practice, honesty, and patience.	Programs are proficient in demonstrating systemically with a measurable assessment (i.e. through fitness to teach) that candidates embody ethical practice, honesty, and patience.	Programs approach proficiency in demonstrating through a measurable assessment (i.e. through fitness to teach) that candidates embody ethical practice, honesty, and patience.
Collaborative Leadership	Programs are proficient in supporting collaborative leadership across multiple domains of	Programs are proficient in supporting collaborative leadership across one domain of skill	Programs approach proficiency in supporting collaborative leadership across one domain of skill

	skill building and practice, including open communication, transparency, shared decision making, and conflict resolution.	building and practice, including open communication, transparency, shared decision making, and conflict resolution.	building and practice, including open communication, transparency, shared decision making, and conflict resolution.
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Table 1
Accreditation: Educator Certifications & Professional Licensures

ACCREDITED/VERIFIED PROGRAMS	DEPARTMENT	LEVEL
Behavior Analyst Credentialing Board (BCaBA; Verified Sequence)	Educational Psychology (EDP)	Undergraduate
Behavior Analyst Credentialing Board (BCBA; Verified Sequence)	EDP : ABA certificate	Graduate
Behavior Analyst Credentialing Board (BCBA; Verified Sequence)	EDP: Behavior Assessment & Intervention	Graduate
Behavior Analyst Credentialing Board (BCaBA; Verified Sequence)	Interdisciplinary Learning and Teaching (ILT): Special Education	Undergraduate
Behavior Analyst Credentialing Board (BCBA Verified Sequence)	Interdisciplinary Learning and Teaching (ILT): Special Education	Graduate
Council for Accreditation of Counseling & Related Educational Programs (CACREP)	Counseling	Graduate
Educator Preparation Program (TEA & THECB)	EDL, BBL, School Counseling, ILT, & KHN	Undergraduate & Graduate
National Association for Early Childhood (NAEYC)	ILT: Early Childhood & Elementary Education	Graduate
National Association of School Psychology	EDP	Graduate
Registered Dietetic Program	Kinesiology, Health, & Nutrition	Integrated BA & MA

Conceptual Framework and Candidate Proficiencies Committee

By-Laws

October 24, 2018

The Conceptual Framework and Candidate Proficiencies Committee (CFCPC) serves to set the vision for graduates from the College of Education and Human Development. (1) The CFCPC shall be advisory to the Dean and will be responsible for developing and instituting a framework which guides the preparation of educators and professionals. (2) The CFCPC will identify candidate proficiencies and provide benchmarks for assessing candidate proficiencies. (3) The CFCPC will engage faculty across the college to align their respective programs with the conceptual framework. (4) The CFCPC will conduct annual review of candidate proficiency and report findings to the Dean. (5) The CFCPC will periodically review the candidate proficiencies, conceptual framework, and benchmarks to ensure alignment with college vision. The CFCPC shall be constituted as follows: (a) one faculty representative from each department in the College, as selected by the Dean in consultation with Department Chairs, (b) the Associate Dean of Professional Preparation, Assessment, and Accreditation (ex officio). Other individuals may be invited by the Chair to participate in selected meetings as non-voting guests. (4) The Chair of the CFCPC shall be elected by simple majority of the membership at the first annual meeting of the committee. The Chair will serve a term of two years, with multiple terms allowed at the discretion of the CFCPC. (5) Appointed CPCFC members shall serve a two-year, staggered terms. The Dean shall fill any vacated positions in consultation with the Department Chairs.

Reviewed by CFCPC Committee

Belinda Bustos Flores, Associate Dean of Professional Preparation, Assessment, & Accreditation

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