

**MASTER OF ARTS PROGRAM IN APPLIED PROFESSIONAL STUDIES (MAAPS)**

# GRADUATE LEARNING PLAN

<b><u>FOCUS AREA:</u></b>	► Designing and Implementing Advocacy Processes in Education Reform Settings
<b><u>Prof. Advisor:</u></b>	
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<b><u>Cluster:</u></b>	
<b><u>Approval:</u></b>	

## **► PART I: Personal/Professional Background & Goals**

**Directions:** In Part I, the student provides a context for the Graduate Learning Plan and a rationale for both his/her career direction and choice of the MAAPS Program of study as a vehicle to assist movement in that direction. Specifically, Part I is to include three sections:

- A. a brief description of the student's personal and professional history (including education, past/current positions, key interests, etc.);
- B. an explanation of the three or more years of experience (or equivalent) offered in support of the Graduate Focus Area;
- C. a brief description/explanation of the student's personal and professional goals.

### **A. Description of My Personal/Professional History:**

*The biggest influences in my early life were my grandmother and my mother. Their lives, their stories, established the belief that education/learning was the most important activity in their lives and fostered a love for it in mine. My Grandmother had a sign in her kitchen from a store she passed on the street as a young girl, on her way to work. The sign had four letters: NINA. No Irish Need Apply. She viewed that sign as a challenge and often referred it through stories, meant to inspire me to understand why an education is valuable. Surely, obtaining an education was a means to broaden life opportunities, including employment and financial stability. Equal to that, education was meant to provide the opportunity to participate fully in society and once that was achieved, the opportunity to help others who had been left behind was the goal, the responsibility that the privilege of having an education offered.*

*That basic belief has helped determine my values and now will serve as the focus of my graduate study. I believe that an education is necessary for full participation in citizenship, is a basic human right and when education is valued and attainable, families, communities, societies and entire nations can thrive.*

*My school years were also influenced by the belief that I should always be aware of others who may be less fortunate and with a few gaps, I have volunteered in some capacity nearly my entire life. With that background, I chose my college major: Public Administration. The intent was to work in a nonprofit or government setting, with advocacy as the primary goal.*

*After college I worked for a not-for-profit trade association for commercial banks. I was fortunate to have exposure to a broad range of business issues and access to leaders in the field. Underlying all of the work-related activities knowledge and practice of effective communications, economics and ethics were particularly interesting to me. I had direct responsibility for planning and executing products and services for community banks. Through our schools, conferences and workshops I had the privilege of constantly learning more about the industry. Leaders in the field were available to advise, teach and share ideas with me. The banking industry was undergoing great change and the constant challenges allowed me to learn, absorb and also fail in navigating those challenges.*

*I left full time work when I had children and then as life dramatically changed, had the opportunity to again prioritize my values and beliefs. Of all of the opportunities, activities and interests that were available to my children, I soon realized that valuing learning and obtaining an education would be the most important part of being a parent.*

*I began a more formal interest, beginning with awareness in education. Informally, I began to volunteer at our local school and learned more about the scope of challenges many children face that keep them from learning.*

**B. Explanation of My Experience in Support of My Graduate Focus Area:**

*From classroom volunteer, I served as a member of the local school board and was elected president the last year of my term. From that experience, I had exposure to a broader range of school administration issues: budgeting, staffing, ethics, legal questions, funding, school performance and student learning. I was also able to work on a steering committee to start a new Catholic school in the northwest suburbs (now a k-8 school), served on the Principal selection and long range planning committee. Many different interests and constituencies involved in both of those activities required application of skills I had and at the same time, required me to develop new skills.*

*As a classroom volunteer, I began to observe and believe that provided the proper support and learning environment, every child can learn and can come to school with a desire to learn. I began to see how differences in teaching styles, attitudes and home/community support can effect teacher performance and student learning.*

*This school was experiencing a number of external and internal challenges. Among them: revenue constraints, aging facilities, increased competition, changing family structures, low teacher morale, and lack of effective leadership.*

*We established for the first time, a long-range planning process that would identify the strengths and weaknesses of the school and make recommendations for improvement. We identified the need for systematic, ongoing teacher/staff evaluation and support, curriculum review processes, resource allocation prioritization and the challenge of establishing a process for evaluating leadership within the school structure (implementing ongoing evaluations, accountability measures, performance reviews and processes for changing the current structure to accomplish the needed change).*

*This process proved to be interesting from many aspects: the opportunity to work with a board of dedicated, talented individuals was energizing and educational. A great volume of work was accomplished, all by volunteers who were dedicated to the process of improvement. One of the weaknesses we identified was the impact on the entire school system of ineffective leadership: this also proved to be the biggest challenge for acceptance and implementation of the plan. Interpersonal dynamics, of the planning group, the school board, the parent constituency, the faculty and the administration was a dominant factor in the progression and acceptance of the plan. Ultimately, not all of the goals were accomplished. Leadership, great management, strong focus on people, and a dedicated culture of achievement must be present for a successful school. –If goals and programs are focused on student learning and achievement, I believe a successful school is possible, no matter what obstacles or challenges are present.*

*Also, during this time, the intersection of my faith and education as a moral issue began to develop. I view access to a basic education as a fundamental human right and all of the great possibilities for children is driven for me, from that perspective. Combining my professional training and experience and desire to help children learn has fueled my desire to attend graduate school and define my graduate focus area: Designing and implementing advocacy processes in educational reform settings.*

**C. Description/Explanation of My Personal/Professional Goals:**

*As I think about my future, I will become knowledgeable on education reform. I will gain expertise in identifying trends, programs and initiatives supporting education and learning opportunities for children. I am interested in examining and forming expertise on ethical and moral questions, from the basis of my faith beliefs and those of other faiths. I will develop skills*

*and knowledge on the intersection of education and public policy. I will hone my analytic and communication skills. I want to become an expert so I can become an effective advocate for children to obtain an education that will allow them to participate fully in society.*

*My goal is to obtain skills through my graduate study and practice site that will prove me an effective asset to an organization that advocates for children or to serve directly with children that need an advocate to help them fully explore all of the educational opportunities they deserve. I will become adept at identifying and defining problems and use my creative capacity to seek solutions. Professionally, long-term, it is my goal to demonstrate a skill set that would allow me to offer advisory services in a wrap-around model in an underserved school community.*

## ► **PART II: Liberal Learning Self-Assessment**

**Directions:** In Part II, the student reflects upon and assesses his/her current performance in relation to the three Elements of *Better Practice* and specific facets associated with each. (See Guidebook Section E.) This self-assessment is important in identifying gaps between where the student sees him/herself now and where he/she wants to be in each of these areas at the end of the MAAPS Program. In this way, both strengths and limitations can be identified and either built-upon or resolved through specific Learning Activities in the student's Focus Area and/or through all-the-more purposeful participation in the Liberal Learning Seminars. Specifically, this section is to include:

- A. a description of the student's strengths & limitations regarding each of the Elements of *Better Practice* (including initial intended strategies for developing areas of limitation and enhancing areas of strength. (For fuller description of Elements of *Better Practice*, see *Guidebook Section E.*)
- B. a description of the student's particular interests in each of the six Liberal Learning Seminar topics. (For a fuller description of the LL Seminars, see *Guidebook Section E.*)

### **A. Elements of *Better Practice*—My Strengths & Limitations**

#### **(1) My facility with REFLECTION (including intended strategies for continuous improvement)**

*One of the many benefits of returning to school as an adult learner is the opportunity to review and examine the past, to determine what the future may look like. My years have been full of experiences, opportunities and people that have made life rich. In my case, great joy and great sorrow, the luxury of time and a network of friends have provided the opportunity, the necessity of reflection. I really hope to have a meaningful life: One that treats each day and the people in it as a great gift. In order for me to do that, I know I have to constantly seek out new knowledge and develop skills and ideas that will constantly define and redefine exactly what that may be and what that may look like. I love the world of ideas and possibilities and hope that I am open to new ones every day.*

*I would like to increase my facility with reflection, to avoid the tendency to get stuck in my own perspective. For this and all of the elements of better practice, I am going to reinstate a personal "board of directors" to elicit ideas and honest feedback from. I am going to study ways to define when I have a response or action that is based on emotion, so that my thought processes and beliefs are recognized and more deliberate. I hope to create more intention in my actions and plans. I am also going to learn to ask for help when I need it.*

#### **(2) My facility with AGENCY (including intended strategies for continuous improvement)**

*I am fascinated by this concept and anxious to learn more – probably because it may pose the greatest challenge and potential for growth for me. I need to understand and be able to recognize "agency" more. I have had many opportunities to employ agency in my life but I am not sure that I have been skilled at recognizing this practice as a skill to be developed and designed in a positive way. "Taking responsibility, using events and experiences as a opportunity for learning, managing time and accepting responsibility" I think I could accurately describe myself, as would others as having those attributes. However, I do not believe I use them effectively. That leads to anxiety and stifles my growth and openness. It blocks progress. I need to find and use standards to track progress and assess effectiveness of my abilities in "agency". The feeling of "spinning my wheels" needs to be eliminated.*

*"What does better look like?" I realize while trying to understand "agency" and how it will help my learning, that I have allowed an imbalance in my life – it needs to be addressed. I will start by acknowledging my vulnerability to allowing others to set my agenda – I want to*

feel empowered by my choices so I must become more deliberate in what I do. There are “patterns of refusal” in my life (things I know I need to do for myself but don’t feel deserving/free enough to do them). Enrolling in the MAAPS program and pursuing graduate studies was a first step for me – and now, I will increase my facility with agency and develop a skill set: I will be aware of the need, and begin studying by reading literature. I am studying the concepts of autonomy, mastery and purpose as defined by Daniel Pink in his book: DRIVE. Also, I am going to: notice/observe when I avoid agency, spend more time discerning the choices I make, learn to set my intention, live with outcomes, (noticing discomfort) and seek advice from others who I admire who have a greater facility for agency.

**(3) My facility with FLEXIBILITY (including intended strategies for continuous improvement)**

Certainly, this practice area is an element of better practice that I am looking forward to exploring and cultivating. I would like to be more flexible. I need to be more flexible. I think I am flexible on the wrong things! I have diminished my flexibility to cope with the demands in my life. I believe I have strengths in devising well-framed problems and inventing possible solutions, I can usually think of multiple ways to look at and /or solve problems. I also believe I can easily adapt to various situations based on examination of learning processes. I hope to become aware of other possibilities. I would like to grow/be tested on my risk-taking abilities.

I think I have skills in making connections from disparate entities, being able to do so usually makes me want to seek out more opportunities to see where I can practice it. I will seek further improvement in understanding multiple interpretations, I would like to believe that I have an open, questioning mind that looks for alternatives, but cannot always develop conclusions that satisfy me and then my instinct of gathering information and providing my best interpretation takes over, even though I know that I’m not satisfied with the process. I would like to incorporate having increased flexibility as a skill to bring ideas to fruition.

To get better at this, I would like to devise some measurement to help me study issues. I want to be able to consciously be aware of the need for multiple approaches to my ideas and conclusions. I would like to be able to develop and practice this skill.

“What does better look like?” First of all, taking notice will be my first step. I need to be more aware. Letting go of others’ expectations for my time, energy (and my need for their approval) will free up time for me to explore my capacity and need for flexibility. I have established a (pretty worthless) system that involves placing “value” in order for me to establish understanding – I think this came from simply being or feeling busy. I felt the need to categorize. I am beginning to understand how that needs to change, it is simply not necessary – I can eliminate placing “value” as a criteria for understanding. To help with this – I will be more conscious of my thought process and begin to eliminate unworthy demands on my time. I will consciously seek quality sources of ideas and inspiration. I am currently reading Julia Cameron: The Artists Way to help me understand my thought process/thinking and begin to open my mind for greater facility with flexibility.

**B. Liberal Learning SEMINARS—My Hopes & Interests**

**(1) My hopes/interests for Exploring Modes & Processes of Systematic Inquiry (LLS-425)**

I read once that, of all subjects, the study of education brings the greatest quantity of emotional response, because (in America) education is mandatory and therefore, “everyone has an opinion” and many education issues are settled based on opinions and

emotion. While emotional response may always be present in education, my ability to identify, segment, understand, define the vast body of research available on the topic of education will be challenging in my study. I would like to become a data-driven problem solver on education reform. Data gathering and information managing will be keys to my progress. I need to understand what determines quality of data, what makes reliable data, what data determines policy at what level? I need to develop my skills of critical analysis. What self-assessment, measures can I use at each step to be effective and efficient in my study? I hope to be able to explore and understand these questions through LLS-425.

**(2) My hopes/interests for Understanding Personal & Org. Change (LLS-435)**

*In my initial reading on my topic, I read a basic question that I have been framing answers for: "Was our education system designed to accommodate a changing demographic/population?" "Education reform" demands/requires/compels change. I hope to develop knowledge and pragmatic skills to see constant opportunities in changing education policies and practices. As I develop my skill base, I will have to apply new, honed skills to multiple education constituencies: leaders, teachers, administrators, organizations, individuals, families, children. How will that differ? What method of understanding change will be best? Can I develop a common denominator among groups that face change to make my skills more effective? And if so, How will I know when my skills are effective? In understanding change, how will I develop ideas to intersect the ideas of adults with the needs of children? How will I employ the practice of increased flexibility to advocate change? These are the ideas/questions that I hope to gain more knowledge from LLS435.*

**(3) My hopes/interests for Improving Interpersonal Dynamics (LLS-445)**

*I have great need and desire for improving my interpersonal skills. My work on a school board illustrated to me, that even with a common, seemingly simple common goal, interpersonal dynamic can influence, even determine outcomes. Working on education reform will bring me in contact with diverse constituents, some I may never have little or no experience with. Adult professionals, policy makers, parents, students, children, from different cultures, backgrounds, and interests will be present in my work. Being skilled in managing interpersonal conflict dynamics will be key to my success. I would like more insight in understanding psychology to better understand the people I may come in contact with. I would like to be effective in understanding contributions and motivation of group dynamics and individuals. I would like to be skilled in bringing out the best in a group, if I am a member of one, or perhaps one day, leading one.*

**(4) My hopes/interests for Valuing Human Differences (LLS-455)**

*This subject will certainly be a core area for me to study and understand. Human differences and prejudice are part of the problem of inequality in education in the United States. Fortunately, for my study, Chicago is rich with cultural diversity and can provide many options for me to learn and develop skills I need. From the teaching and tradition of my faith, valuing human differences is a value I believe, but day-to-day where and how often do I apply what I believe? I would like to be tested in my ability to understand people to become more connected with others and then become a better contributor to my field of study and the community.*

**(5) My hopes/interests for Engaging Ethical Reasoning (LLS-465)**

*Ethics and ethical reasoning have received additional attention recently and specifically, recent actions in the banking industry have provided a number of opportunities to understand and reflect on ethical reasoning beyond a theoretical model. I would like to explore the major viewpoints on ethical behavior and reasoning and be able to identify*

resources where ethical reasoning is employed system-wide. (companies, schools, etc.) Where are the best applications of ethical reasoning being implemented? Is there a common denominator in unethical behavior? How has the lack of ethical reasoning manifested in our society and who has been affected? I would like to gain knowledge of the big questions involved in ethical thinking and develop skills to analyze ethics. How can I develop a personal mode of ethics that can serve as a template for decisions, and not lean toward "judgmental". I am looking forward to pursuing these questions in LLS-465.

**(6) My hopes/interests for Exercising Effective Leadership (LLS-475)**

*I have had the good fortune of having contact with great, inspirational leaders. Part of my previous job-related duties was to seek out leaders and innovators in the industry and encourage them to share their skills with others. From that time, leadership – what it is and how it is developed, encouraged have been of interest to me. I have been the fortunate recipient of great leadership and have seen the great costs/impact of poor leadership. I am hoping to gain new knowledge to better understand current effective, ethical leadership. I would like to understand what/ if foundational experiences are necessary to make great leaders? What leadership models/examples from other professions can be applied in educational settings? I appreciate leaders and leadership and would like to learn how to be one and be able to identify great leaders in my focus area. I would also like to gain knowledge of servant-leadership, as that may apply to advocacy in childrens' lives. Leadership, in my focus area may have at the core, an element of serving – I would like to define what that means and how activities in the profession can adopt that (or should it) as a basic belief/value.*



## ► **PART III: The Graduate Focus Area**

**Directions:** In Part III, the student offers a thorough definition and explanation of the individualized, career-related area that serves as the focus for his/her graduate study. Specifically, Part III is to align clearly with Part I (above) in terms of the student's background, current situation and goals and include the following:

- A. a PHRASE describing the student's individualized Graduate Focus Area including its core activity and primary context for application (i.e., "doing what? where?")
- B. an EXPLANATION of the phrase including its meaning, major components, major trends, knowledge base(s), major contributors, "cutting edge" areas, and list of resources consulted.

*(For a fuller description of the Graduate Focus Area, see Guidebook Section F.)*

### **A. My Graduate Focus Area PHRASE:**

#### ***Designing and Implementing Advocacy Processes in Educational Reform Settings***

### **B. EXPLANATION:**

- (1) **Meaning:** What does the phrase (above) mean? Please provide here a brief narrative explanation of the Focus Area phrase (above).

*Alarming statistics of educational outcomes in the United States have supported a growing concern about the effectiveness of the public education system. Foundations, private citizens, universities, not-for-profits and education experts have developed innovative approaches and new models to change/transform/supplement/replace failing/underperforming/ineffective schools. Options include: charter schools, magnet schools, turnaround schools. These new models have successfully improved outcomes: test scores, graduation rates, college readiness and college acceptance rates.*

*My focus area will analyze current models/projects and programs/initiatives to understand the components that have been successful in changing the educational outcomes of students. Designing processes will involve identifying the many different constituencies affected by education reform and create ways, using evidence to support changes to increase educational outcomes. Implementing will apply the processes identified in settings that impact the change: it may be with a single constituency (policy-makers, for example) or a single concept across many constituencies.*

*As a basis for reform, advocacy will involve building support for an issue among the many different audiences that can have an impact on decisions. The goal is to improve the lives of children, working on solutions to the problems they encounter while learning. Advocacy will involve developing relationships, participating in forums, knowing and providing reliable data and building my own credibility.*

*The Design and Implementation of processes will take place in a variety of educational settings: schools, board meetings, teacher meetings, student gatherings, legislative meetings.*

- (2) **Major Components:** What are the major components included in this Focus Area and how do they relate to each other?

*Historical background of Education Policies in the U.S and of Education Reform, including growth and role of teacher unions: The public education system in the United States was established for the development of the individual and his/her participation in society. Changing demographics, expansion and changing role of government, and moving from an agricultural/manufacturing economy to a “knowledge” economy with increased global competition is influencing a need for review of our education system and policies. A number of recent reform policies: Privatization, accountability measures, No Child Left Behind, Race to the Top and School Choice have created new ideas for reforming/restructuring schools and the education system.*

*Teachers unions were formed to protect the rights of teachers: their right to think, speak and teach without fear and also to seek higher salaries and better working conditions. Current reform ideas are evaluating what the current role of the union should be. Have unions evolved into powerful, lobbying “adult interest groups”? Or do they still serve as the primary organization to represent the needs of their members? Would schools improve if there were no unions? How would the teaching profession be affected if the role/existence of unions changed? I will be investigating these ideas and questions within my focus area.*

*Role of Parental/Family/Community Involvement: Since public schools currently receive unequal funding, the socioeconomic profile of parents, families and communities impact school structure, including access to resources that affect quality of schools and education opportunities and outcomes for students. Schools, especially urban schools face challenges caused by increases in poverty, changing family structures but evidence now exists that schools can intervene and make a difference in the trajectory of learning, in spite of social problems.*

*Barriers to Education Reform: With new attention on education reform, some widely-held beliefs about education and the need for change cause confusion. Education policies are politicized and barriers to change exist at every level: school structure, funding, student achievement, curriculum design, assessment and accountability are currently debated. My focus area will identify which reform efforts are relevant and fact-based and identify how barriers are removed by programs and recommendations that can be implemented.*

*Teachers, teacher training and education programs: Teaching, as a profession is undervalued, yet one of the most durable ways to improve schools is to improve the conditions in which teachers learn and work. New-model teacher training programs are emerging that challenge traditional teacher-training programs. New definitions of what attributes define successful teachers are being developed: training, education and credentials are evolving and are controversial. These new models are changing the teaching profession by defining and identifying support systems for teachers, compensation packages, professional training and ideal working conditions.*

*Advocacy: Advocacy can be defined as “attempting to influence policy through education, lobbying and political pressure”. Educating the general public as well as policy-makers about problems, challenges and future needs in school reform efforts will be critical for successful school reform. Sound research can provide evidence to influence the public, legislators and all stakeholders that can influence the success of reform ideas and programs. I will investigate methods of advocacy in my focus area, to determine what has been successful. I hope to create a methodology to frame education reform ideas/issues into successful advocacy tools.*

(3) **Major Trends:** What are the major trends affecting this Focus Area?

*-Student performance/education outcomes:*

*Due to the availability of data/ information, it is clear that the public education system in the United States is failing to educate a majority of our population. Performance and outcomes can now be assessed, measured, reported and compared to other systems, nationally and internationally. These measurements can be used to direct education reform efforts.*

*-School reform, transformation:*

*70% of U.S. jobs now require specialized knowledge and skills (compared to 5% at the beginning of the last century when our education system was established) Education reform is starting to gain attention and provide success stories (schools, systems). These success stories are providing examples of answers to change the education system.*

*-Instructional leadership:*

*Education reform often focuses on structure: public/private/charter/magnet. Current thought is beginning to put the focus on people: student-focus, teacher training, leadership, management, as components of successful schools as well as curriculum design for learners.*

*-Family/community ties:*

*The role of family, community ties and their influence on educational outcomes is changing. For many years, families (especially poor families) were “blamed” for the achievement gap. It is now recognized that family, community can determine educational outcomes and different support systems (financial, health improved early learning opportunities,) may be critical to insure student success.*

*-Intersection of poverty/education:*

*One of the biggest social justice issues – how inequality in our funding of education provides a structure that allows/permits certain children to fail. This trend is currently being studied by education reform advocates and is gaining attention as the U.S is losing ground in educational outcomes and student performance.*

*-Increasing effectiveness/quality of teachers, teacher education training:*

*How are teachers educated, certified, trained, hired, evaluated, supported and compensated? The role of unions and their impact on reform efforts. (including union influence on new models of teacher training programs, i.e. Teach for America, North Carolina Teaching Fellows Program).*

*-Strengths, shortcomings of current reform policy:*

*Since 1983, with the publication of “A Nation at Risk” a number of reform ideas have been implemented, leading to the most recent national policy:” No Child Left Behind” The implementation of these policies are focusing attention on education as well as recent budget cuts and the effect of the downturn of the U.S. (and world) economy. With this added attention, it is possible to evaluate results and determine what possibilities exist for future policies.*

- (4) **Knowledge Base(s):** What areas of knowledge (disciplines/fields) are most relevant to this Focus Area?

*Education: An understanding of the historical establishment of the education system, it's current strengths and weaknesses and effectiveness serving the individual and society as a whole is necessary as a foundation for beginning to understand how to design reform strategies that are relevant, realistic, implementable and scaleable.*

*Public Policy: Since our public education system is funded by tax revenue, public policy debates and interest group participation often drive legislation, affecting funding for schools. Knowledge in this area will be necessary to understand where/when possibilities for reform are realistic. Current laws, proposed legislation, funding priorities (especially in the current economic climate) greatly impact education.*

*Leadership/Ethics: Schools and school systems are administered by bureaucracies that have embedded leaders, often built in to their structure. In school reform efforts, there are new opportunities to define, create, recruit, compensate and support educational leaders. New school models may require new leaders. Ethical issues abound in education reform settings: poverty, race, inequality, affirmative action, academic tenure, right to privacy are just a few of the ethical issues facing leaders of reform efforts.*

*History: A historical overview of the U.S. education system and its founding principles provide a foundation and perspective for reform analysis.*

*Sociology: Can provide an understanding at the individual level (children/students learning). Also, how the individual, (students, parents, teachers, administrators) form a whole in a school setting and how the dynamics of those relationships affect outcomes of reform efforts. New school models can be designed to enhance, support, supplement, augment children and families' needs to overcome obstacles to learning.*

*Psychology: Understanding human behavior is a key element in implementing change/reform in education. (As many different interests are represented in reform programs, a knowledge of psychology provides skills to improve chances of success in implementing programs).*

*Organizational behavior: If schools/programs need to change to develop successful students, the ability to analyze structure and behavior of schools as an organization is important in reform. Assessing structure, leadership style and influences, staff support needs, student demographics and how they relate to each other will identify what/how needs to change.*

*Childhood Development: What current theories of childhood development exist that impact, define and increase success in learning? Societal changes, technology, learning styles, classroom management, learning styles and difficulties, readiness, all affect children. An understanding of childhood development and the ability to understand the needs of children to insure successful learning is critical to reform efforts.*

- (5) **Major Contributors:** Who are some of the major contributors in this Focus Area (e.g., authors, researchers, professional associations, etc.)?
- (6) **Cutting Edges:** What are the key areas of knowledge and skill required to be on the "cutting edge" of this Focus Area? In which areas do you already possess competence? In which areas are you seeking new learning?

Key areas of knowledge required:

*Accurate Appraisal of Education Trends: It will be necessary for me to make informed judgments about the quality and content of education programs. Abundant availability of data exists in education and education reform and I will need skill and knowledge to synthesize information to useful knowledge.*

*Knowledge of Successful models/initiatives: Although controversial and subject to a number of outside influences (economic pressure, political issues) there are successful*

leaders, teachers, students and results that have documented maps for reform. I will need to have expertise in the different models to compare/contrast “best practices” in school reform to design programs to implement education reform strategies and programs.

*How to influence, change policy and policy-makers: Knowledge in policy and the behavior of policy makers will provide skills to advocate effectively for an agenda of change.*

*Diplomacy, communication and interpersonal skills will need to be enhanced for me to be effective.*

*Beliefs/value that all children can learn: Backed by data, the belief that all children can learn can present a powerful basis for effective reform efforts. I will need to question, defend and justify this important principle of education reform programs.*

*New teacher training programs: The ability to analyze and differentiate new, successful teacher training programs, as well as existing programs is an important aspect of my focus area that can determine outcomes of programs, and I will need to have expertise in the many different models as well as ideas as to how they may be enhanced and scaled.*

*National Education policies (ex: No Child Left Behind, performance pay, Race to the Top): The national economy and political environment determines progress in education reform. I will have to have the ability to evaluate and classify national programs as they impact potential programs I may study, or perhaps one day implement.*

*I am seeking new knowledge/competence in all of these areas.*

- (7) **Resources Consulted:** What resources did you consult in answering the previous questions and building your Graduate Learning Plan?

**Books:**

*Ravitch, D. (2010). The Death and Life of the Great American School System. New York: Basic Books.*

*Kopp, W. (2011). A Chance to Make History. New York: Perseus Books Group.*

*Dewey, J. (1938). Experience & Education. New York: Macmillan Publishing Company.*

*Kirp, D. (2011). Kids First. New York: Perseus Books Group.*

*Mathews, J. (2009). Work Hard, Be Nice. New York: Workman Publishing.*

*Darling-Hammond, L. (2010). The Flat World and Education: How America’s commitment to equity will determine our future. New York: Teachers College Press.*

*Perry, S. (2011). Push Has Come to Shove Getting Our Kids the Education They Deserve. New York: Crown Publishers.*

*Wainer, H. (2011). Uneducated Guesses. Princeton, New Jersey: Princeton University Press.*

*Kohn, A. (2011). Feel-Bad Education and Other Contrarian Essays on Children and Schooling. Boston, Massachusetts: Beacon Press.*

*Pink, D. (2009). Drive: the surprising truth about what motivates us. New York: Penguin Group Publishing*

*Cameron, J. (2010). The Creative Life: true tales of inspiration. New York: Penguin Group Publishing.*

**Websites:**

United States College of Catholic Bishops. [www.usccb.org](http://www.usccb.org)

Alliance for Justice. [www.afj.org](http://www.afj.org)

Teach for America. [www.teachforamerica.org](http://www.teachforamerica.org)

The New Teacher Project. [www.tntp.org](http://www.tntp.org)

The Urban Education Institute, University of Chicago. [www.ueichicago.edu](http://www.ueichicago.edu)

Chicago Public Schools. [www.cps.edu](http://www.cps.edu)

U.S. Department of Education. [www.ed.gov](http://www.ed.gov)

Gotham Schools, New York. [www.gothamschools.org](http://www.gothamschools.org)

Teacher Salary Project [www.theteachersalaryproject.org](http://www.theteachersalaryproject.org)

McKinsey [www.mckinseysociety.com/topics/education/](http://www.mckinseysociety.com/topics/education/)  
Case Western Reserve University, Weatherhead School of Management. [www.cwru.edu](http://www.cwru.edu)  
Corporation for Positive Change. [www.positivechange.org](http://www.positivechange.org) (AI certification program)  
Taos Institute. [www.taosinstitute.net](http://www.taosinstitute.net)  
Appreciative Inquiry Practitioner. [www.aipractitioner.com](http://www.aipractitioner.com)  
Harvard Education Press. [www.hepg.org/](http://www.hepg.org/)  
Appreciative Inquiry Commons. [www.appreciativeinquiry.org](http://www.appreciativeinquiry.org)

**Other:**

*Education Week: Online journal*  
*Education Next (education policy journal)*  
*Green, Elizabeth (2010, March 7) Building a Better Teacher. The New York Times magazine p.30-46.*  
*Double Jeopardy – Annie E. Casey Foundation*  
*What Matters Most: Teaching for America's Future (1996) National Commission on Teaching and America's Future*  
*Policy Paper: Paine, S., Schliecher, A., (2010). What the U.S. can learn from the World's most successful Education Reform Efforts. (Policy Paper: Lessons from PISA). McGraw-Hill Research Foundation*  
*Auguste, B., Kihn, P., Miller, M., (2010) Closing the Talent Gap: Attracting and Retaining to third graduates to a career in Teaching. Retrieved from <http://mckinseyon.com/closing-the-talent-gap/>*

## ► **PART IV: Application Setting**

**Directions:** In Part IV, the student describes the setting (work or otherwise) that will serve as his/her “laboratory” for both applying learning to practice and deriving learning from practice with respect to the Focus Area and the Liberal Learning Skills/Seminars. In short, the question to explore here is “where will you apply learnings from your graduate study...and how (in what capacity)?”

### **A. My Application Setting:**

*I am volunteering with an organization that for nineteen years has developed and implemented programs to promote literacy to children from the Chicago Public Schools. It serves primarily low income and minority students in twenty eight elementary schools (currently, 2,500 students). We partner with corporations and “neighborhood” organizations.*

*Our organization offers a number of opportunities to work with and advocate for children. Two of the programs I am interested in are the early childhood (pre k – K) and classroom assistant programs. Working here will also provide the additional opportunity to participate in and study The Literacy Roundtable, a collaborative effort of twenty two organizations in Chicago that work together to improve literacy programs. One of the appealing components for my study, is the research component of this organization. They have an extensive evaluation system that annually compiles and publishes results from students, teachers and mentors. The staff that I have access to has expertise in public policy, education and education policy, psychology, social work and communications.*

*I will begin as a tutor in an early childhood. XXXX is a Chicago Public School in the East Village/Ukrainian Village neighborhood. It is the first and only Chicago museum school. It has learning partnerships with the Art Institute, the National Museum of Mexican Fine Art and The Field Museum. It is a pre k – K school educating 463 students. Statistically, 83% of XXXX students are Hispanic, 83% eligible for free/reduced lunch. (note: I can profile Talcott further after I begin: teacher profiles, qualifications, more about students....)*

*This week, I had the opportunity to hear four education experts present ideas on “reimagining schools” When asked to state the number one reason for school/learning failure, the answer from all four squared on the achievement gap. Two thirds of that gap stem from socio-economic issues. Randi Weingarten (President, American Federation of Teachers) stated that early childhood intervention is the primary way to close that gap. Currently, 75% of American children do not receive early childhood intervention/assistance.*

*Participating in the XXXX early childhood tutoring program will give me experience working with children in an urban setting. I will see first-hand and be able to start identifying and evaluating the risk factors children face, among them: household poverty level, non-English primary home language, parent education level and single parent household. I will also be able to evaluate the effectiveness of the XXXX advocacy model. (Partnership: school, not-for-profit, business/neighborhood). At the same time, I will be able to tap the expertise of the XXXX staff on issues on school reform and advocacy.*

## ► **PART V: Professional Competencies**

### **Title Page to Part V**

This page provides an overview of the following NINE PAGES of the Graduate Learning Plan. In brief, these nine pages outline the plan for the student's development and demonstration of graduate-level comprehension and skill regarding the **eight Professional Competence Areas**. One page is devoted to each of the eight competence areas—with the ninth page reserved for a supplemental competence in one of the previous areas. A fuller description of each competence area is included at the top of each of the subsequent pages.

**DIRECTIONS:** In designing Part V, please use the following nine pages as templates. Each page includes a general description of a particular Professional Competence area and a table or grid for your individual design.

- AP-510:** Ability to understand the **main theories** that guide and explain practice in the Focus Area.
- AP-520:** Ability to understand **methods of research** appropriate to the Focus Area.
- AP-530:** Ability to apply **specialized skills** appropriate to the Focus Area.
- AP-540:** Ability to engage **communication modes** appropriate to the Focus Area.
- AP-550:** Ability to understand the **organizational and/or interpersonal dynamics** within which practitioners in the Focus Area define and fulfill their roles/responsibilities.
- AP-560:** Ability to interpret **challenges from larger contexts** (e.g., temporal, social, or international) facing the Focus Area.
- AP-570:** Ability to analyze **ethical issues** involved within the Focus Area.
- AP-574:** Ability to engage **reflection in/on practice** within the Focus Area.
- AP-585:** A second competence (supplemental) in one of the previous areas.



Name:

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## • Professional Competence AP-510 •

### Ability to understand the MAIN THEORIES/IDEAS guiding and explaining Focus Area practice.

*“can describe and analyze at least two significant ideas (e.g., theories, models, principles, concepts) relevant to the focus area or related fields and explain their implications for professional practice.”*

**DESCRIPTION of AP-510 (2 cr hrs):** This area addresses knowledge and understanding of theories, models and/or theoretical frameworks—including their implications for practice—relevant to the Focus Area. In areas where theories are not well established (e.g., emerging fields of study or in unique combinations of fields), this area includes exploration of theories in related fields. As the student addresses contemporary theories, he/she should be familiar with their relationship to theoretical traditions. Successful demonstration of competence in this area includes:

- (a) Knowledge of the differences among the terms—theory, concept, principle and model;
- (b) Ability to analyze (compare, contrast, critique—not merely describe or react to) theories or their counterparts including their application to practice.

<b>PLAN for AP-510</b>	
<b>(1) Competence Statement</b> <i>(competence outcome)</i>	<p>► <b>OUTCOME:</b> Can describe and analyze <u>education as a fundamental human right, as a theory of reform and the theory that provided the right learning environment, every child can learn as two significant theories/ideas relevant to my focus area—including implications for professional practice.</u></p>
<b>(2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i>	<p>► <b>Activities:</b> Independent study including participation in University of Notre Dame Education Forum. Online course: Early Childhood Development: Infancy. Sponsored by the Ounce of Prevention Fund.</p> <p>► <b>Initial Literature:</b> Dewey, J. (1964). <i>On Education</i>. New York: Random House. Piaget, J. (1969) <i>Science of Education and the Psychology of the Child</i>. New York: Orion Press. Darling-Hammond L. (2010). <i>The Flat World and Education: How America’s Commitment to Equity Will Determine Our Future</i>. New York: Teachers College Press. West, C. (2004). <i>Democracy Matters</i>. New York: Penguin Press. De Mille, O. (2006). <i>A Thomas Jefferson Education: Teaching a Generation of Leaders for the 21<sup>st</sup> Century</i>. Cedar City, Utah: George Wythe College Press. Bresler, L., Cooper, D., Palmer, J. (2001). <i>Fifty Modern Thinkers on Education: From Piaget to the Present Day</i>. London: Routledge Publishers. McDevitt, T., (2012) <i>Child development and education</i>. Boston, MA: Allyn &amp; Bacon.</p>
<b>(3) Learning PRODUCT(s)</b> <i>(evidence demonstrating competence outcome)</i>	<p>► <b>EVIDENCE:</b> Outcome (indicated in Competence Statement above) will be demonstrated in <b>TWO parts: (a) an artifact describing and analyzing <u>education as a fundamental human right &amp; the theory that every child can learn—including implications for professional practice;</u> and, (b) a bibliography (APA citation format) of resources explored pertaining to such.</b></p>
<b>(4) Assessor</b> <i>(anticipated)</i>	-
<b>(5) Schedule</b> <i>(anticipated)</i>	-TBD

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## • Professional Competence AP-520 •

### Ability to understand METHODS OF RESEARCH appropriate to the Focus Area.

*“can describe and analyze at least two methods of gathering data appropriate to the focus area and develop a detailed protocol for implementing one in professional practice.”*

**DESCRIPTION of AP-520 (2 cr hrs):** This area addresses the systematic gathering of data and interpretation of findings as practiced within the focus area and/or related fields. Successful demonstration of competence in this area includes:

- (a) Knowledge of the types, purposes, and relative utility of research methods (not “tools” such as library and internet research per se) currently practiced in the profession;
- (b) Understanding contingencies involved in the appropriate application of each; and,
- (c) Ability to develop a protocol for implementation.

<b>PLAN for AP-520</b>	(NOTE: Students are advised to register/complete this competence (AP-520) during the same quarter in which they register/complete LL Seminar LLS-425.)
<b>(1) Competence Statement</b> <i>(competence outcome)</i>	<b>► <u>OUTCOME:</u> Can describe and analyze <u>case study</u> and <u>survey</u> as two methods of gathering data appropriate to my focus area and develop a detailed protocol for implementing case study.</b>
<b>(2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i>	<b>► <u>Activities:</u></b> EA-525: Conducting Practice-based Inquiry. This Course builds participants' competence in practicing a repertoire of formal and informal inquiry processes. Participants explore a range of research problems and questions, conducting literature reviews, creating research designs, citing sources and protecting human subjects in research. (examples of methods include: interviews, focus groups, case studies, surveys/questionnaires, participant-observation processes, field-based observation processes, etc.)  <b>► <u>Initial Literature:</u></b> in addition to that incorporated into the course-- <u>The Good Study Guide</u> (1990) Open University Press. <u>Doing Post Graduate Research</u> (2002) Sage Publications Ltd. <u>Research Methods: A Process of Inquiry</u> (2000) Addison-Wesley Educational Publishers.
<b>(3) Learning PRODUCT(s)</b> <i>(evidence demonstrating competence outcome)</i>	<b>► <u>EVIDENCE:</u> course grade</b>
<b>(4) Assessor</b> <i>(anticipated)</i>	- <u>Course Instructor.</u>
<b>(5) Schedule</b> <i>(anticipated)</i>	-TBD

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## • Professional Competence AP-530 •

### Ability to apply SPECIALIZED SKILLS appropriate to the Focus Area

*“can describe and demonstrate a skill (or set of skills) relevant to the focus area and explain its application to professional practice.”*

**DESCRIPTION of AP-530 (2 cr hrs):** This area involves identifying skills that are particular to the profession and the context(s) in which these skills are applied. The emphasis is on actual demonstration of specialized skills used in practice. Successful demonstration of competence in this area includes:

- (a) Selection of a skill (or set of skills) that appropriately represents the profession & one’s professional goals; and,
- (b) Application of skill (or set of skills) at a level appropriate to both professional contribution & graduate study.

<b>PLAN for AP-530</b>	
<b>(1) Competence Statement</b> <i>(competence outcome)</i>	<b>► <u>OUTCOME:</u></b> Can describe and demonstrate <u>writing action-oriented policy briefs</u> as a specialized skill (or set of skills) relevant to professional practice in my focus area.
<b>(2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i>	<b>► <u>Activities:</u></b> Independent Study including participation in a writers’ workshop dedicated to writing and presentations on policy issues. Legislative webinars sponsored by Ounce of Prevention Fund.  <b>► <u>Initial Literature:</u></b> Brande, Dorothea (1996) <u>Becoming a Writer</u> . Zinsser, W. (1994) <u>On Writing Well</u> . Miller, C., and Swift, K., <u>The Handbook of Non-sexist Writing for Writers</u> . Cowley, E. (1982) Paris Review: “Writers at Work” series.
<b>(3) Learning PRODUCT(s)</b> <i>(evidence demonstrating competence outcome)</i>	<b>► <u>EVIDENCE:</u></b> Outcome (indicated in Competence Statement above) will be demonstrated in FOUR parts: (a) an essay describing the skill of <u>policy writing</u> —including criteria for assessing it—drawing upon relevant literature in the field; (b) a <u>policy brief</u> demonstrating my ability with this particular skill; (c) a brief self-assessment of “b” using criteria described in “a”; and, (d) a bibliography (APA citation format) of resources explored pertaining to such.
<b>(4) Assessor</b> <i>(anticipated)</i>	-
<b>(5) Schedule</b> <i>(anticipated)</i>	-TBD

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## • Professional Competence AP-540 •

### Ability to engage COMMUNICATION MODES appropriate to the Focus Area

*“can describe and demonstrate a communication mode/method relevant to the focus area and explain how its applied in professional practice.”*

**DESCRIPTION of AP-540 (2 cr hrs):** This area involves facility with communication modes relevant to professional practice in the focus area. It requires an understanding of the relationship among key communication variables (the message, the method, the audience and the context), a repertoire of communication strategies, and a dexterity or ease of access permitting the professional to adapt communication strategies to changing situations as necessary. Successful demonstration of competence in this area includes:

- (a) Selection of appropriate communication mode/method in relation to the context (audience and environment) in which the communication will occur; and,
- (b) Application of mode/method at a level appropriate to both professional contribution & graduate study.

<b>PLAN for AP-540</b>	
<b>(1) Competence Statement</b> <i>(competence outcome)</i>	<p>► <b>OUTCOME:</b> Can describe and analyze <u>writing for publication</u> as a communication method/mode relevant to professional practice in my focus area.</p>
<b>(2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i>	<p>► <b>Activities:</b> Independent study—researching, preparing and developing a topic on education reform and submitting it for publication.</p> <p>► <b>Initial Literature:</b> Clark, R. (2008). Writing Tools: 50 Essential Strategies for Every Writer. New York: Little Brown and Company. Flesh, R.&amp;Lass, A. (1996). The Classic Guide to Better Writing: Step-by-Step Techniques and Exercises to Write Simply, Clearly and Correctly.(originally titled The Way to Write). New York: Harper Collins. Smith, E.&amp;Bernhardt, S. (1997) Writing at Work: Professional Writing Skills for People on the Job. Lincolnwood, IL: NTC Publishing Group. Roman, K.&amp;Raphaelson, J. (2000). Writing that Works, How to Communicate Effectively in Business. New York: Harper Collins.</p>
<b>(3) Learning PRODUCT(s)</b> <i>(evidence demonstrating competence outcome)</i>	<p>► <b>EVIDENCE:</b> Outcome (indicated in Competence Statement above) will be demonstrated in <b>FOUR</b> parts: (a) an artifact describing the skill of writing for publication, including criteria for assessing it; (b) a write up demonstrating my ability with this communication skill; (c) a brief self-assessment of “b” using criteria described in “a”; and, (d) a bibliography (APA citation format) of resources explored pertaining to such.</p>
<b>(4) Assessor</b> <i>(anticipated)</i>	-
<b>(5) Schedule</b> <i>(anticipated)</i>	-TBD

Name:

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## • Professional Competence AP-550 •

### Ability to understand the ORGANIZATIONAL and/or INTERPERSONAL DYNAMICS within which practitioners in the Focus Area define their roles and fulfill their responsibilities.

*“can describe and analyze an organizational and/or interpersonal dynamic (or set of dynamics) relevant to the focus area and explain its implications for professional practice.”*

**DESCRIPTION of AP-550 (2 cr hrs):** This area addresses the human and structural issues that professionals encounter within practice (work) environments. It provides an opportunity for students to consider how their professional role affects and is affected by systems, technology, structure, and other people within their practice settings. Successful demonstration of competence in this area includes:

- (a) Identification of a relevant dynamic (e.g., open/closed systems, power, trust, culture, conflict, diversity, gender, communication, change, impact of technology, etc.); and,
- (b) Description and analysis of particular dynamic in relation to its impact on professional practice and vice versa.

<b>PLAN for AP-550</b>	
<p><b>(1) Competence Statement</b> <i>(competence outcome)</i></p>	<p>► <b>OUTCOME:</b> Can describe and analyze <u>leadership</u> as an org./interps. dynamic relevant within professional practice in my focus area.</p>
<p><b>(2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i></p>	<p>► <b>Activities:</b> Independent study including participation within two professional seminars: “Contemporary Trends in Leadership” and “Igniting Values-Driven Leadership Deep-Dive: Leading Others.” Benedictine University.</p> <p>► <b>Initial Literature:</b> Reeves, D. (2002). <i>The daily disciplines of leadership: How to improve student achievement, staff motivation and personal organization</i>. San Francisco, CA: Jossey-Bass. Hamel, G., (2000). <i>Leading the revolution: How to thrive in turbulent times by making innovation a way of life</i>. Boston, MA: HBS Press. Coughlin, L., Wingard, E., &amp; Hollihan, K., <i>Enlightened power: How women are transforming the practice of leadership</i>. San Francisco, CA: Jossey-Bass. Schein, E. (2010). <i>Organizational culture and leadership</i> (4<sup>th</sup> ed.) New York: John Wiley. Zoul, J., &amp; Link, L. (2007). <i>Cornerstones of strong schools: Practices for purposeful leadership</i>. Larchmont, NY: Eye on Education. Waters, T., &amp; McNulty, B. (2005). <i>School leadership that works: From research to results</i>. Aurora, CO: Mid-continent research for education and learning.</p>
<p><b>(3) Learning PRODUCT(s)</b> <i>(evidence demonstrating competence outcome)</i></p>	<p>► <b>EVIDENCE:</b> Outcome (indicated in Competence Statement above) will be demonstrated in <b>TWO</b> parts: (a) an artifact describing and analyzing the dynamic of <u>leadership</u> including implications for professional practice; and, (b) a bibliography (APA citation format) of resources explored pertaining to such.</p>
<p><b>(4) Assessor</b> <i>(anticipated)</i></p>	<p>-TBD</p>
<p><b>(5) Schedule</b> <i>(anticipated)</i></p>	<p>-TBD</p>

Name:

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## • Professional Competence AP-560 •

### Ability to interpret CHALLENGES FROM LARGER CONTEXTS facing the Focus Area.

*“can describe and analyze a challenge (or set of challenges) from the larger context impacting the focus area and explain its implications for professional practice.”*

**DESCRIPTION of AP-560 (2 cr hrs):** This area addresses the ability to see the profession (including its issues and problems) within a context that includes at least one of the following aspects: the temporal (historical development and future directions of the profession); the social/cultural (relationship of the profession to its societal context); and, the international (the state of the profession globally). Successful demonstration of competence in this area includes:

- (a) Identification of a significant challenge facing practitioners in the profession; and,
- (b) Analysis of selected challenge within a framework that emphasizes one or more of the aspects listed above (temporal, social/cultural, or international).

<b>PLAN for AP-560</b>	
<p><b>(1) Competence Statement</b> <i>(competence outcome)</i></p>	<p>► <b>OUTCOME:</b> Can describe and analyze <u>social issues in a diverse society</u> as challenge from larger contexts impacting my focus area—including implications for professional practice. [-- may narrow this down to a specific social issue once as study progresses]</p>
<p><b>(2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i></p>	<p>► <b>Activities:</b> Independent study including participation in Harper College Class EDU 201: Introduction to Education, Business and Social Science Division. This class offers a variety of perspectives on education, including historical, philosophical, social, legal and ethical issues in a diverse society.</p> <p><b>Initial Literature:</b> Archer, L., Hutchings, M., Ross, A., (2003). Higher Education &amp; Social Class: Issues of Exclusion and Inclusion. London: RutledgeFalmer. Shapiro, S., &amp; Purpel, D. (2004) Critical Social Issues in American Education: Democracy and Meaning in a Globalizing World (Sociocultural, Political and Historical Studies in Education). Mahwahy, New Jersey: Lawrence Erlbaum Publishers. Miller-Lachman, L., &amp; Taylor, L., (1995) Schools for All: Educating Children in a Diverse Society. Belmont, CA: Wadsworth Publishing.</p> <p><b>Class texts:</b> Johnson, Introduction to Foundations of American Education and Campbell, et al, How to Develop a Professional Portfolio.</p>
<p><b>(3) Learning PRODUCT(s)</b> <i>(Evidence demonstrating competence outcome)</i></p>	<p>► <b>EVIDENCE:</b> Outcome (indicated in Competence Statement above) will be demonstrated in <b>TWO</b> parts: (a) an artifact describing and analyzing <u>social issues in a diverse society</u>—including implications for professional practice; and, (b) a bibliography (APA citation format) of resources explored pertaining to such.</p>
<p><b>(4) Assessor</b> <i>(anticipated)</i></p>	
<p><b>(5) Schedule</b> <i>(anticipated)</i></p>	<p>-TBD</p>

Name:

DePaul #:

Cluster #:

Date:

## • Professional Competence AP-570 •

### Ability to analyze ETHICAL ISSUES involved within the Focus Area.

*“can describe and analyze an ethical issue or dilemma (or set of issues/dilemmas) relevant to the focus area—using various philosophical/ethical frameworks—and explain its implications for professional practice.”*

**DESCRIPTION of AP-570 (2 cr hrs):** This area addresses the relationship between beliefs and assumptions regarding humanity, good/evil, right/wrong, etc., and behavioral outcomes (including conflicts). Successful demonstration of competence in this area includes:

- (a) Identification of a significant problem, dilemma, or circumstance in the focus area requiring ethical decision-making;
- (b) Ability to both analyze such using various philosophical/ethical frameworks or constructs and propose an appropriate response/solution.

<b>PLAN for AP-570</b>	
<b>(1) Competence Statement</b> <i>(competence outcome)</i>	<b>► <u>OUTCOME:</u> Can describe and analyze <u>poverty</u> as an ethical issue or dilemma relevant to my focus area—including implications for professional practice.</b>
<b>(2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i>	<b>► <u>Activities:</u></b> Independent study including participation within--Poverty, Promise and Possibility: Poverty & Education in Chicago. (Continuing Education Course, The University of Chicago Graham School of Continuing Liberal and Professional Studies.) This course looks at the intersection of poverty and education. The history of school reform in Chicago, exploring the relationship between poverty, education, and students' outcomes. Also covered: Chicago school reform policies and initiatives, highlighting work from the Urban Education Institute, including research on Chicago Public Schools, models of increasing the quality of urban teachers and innovative approaches to schooling. The strength and shortcomings of current school reform policies will be considered—stressing the process of policy-making and the complexity of change implied in reform policy.  <b>► <u>Initial Literature:</u></b> Gutenson, C. (2011) Christians and the Common Good: How Faith Intersects with Public Life. Grand Rapids, MI: Brazos Press. Noguera, P. (2008). The Trouble with Black Boys..and Other Reflections on Race, Equity and the Future of Public Education. San Francisco, Jossey-Bass. Freire, P. (2000). Pedagogy of the Oppressed. New York: Continuum International Publishing Group. Singleton, G. & Wallace, C. (2006). Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools. Thousand Oaks, CA: Corwin Press.
<b>(3) Learning PRODUCT(s)</b> <i>(evidence demonstrating competence outcome)</i>	<b>► <u>EVIDENCE:</u> Outcome (indicated in Competence Statement above) will be demonstrated in TWO parts: (a) an <u>artifact</u> describing and analyzing <u>poverty</u> (using various philosophical/ethical frameworks)—including implications for professional practice; and, (b) a bibliography (APA citation format) of resources explored pertaining to such.</b>
<b>(4) Assessor</b> <i>(anticipated)</i>	-
<b>(5) Schedule</b> <i>(anticipated)</i>	-TBD

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## • Professional Competence AP-574 •

### Ability to engage REFLECTION ON/IN PRACTICE in the Focus Area

*“can describe and analyze an approach to reflection and apply such to a particular personal situation involving one’s professional practice in the focus area.”*

**DESCRIPTION of AP-574 (2 cr hrs):** This area addresses the interplay between and among thinking, doing and reflecting in the often-ambiguous and complex contexts of daily practice. Whereas action provides for the practice of ideas, reflection allows for the creation of new ways of mentally organizing ideas in order to find additional possibilities (e.g., new ideas, new perspectives, new choices, new understanding of continuing choices, etc.) to inform future action. Successful demonstration of competence in this area includes:

- (a) Identification of a particular approach to reflection (e.g., experiential learning, transformative learning, emancipatory learning, mindfulness, meditation, contemplation, journaling, after action review, etc.); and,
- (b) Ability to analyze one’s own experience through said reflective approach.

<b>PLAN for AP-574</b>	
<b>(1) Competence Statement</b> <i>(competence outcome)</i>	<b>► <u>OUTCOME:</u> Can describe and analyze <u>mindfulness</u> as a method of reflection and apply such to a situation of my personal/ professional practice.</b>
<b>(2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i>	<b>► <u>Activities:</u></b> Independent study including on-line course: Mindful Awareness Practice, Semel Institute, Mindful Awareness Research Center, UCLA. Also, Practicing Mindfulness: An Introduction to Meditation self-study: The Great Courses/twenty-four lectures.  <b>► <u>Initial Literature:</u></b> Hahn, T.N. (1987) <i>The miracle of mindfulness: An introduction to the practice of meditation</i> . Boston: Beacon Press. Langer, E. (1989) <i>Mindfulness</i> . Reading, MA: Addison-Wesley. Rainer, T. (1979) <i>The new diary: How to use a journal for self-guidance and expanded creativity</i> . New York: Putnam Publishing. Winston, D., & Smalley, S. (2010). <i>Fully present: the science, art and practice of mindfulness</i> . Philadelphia, PA: Da Capo Press. Coleman, M., (2006). <i>Awake in the wild, mindfulness in nature as a path of self-discovery</i> . Makawao, HI: Inner Ocean Publishing Co. Weiss, A. (2004). <i>Beginning mindfulness: Learning the way of awareness</i> . Novato, CA: New World Library.
<b>(3) Learning PRODUCT(s)</b> <i>(evidence demonstrating competence outcome)</i>	<b>► <u>EVIDENCE:</u> Outcome (indicated in Competence Statement above) will be demonstrated in THREE parts: (a) an artifact describing and analyzing <u>mindfulness</u>; (b) an explanation (with example/s) of my own experience applying this method to my own professional practice; and, (c) a bibliography (APA citation format) of resources explored pertaining to such.</b>
<b>(4) Assessor</b> <i>(anticipated)</i>	-TBD
<b>(5) Schedule</b> <i>(anticipated)</i>	-



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**• Professional Competence AP-585 •**  
**(Supplemental Competence I)**

**Ability to understand the MAIN THEORIES/IDEAS**  
**guiding and explaining Focus Area practice.**

*“can describe and analyze at least two significant ideas (e.g., theories, models, principles, concepts) relevant to the focus area or related fields and explain their implications for professional practice.”*

**DESCRIPTION of AP-585 (2 cr hrs):** This area addresses knowledge and understanding of theories, models and/or theoretical frameworks—including their implications for practice—relevant to the Focus Area. In areas where theories are not well established (e.g., emerging fields of study or in unique combinations of fields), this area includes exploration of theories in related fields. As the student addresses contemporary theories, he/she should be familiar with their relationship to theoretical traditions. Successful demonstration of competence in this area includes:

- (a) Knowledge of the differences among the terms—theory, concept, principle and model;
- (b) Ability to analyze (compare, contrast, critique—not merely describe or react to) theories or their counterparts including their application to practice.

<b>PLAN for AP-585</b>	
<p><b>(1) Competence Statement</b> <i>(competence outcome)</i></p>	<p>► <b>OUTCOME:</b> Can describe and analyze <u>Appreciative Inquiry</u> as a significant theory relevant to my focus area-including implications for professional practice</p>
<p><b>(2) Learning ACTIVITIES</b> <i>(means to accomplish competence outcome)</i></p>	<p>► <b>Activities:</b> Independent study including participation within a workshop/ seminar on Appreciative Inquiry: Foundations of Appreciative Inquiry. Also: Case Western webinar: The Power of Generative Conversations.</p> <p>► <b>Initial Literature:</b> Hammond, S., (1998). The Thin Book of Appreciative Inquiry. Plano, TX: Thin Book Publishing Company. Elliott, C. (1999). An Introduction to Appreciative Inquiry: Locating the Energy for Change. Winnipeg, Canada: International Institute for Sustainable Development. Barrett, F., Frye, R., Seiling, J., Whitney, D., (2002). Appreciative Inquiry and Organizational Transformations: Reports from the Field. Westport, CN: Quorum Books. Cooperrider, D., &amp; Whitney, D. (2005). Appreciative Inquiry A Positive Revolution in Change. San Francisco: Berrett-Koehler Publishers. Anderson, H., Gergen, K.J., NcNamee, S., Cooperrider, D., Gergen, M., Whitney, D., (2001). The Appreciative Organization. Taos, NM: Taos Institute Publishing. Whitney, D., &amp; Trosten-Bloom, A., (2003). The Power of Appreciative Inquiry. San Francisco: Berrett-Koehler Publishers. Ludema, J., Whitney, D., Mohr, B., Griffin, T., (2003). The Appreciative Inquiry Summit. San Francisco: Berrett-Koehler Publishers. Kegan, R., &amp; Lahey, L.L., (2002). How the Way we Talk Can Change the Way We Work. San Francisco: Jossey-Bass. Adams, M.G., (2004) Change Your Questions, Change Your Life. San Francisco: Jossey-Bass.</p>
<p><b>(3) Learning PRODUCT(s)</b> <i>(evidence demonstrating competence outcome)</i></p>	<p>► <b>EVIDENCE:</b> Outcome demonstrated in TWO parts: (a) an artifact describing and analyzing Appreciative Inquiry-including implications for prof.practice (AI interview protocol) and (b) a bibliography (APA citation format) of resources explored pertaining to such.</p>
<p><b>(4) Assessor</b> <i>(anticipated)</i></p>	
<p><b>(5) Schedule</b></p>	<p>-TBD</p>

(anticipated)	
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## ► **PART VI: Plans for Culmination**

Directions: In Part VI, the student is to identify which of the two Culmination Options he/she is currently considering and, regarding such, with what possible focus per option chosen. To be sure, Part VI's plans are held as *tentative—pending further evolution and refinement as study in the Focus Area progresses*. As possible, the student is encouraged to identify his/her Culmination Option as early as possible in order to integrate all aspects of the Program together and, most directly, use the earlier parts of the program to build toward the latter. (For a fuller description of Culmination Options, see *Guidebook Section F.*)

**At this point, I'm leaning toward...** *(Please check one and elaborate.)*

### **XX Option B—Integrating Project Proposal & Final Product** *(8 cr hrs)*

*[AP-591 (2 cr hrs) & AP-592 (6 cr hrs)]*

The topic/area I am currently considering for exploration via an Integrating Project is:

-TBD

## ► **PART VII: Professional Advisor & Working Relationship**

Directions: In Part VII, the student addresses the matter of his/her Professional Advisor (PA). (For a fuller description of the role of the PA, see *Guidebook Section C*. Specifically, Part VII is to include a brief description of the following:

- A. What led the student to nominate the particular PA. (See *Guidebook Section C* for PA qualifications.)
- B. What the student hopes for regarding the nature of the relationship with the PA;
- C. What the student believes he/she (the student) brings to that relationship; and,
- D. An initial plan for interaction between the student and the PA (e.g., frequency, method, etc.)

[NOTE: Early in the process, these four areas will be addressed in terms of PLANS in general. Once the PA is approved, the content of these areas should be updated more specifically in relation to the particular PA.]

### **A. Rationale/criteria for nominating specific PA:**

↳ **What led you to nominate the particular PA you nominated? (e.g., qualities? commitments? education? field of practice? position in field? etc.)**

*-For my Professional Advisor, I searched for an individual who would be able to provide guidance in the area of education, and perhaps more importantly, someone who would be able to help me meld my heart and mind together in my studies. I wanted someone who had the following qualities: fairness, ethical judgment, integrity and an interest in children and their welfare. I nominated Rita XXXX. I served as a school volunteer with Rita and also served on the school board with her. I have been inspired by her compassion for others, her dedication, creativity and willingness to seek knowledge. Recently, Rita completed a Masters program in Psychology and is close to attaining her Ph.D. She is currently finishing a practicum, counseling students in a Catholic School. Her knowledge and experience will be a great asset to me.*

### **B. What I bring to the “Student—PA” relationship:**

↳ **What do you believe you bring to the “working/learning relationship” with your Professional Advisor?**

*-Rita and I share an interest in equality and recognition of the achievement/opportunity gap that exists in education. I hope to bring an open mind, purpose and dedication to my subject matter. Since I have known Rita, I have learned a great deal from her, I hope to bring a willingness to learn even more from her and a have a strong willingness to share what I learn. I will learn to identify my weaknesses and vulnerabilities and ask her to help me in my personal growth. I want to demonstrate an increased capacity for knowledge and willingness to share what I learn and what I question – I bring a new enthusiasm for learning – starting from the beginning, with a clear purpose and goal in mind.*

### **C. What I hope to build into the “Student—PA” relationship:**

↳ **Describe the “working/learning relationship” you hope to build with your Professional Advisor.**

*-I have several areas of learning/ ways of thinking that I would like to change and improve during my time as a SNL student and I hope to bring these aspirations to the working/learning relationship with my PA: I view the opportunity to learn in the SNL graduate program as a new point in my life: I don't wish to practice and repeat what has worked for me in the past. I want to identify new goals for learning, including a willingness to make mistakes and learn from them. I want to demonstrate an openness*

*to learning, a desire to improve my communication skills, and growth in self-discovery: including an awareness of my weaknesses and behaviors that may prevent me from reaching my goals. I will set clear expectations for myself, and be open to a new period of learning. I will seek honest critical feedback and look for multiple ways to solve problems. As I develop and hone these skills, I will share them with my PA and ask for her honest assessment and hope that she too, will gain knowledge and new ideas from my studies. I think that much of the learning process will involve some current “intangible” attributes/traits. As I progress through my studies, I will turn those in to “tangible” attributes that can be identified and measured – in that process, I hope to add value to whatever projects and endeavors I pursue. I hope that my PA and I will have the opportunity to share our new ideas and knowledge, our insight, questions and struggles. I believe it can be a very positive, powerful, encouraging relationship, as we already share common values and beliefs but also are open to new ways of looking at what we think we know. I hope that excitement, curiosity, dedication and enthusiasm are attributes I bring and continue to build into this relationship.*

**D. Initial Plan for “Interaction Process” between Student & PA:**

**↳ Describe the interaction process that you and your PA have agreed upon (frequency of contact, method of contact, etc.).**

*-Initially, I would like to contact my PA quarterly, by email and provide her with information outlining what the coming quarter looks like – what plans I have for SNL programs and goals, and also what personal learning goals and desired growth I am focusing on. At the conclusion of each quarter, I would also like to email her with a self-assessment progress report. As her schedule allows, I will also seek face-to-face meetings, so I can seek her support and advice. I hope we can accomplish this quarterly, as well. I am appreciative of her time and cognizant of the time restrictions she faces, so as I learn more about my focus area and what areas may be of interest to her, I will update and send information that may be beneficial to her studies and interests. My desire is that she will gain new ideas and knowledge from what I discover and the SNL program so that her experience as a SNL Professional Advisor is worthwhile – I hope that in the end (when she attends my graduation) she may agree to advise another student in the program.*