

Wilmington University

College of Education and Liberal Arts

Conceptual Framework

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About the College

The College of Education and Liberal Arts at Wilmington University is a vibrant academic community committed to shaping the future through innovative educational programs and a strong foundation in the liberal arts. Our multidisciplinary focus empowers students to become skilled and well-rounded educational, non-profit, public sector, small business, corporate professionals, and thoughtful leaders prepared to meet the challenges of a diverse and rapidly evolving world.

The two divisions of the College, Education and Liberal Arts, form a collaborative and inclusive environment where students are encouraged to explore, innovate, and lead both in their professions and within their communities.

About the Division of Liberal Arts

The Division of Liberal Arts provides a dynamic, interdisciplinary education that cultivates critical thinking, creativity, and communication skills essential for success in any field. Through its contributions to general education coursework and degree programs, the division enriches the academic experience of all Wilmington University students. Our curriculum spans the humanities, languages, and the arts, fostering intellectual curiosity to sustain students over a lifetime and preparing students for diverse career paths.

In addition to supporting university-wide learning, the division offers a distinctive degree program; Bachelor of Arts in Interdisciplinary Studies. This degree provides a flexible, customizable curriculum that allows students to use their interests to guide their course selection, fostering a broad knowledge base and a versatile, innovative mindset.

About the Division of Education

The Division of Education prepares educators, school professionals, and leaders at both the initial and advanced levels. The Division of Education offers teacher preparation degrees from Infancy through High School, including special education. We provide specialized programs in school counseling, educational leadership, technology, interdisciplinary studies, and English as a second language instruction.

For those seeking to lead in education, we offer doctoral programs in educational leadership with concentrations in teacher, building, and district leadership, and organizational leadership with a concentration in higher education leadership.

Mission

Wilmington University's College of Education and Liberal Arts prepares professionals and leaders to thrive in today's diverse and ever-changing world.

Vision

The College of Education and Liberal Arts envisions graduates who adapt, collaborate, embrace growth, persevere, commit to continuous learning, and inspire transformation in their communities.

Philosophy – Division of Liberal Arts

The Division of Liberal Arts at Wilmington University is committed to cultivating students' critical thinking, communication, analytical, and technical skills. Through a diverse and inclusive curriculum, we empower students to become informed, engaged, and ethical individuals who can thoughtfully navigate and meaningfully contribute to an increasingly complex and interconnected world.

Purpose Statement

The purpose of the Division of Liberal Arts is to provide students with a comprehensive educational experience founded on broad, interdisciplinary knowledge across the humanities, mathematics, and languages. Curriculum and programs emphasize the development of essential competencies such as critical and analytical reasoning, mathematical literacy, ethical decision-making, cultural competence, and effective communication, enabling students to address real-world challenges. Guided by collective principles and informed perspectives, students are prepared for a lifetime of personal and professional growth, civic engagement, and global responsibility.

Program Purpose

Interdisciplinary Studies

The Interdisciplinary Studies degree honors students' previous educational journeys while providing a coherent end to their education that builds on their previously learned skills and offers opportunities to build technical and cross-curricular skills. The program is designed for anyone with college ambitions: students who have never been to college, students who have earned credits at other institutions, and students who may have earned credits through professional opportunities. In this degree, students sharpen durable skills such as written and spoken communication, ethical behavior, technology fluency, numeracy, literacy, critical thinking, disciplined inquiry, and information literacy. This degree is for students who don't always have the answer but want to know the right questions to ask.

Subject Specific Purpose

Art

The purpose of Art courses is to empower students to explore and express human experience through visual forms, fostering an understanding of artistic traditions, personal creativity, and global cultural heritage. The Art curriculum enriches the Liberal Arts experience by offering opportunities for non-majors to explore visual literacy, creative process, and art history through innovative modalities.

Culinary Arts

The purpose of Culinary Arts courses is to deepen students' understanding of food and drink as a medium of cultural identity, personal creativity, and interdisciplinary learning where science, history, and aesthetics converge.

English

The purpose of English courses is to support all of Wilmington University's undergraduate degree programs. Between its general education and program-specific offerings, it introduces and

enhances skills in writing, public speaking, rhetoric, information literacy, genre awareness, and critical thinking. In the process, it prepares students to communicate effectively and evaluate information accurately whether in academic, workplace, or personal settings.

First Year Experience

The purpose of "First Year Experience" at Wilmington University is to equip first-year students with the essential skills, knowledge, and resources for a successful and enriching college journey. By integrating foundational skills, self-discovery activities, and an exploration of university resources, students will be inspired to become proactive, resilient, and responsible members of the Wilmington University community and beyond.

History/Humanities

The purpose of History and Humanities courses is to assist students in recognizing how contemporary and global events are shaped by the past. The study of history and humanities is not just a recollection and memorization of past human interactions, but a journey into how past events are interwoven with the present. Primary research, critical thinking, and problem solving are basic components of the history and humanities curriculum.

Literature

The purpose of literature courses is to provide students the opportunity to develop their skills in close reading, textual analysis and communication as they increase their cultural literacy by reading literature from a range of cultures, times, and voices.

Languages (including English as a Second Language – ESL)

The purpose of languages courses is to foster communication, cultural awareness, and academic readiness. The Spanish curriculum empowers students to develop listening, speaking, reading, and writing skills tailored to authentic and professional contexts, including healthcare settings. The ESL program provides a curricular foundation in academic English. The program emphasizes grammar, vocabulary, writing, oral fluency, listening comprehension, research writing, and APA-style academic conventions. These offerings create opportunities to achieve communicative competence, intercultural understanding, and transferable skills.

Music

The purpose of Music courses is to cultivate musical understanding and appreciation through critical listening, historical context, musical structure, musical terminology, and cultural exploration, enhancing students' ability to reflect on the role of music in human life.

Philosophy

The purpose of Philosophy courses is to introduce students to essential questions about ethics, knowledge, identity, and meaning and nurture informed, reflective thinkers who can engage thoughtfully with complex ideas and navigate personal and societal challenges with intellectual humility, clarity, and ethical awareness.

Goals

The goal of the Liberal Arts Division is to provide curriculum and programming supporting the University's Graduation Competencies that also enrich the student experience and develops life-long learners.

Philosophy – Division of Education

We prepare day-one-ready leaders and teachers through a relevant, practical, and career-focused curriculum grounded in authoritative theory and driven by real-world practice. Our inclusive, practitioner-focused program emphasizes ethical and culturally responsive leadership, equipping educators to support students from diverse educational and professional backgrounds. Rooted in the values of open enrollment and equitable access, we foster reflective practitioners committed to lifelong learning, continual development, and empathetic, student-centered practice. By modeling empathy, authenticity, and dynamic leadership, we cultivate a culture of care and inspire the next generation of educators to lead with skill, innovation, and integrity.

Program Purposes

As clearly specified in our mission and philosophy, a primary purpose of our professional educator preparation programs is “translating theory into practice.” Each program, including those designed to prepare educators for licensure/certification, has a stated purpose that functions within this context of this purpose (stated above) and that enables the programs to translate the philosophy into action and advance the missions of the University and the College of Education. The stated purposes of each of the licensure/certification programs can be located in the Wilmington University Catalog.

Bachelor of Science in Education

The purpose of the Bachelor of Science degree in Education is to prepare students for teaching positions in schools serving children from birth through grade 8. Students choose a teaching concentration that leads to certification in Early Care and Education (Birth through Grade 2), Elementary Education (Grades K-6), or Middle Level Education (Grades 6-8).

Master of Education Degree in Elementary Studies

The Elementary Studies program prepares teachers to meet the academic and social needs of students. The program is built on a model of the teacher as learner, researcher, and facilitator of knowledge. The program is based on the premises that teachers must be sensitive to varying social demands and expectations; must be able to diagnose and address the individual learning and developmental needs of students, including emotional, physical, social, and cognitive needs; must be able to use technology in all aspects of their profession; must make important decisions about how and what to teach in the face of an overwhelming knowledge explosion; and must reach out more effectively to parents and the community.

Master of Education in School Leadership

The Master of Education in School Leadership explores the research, theory, and practice of effective schools, teaching, learning, and reform. Translating theory into practice is a primary emphasis. This 33-35 credit program is designed to (a) develop aspiring school leaders' knowledge, dispositions, and skills related to effective and sustainable school and school system leadership and renewal; (b) prepare school leaders who are committed to the centrality of teaching and learning and to the removal of barriers to student learning; (c) prepare school leaders who will engage all school stakeholders in the development of a shared vision of teaching and learning; (d) prepare school leaders who will manage school operations and resources in an efficient, equitable, and ethical manner, maintaining a constant focus on the improvement of student learning; and (e) prepare school leaders who are committed to professional growth and renewal.

Master of Education in School Counseling

The Master of Education program in School Elementary and Secondary Counseling addresses the needs of diverse school populations facing rapid social, economic, and technical changes. Practical application in the counseling field is balanced by detailed consideration of the philosophy, theory, knowledge, and ethics necessary for a professional school counselor. All aspects of the program are directed toward enabling the participants to acquire the knowledge, skills, and attitudes needed to become effective school counselors in a developmental and multicultural school setting.

Master of Education in Special Education

Students with special needs must be taught by professionals who are trained in the identification, assessment, and teaching of individuals with exceptionalities. To reach this goal, the Master of Education in Special Education program has three distinct options which allow the master's candidate to focus on his/her individual needs and career goals. This program reflects an inclusion model of special education service delivery.

Master of Arts in Secondary Teaching: Grades 7-12

The Master of Arts in Secondary Teaching program prepares teachers to meet the academic and social needs of students. The program is built on a model of the teacher as learner, researcher, and facilitator of knowledge. The program is based on the premises that teachers must be sensitive to varying social demands and expectations; must be able to diagnose and address the individual learning and developmental needs of students, including emotional, physical, social, and cognitive needs; must be able to use technology in all aspects of their profession; must make important decisions about how and what to teach; and must reach out more effectively to parents and the community.

Doctor of Education, Educational Leadership

The doctoral program facilitates the professional development of teachers, specialists, administrators, and other personnel committed to the concept that those responsible for the nation's educational agenda must be innovative leaders. The program prepares students to translate research into effective systems of instruction, supervision, and leadership. It features a core of studies and a dissertation. This program of studies meets the needs of public, private, and post-secondary educators. The program format allows for completion of coursework in just over three years, even though students attend classes only once a week. Some of the courses may be taught in a "hybrid" format which includes both face-to-face and on-line instruction. Courses are

taught by both full-time and adjunct faculty who are experts in their fields, providing an insight into innovative, leading-edge theories and practices.

Doctor of Education, Organizational Leadership, Learning & Innovation

The Organizational Leadership and Innovation (OLI) doctoral program equips leaders to drive operational excellence, lead transformative change, and inspire innovation amid dynamic global, socio-economic, and technological shifts. Designed for professionals across business, nonprofit, education, government, and consulting sectors, the program integrates theory, practice, and research through experiential learning focused on real-world challenges. Students from around the world engage in a cohort model featuring coursework, a consulting experience, summer institutes, and an embedded dissertation in practice. With four flexible concentrations—Strategic Leadership, Workplace Learning and Talent Development, Higher Education, and Student-Designed Learning—the program can be completed in just three years through weekly synchronous sessions offered in Online Live and Hybrid formats. The Hybrid option includes both face-to-face on online learning opportunities and is fully F-1 Visa compliant. Courses are taught by expert faculty who bring cutting-edge insights and innovative practices to the classroom.

Program Goals

The specific, long-term goals (desired outcomes) of the programs in the College of Education at Wilmington University are unique to each degree and to each program and are delineated as graduation and program competencies. All program competencies are standards-based; are instrumental, on a daily basis, in allowing the College to apply the philosophy to achieve the mission described above.

The College of Education and Liberal Arts meets bi-annually to develop and create a college strategic plan that aligns with the university's published Vision Plan and the Academic Affairs Strategic Initiatives. Closing the Loop bi-annual events are also held for data and program review for continuous improvement. All appropriate programs are state of Delaware or nationally accredited.

Knowledge Bases – Division of Liberal Arts

The Division of Liberal Arts is guided by a knowledge base rooted in educational theory, reflective practice, and inclusive pedagogy. This foundation informs the Division's framework for teaching and learning, ensuring that instructional design and course delivery foster student ownership, active engagement, and equitable access to knowledge.

Organizing Theme, “Constructing Knowledge through Design, Connection, and Reflection”

Utilize Backwards Mapping

Effective course design begins with the end in mind. Faculty identify essential knowledge, skills, and competencies students should demonstrate upon completion and then design learning experiences aligned to those outcomes.

- Clarify goals and outcomes: Define measurable, relevant objectives.
- Align assessments and activities: Ensure that instructional materials, discussions, and assignments directly support desired learning outcomes.

- Integrate formative feedback by providing ongoing support opportunities to guide student progress toward outcomes.
- Anticipate challenges: Build in support that assists students overcome barriers to success.

Build on Constructivism

Learning is an active process in which students construct understanding based on prior knowledge and experience.

- Construct knowledge in context: Embed learning in authentic, real-world applications.
- Use a student-centered approach: Empower students to take ownership of their learning through inquiry and exploration.
- Connect to prior knowledge: Begin each learning module by activating and expanding what students already know.
- Sequence activities to move from foundational to higher-order thinking.
- Promote reflection: Encourage metacognitive practices (goal setting, strategy use, progress checking, and reflection) to help students monitor growth.

Incorporate Active Learning

Students learn best when they engage with content through meaningful interaction rather than passive reception.

- Promote engagement through doing: Examples include case studies, simulations, discussions, and collaborative projects.
- Foster peer learning and collaboration to promote deeper understanding.
- Encourage personal responsibility for learning: Move from modeling (“I do”) to guided practice (“We do”) to independent application (“You do”).
- Reflect on experience: Guide students to analyze what they learned and how to apply it.
- Foster collaboration and belonging: Design learning communities that value diverse perspectives and shared inquiry.

Incorporate Principles of Universal Design for Learning (UDL)

UDL ensures that instruction is accessible, inclusive, and equitable for all learners by providing multiple means of engagement, representation, and action/expression.

A. Multiple Means of Engagement

- Offer choice and provide relevance (student agency): Allow students to select topics, formats, or approaches that align with their interests and goals.
- Design for motivation and belonging: Clarify expectations, connect learning to real-world relevance, and create opportunities for collaboration and connection.
- Promote reflection: Encourage students to evaluate their own engagement and learning processes.

B. Multiple Means of Representation

- Provide multiple ways to learn information: Use text, visuals, audio, video, and interactive resources.
- Design options for language and symbols: Clarify vocabulary, support understanding of discipline-specific terminology, and use accessible materials.

- Connect new learning to prior knowledge: Scaffold understanding through analogies, examples, and comparisons.

C. Multiple Means of Action and Expression

- Design options for interaction: Encourage varied participation through discussion boards, group work, and multimedia responses.
- Vary methods and provide choice for response: Allow students to demonstrate understanding through essays, presentations, projects, or digital formats.
- Provide multiple methods of support and communication: Offer feedback in multiple modes (written, audio, video) and maintain clear communication channels.

Incorporate Best Practices in Writing

Writing serves as both a mode of learning and a demonstration of understanding. Instruction in writing across disciplines should emphasize process, reflection, and audience awareness.

- Multiple drafts and revision: Encourage drafting, feedback, and continuous improvement.
- Think-aloud modeling: Demonstrate writing strategies and cognitive processes.
- Genre awareness: Teach students to understand purpose, audience, and conventions across various writing forms.
- Peer review: Foster collaboration, critique, and mutual growth.
- Metacognition: Guide students to reflect on their writing strategies and progress over time.

Embrace Sociocultural Learning

Learning is inherently social and shaped by cultural, community, and contextual factors.

- Collaboration: Design learning environments that encourage dialogue and shared problem-solving.
- Cultural responsiveness: Recognize and integrate diverse perspectives, experiences, and voices.
- Community building: Foster belonging and shared responsibility for learning.
- Co-construction of knowledge: Students and instructors are partners in the learning process.

Collectively, these knowledge bases affirm the Division of Liberal Arts' commitment to student-centered, inclusive, and reflective teaching. They provide a coherent framework for designing courses that promote critical thinking, creativity, and lifelong learning within a diverse and interconnected world.

Knowledge Bases - Division of Education

Organizing Theme, “Professional Partners Creating Environments for Learning”

Our programs are grounded in a vision of learning environments as professional learning communities bound by shared purpose, norms, values, and mutual care (Dufour, 2012). Our organization is characterized by collaborative decision-making, interactive planning, mutual beneficial partnerships, and shared accountability (Gupta et al., 2023; Burns & Schaefer, 2021). In our view, successful educator preparation programs must not merely align with partner contexts

but be meaningfully embedded within them; as such, we aim to “fuse” preparation with practice, bridging theory and action in ways that serve all stakeholders (Goodlad, 1994; Zeichner, 2018).

We also believe that the sense of ownership among partners directly influences the success of these collaborations. When stakeholders are authentically involved in the co-construction and implementation of educator preparation experiences, they are more invested in the outcomes and more committed to sustaining improvement (Cochran-Smith et al., 2020). This participatory approach cultivates both professional agency and collective dignity among participants and enhances the practical and ethical development of our students.

Key contributors to our partnership ecosystem include our teacher candidates, university faculty and staff, mentor teachers, field supervisors, school and district leaders, state education officials, organizational leaders, accrediting bodies, and community stakeholders. Each plays a vital role in ensuring that our programs remain responsive, innovative, and grounded in the realities of contemporary P–12 education.

Program Attributes Which Define the Conceptual Framework

The manner in which we prepare educational personnel is informed by eight essential attributes which serve as the theoretical base for our programs, and which serve as the core of our conceptual framework.

These attributes include (1) ensuring the programs are knowledge-based; (2) viewing educational personnel as learners, including a reflective focus on past experiences as learners; (3) promoting cultural and contextual awareness; (4) facilitating inquiry, analysis, and reflection; (5) empowering authentic participation, collegiality, and collaboration; (6) providing an on-going, developmental program that allows for continuous improvement, experimentation, and professional growth; (7) providing programs that are standards-based; and (8) advancing programs that ethically leverage technology. The program attributes are more fully described below.

Programs are Knowledge-Based

Effective educator and leadership preparation requires more than technical skills—it demands a deep, evolving understanding of knowledge, theory, and practice. Our programs emphasize that professional knowledge is dynamic and multidimensional, integrating content expertise, pedagogy, reflection, and innovation. Grounded in research and responsive to context, our approach prepares candidates to think critically about how knowledge is constructed and applied in real educational settings. The following sections outline four essential dimensions that guide our philosophy: disciplinary, theoretical, improvement, and experiential knowledge.

We believe that effective educator and leadership preparation must be grounded in broad and evolving *disciplinary knowledge*. This includes foundational knowledge in the liberal arts and sciences, content-specific expertise, and a robust understanding of teaching and learning. Knowledge in education is more than a collection of facts or prescriptions; it is a coherent framework that informs judgment, guides decision-making, and fosters inquiry (Darling-Hammond et al., 2020; Marzano, 2018).

Theoretical knowledge plays a critical role in helping educators interpret and navigate complex educational contexts. However, reliance on empirical knowledge alone is insufficient. While evidence-based practices are essential, a singular focus on process-product research narrows the scope of professional understanding. Theory not only supports reflective practice but also fosters

shared understanding and innovation across professional communities (Dufour, 2018; Cochran-Smith et al., 2020).

Our programs intentionally link theory to practice. For example, we incorporate Adult Learning Theory (Hoare, 2006; Knowles, 2005); Merriam & Bierema, 2014) across coursework to model responsive pedagogy for adult learners. We also draw on cognitive and constructivist frameworks such as Bransford's Anchored Instruction (Bransford et al., 2000), Vygotsky's Sociocultural Theory (Vygotsky, 1978), and experiential learning models (Kolb, 2015) to inform problem-based and reflective learning experiences. Other guiding theories include Mezirow's Transformative Learning Theory (Mezirow, 1997), and Dewey's foundational work on experiential education (Dewey, 1938).

Improvement knowledge establishes a culture of education that seeks innovative responses to complex, context-specific educational challenges. These proposals offer valuable insight into data-driven continuous improvement and future directions for school reform and educator development (Ball & Forzani, 2009; Langley, 2009).

The fourth dimension is *experiential knowledge*, or wisdom gained from experience and practice. This includes opportunities for students to learn by doing where students employ strategies including routines, and intuitions that experienced educators develop through years of engagement with students, families, and classrooms (Marzano, 2009). Experiential knowledge reflects the profession's "hidden curriculum" and is most effectively passed through mentorship, reflection, and context-rich collaboration among pre-service and practicing educators.

Together, the four conceptions of disciplinary, theoretical, improvement, and experiential knowledge form the foundation of our educator preparation programs. They ensure our candidates are not only well-informed but also adaptive, reflective, and ready to lead in complex and evolving school environments.

Programs View Educators as Learners

We adopt a stance toward the preparation of educational personnel that requires us to assist educators in continually updating and building knowledge structures about teaching and learning. We believe in the importance of continual learning throughout one's career and in the educator as a model of continual learning. The primary purpose of our work is to advise and support novice and experienced educators to continually improve and master technical skills essential to their profession. We endorse education and the work of educators as intellectual and substantive. We do endorse the concept of the educator as a lifelong learner (Marzano, 2012).

Programs are Sensitive to Context and Culture

Students at Wilmington University learn how to adjust and adapt educational methodologies in an *equitable, contextually appropriate, and culturally sensitive manner*. The definition of what makes an educator effective has changed dramatically in recent years and continues to change. We believe that effective educators in the schools of today and tomorrow must understand the relevance of cultural heritage, gender, ethnicity, social group, social class and status, religion, health, age, first language, family structure, learning style, developmental level, abilities and disabilities, etc. (Collier and Thomas, 2019; Marzano, R., Warrick, P., Rains, C., DuFour, R., 2018). We believe that all educators must work for the creation of truly egalitarian school communities, must strive to affirm interdependence and be advocates for all children and families and must make every effort to promote equal educational opportunity. We believe that all educators must have the dispositions to work effectively with children, families, and all school and community stakeholders.

Programs Stress Inquiry, Analysis, and Reflection

We believe that reflecting upon one's activities is a powerful way to increase professional authority and effectiveness (Dewey, 1944; Schon, 1991; UCLA Teaching and Learning Center, 2025). We believe, and research confirms, that reflective practice promotes (a) greater awareness of personal performance leading to improved practice, (b) increased student learning, (c) enhanced professional growth and development, (d) a more clear and honest perspective about one's work, and (e) greater satisfaction with oneself and one's work (York-Barr, et al., 2001, p. 13). As reflective inquirers, prospective educators bring personal, social, and theoretical knowledge to promote instructional and school improvement. We encourage our students to use mindfulness in all aspects of their learning and practice (Dweck, 2009). This approach is emphasized in the earliest pre-service practicum experiences and continues throughout middle field experiences, methods courses, and student teaching/internships. The approach is central to all programs, including those designed to prepare instructional leaders, counselors, and specialists.

Programs Stress Participation, Collegiality, and Collaboration

Participation, collegiality, and collaboration are essential ingredients in our conceptual framework. We believe that educational change and improvement cannot be viewed as one educator doing a better job in one learning situation. Reforming pedagogy for sustained and worthwhile change in schools is a collaborative process requiring educators to be skilled at working in collaborative work cultures and taking initiatives such as forming broadly-based focus or study groups to investigate crucial topics (Goddard, R., Goddard, Y., & Tschannen-Moran, M. 2007; Fullen and Edwards, 2021; Kazemi, et.al. 2024). We take the concepts of participation, collegiality, and collaboration very seriously in individual courses and in program structure. This can be readily seen in our extensive use of scholarly practitioner instructors, our efforts to utilize a workable collaborative model for practica and other field and clinical experiences (Danielson, C., Furman, J., Kappes, L. 2022), our frequent faculty development sessions, our formal linkage of full-time faculty with adjunct faculty and our working relationships with local schools and school districts and with the community and State.

Programs are On-Going and Developmental Based on Best Practice

We believe that the professional life of an effective educator is a continuum, and a stream of activity that begins when a person decides to begin professional and academic study leading toward a career or advancement in education (Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. 2020). We view the development of educators in three stages: pre-service education, induction, and in-service education. We promote the notion that education is transformational. We believe that programs for the preparation of educational personnel should be long-term investments in the educators themselves, in instilling in all educators the understanding of best practice as related to the teaching and learning of all children, and in the advancement of society (Carnegie Corporation of New York, 2020). In promoting the on-going and developmental nature of our programs, considerable progress has been made in terms of maintaining contacts with graduates, working with graduates to assist in the preparation of our students during fieldwork and clinical experiences, completing follow-up surveys to assess student satisfaction with the programs, and continually assessing the programs for further development and improvement.

Programs are Standards-Driven

We believe that programs for the preparation of educational personnel should be standards-driven. We support Delaware's school reform initiatives, one part of which was the collaborative development and adoption of uniform sets of standards that can be applied to all Delaware

teachers and educational leaders, the “Delaware Professional Teaching Standards,” adopted 1998 and revised in 2023 and the “Delaware Administrator Standards,” adopted 1998, and revised/adopted the NELP Standards, 2018 (Delaware Department of Education, 1998; Delaware Department of Education, 1998; Delaware Department of Education, 2023; and Delaware Department of Education, 2018). We support and utilize the Delaware Student Content Standards which define what K-12 students in our state need to know and be able to do (Delaware Department of Education, 1995) and the Common Core Standards adopted by the State in 2011, including the Next Generation Science Standards. We also support similar standards as put forth in surrounding states. We integrate those standards (and relevant national standards) into all courses and field and clinical experiences and use them as the basis for assessment of each student’s progress toward meeting professional and program competencies. We also use and support the use of the CAEP standards and, where appropriate, the standards of the various specialized professional associations related to CAEP.

Programs Integrate the Effective Use of Technology

While we don’t subscribe to the view that each new technological advance will “revolutionize” education, we do believe that the effective use of technology in the school and classroom can and should empower both educators and learners. We believe that technology can help educators and students better utilize educational resources. In our programs, we emphasize the use of technology as both a teaching and management tool. We believe that all students and educators in all schools must have open access to technology.

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