



CONCEPTUAL FRAMEWORK
School of Education
University of Rio Grande/Rio Grande Community College
Introduction

The Teacher Education Program at the University of Rio Grande/Rio Grande Community College (URG/RGCC) is designed to serve the needs of teacher candidates from the immediate area of Appalachia surrounding the institution. The Conceptual Framework and the School of Education hold the motto of “Windows to the Future.” Opening windows of opportunity for our candidates and their students is the core of our program. We (Candidates, Faculty and Stakeholders) recognize that for the people of the Rio Grande Community College’s region within Appalachia, teaching jobs are one of the few professional opportunities for employment in their area. A college degree and teaching license offers the local citizenry “Windows to the Future” and they in turn open “Windows to the Future” for their students. The School of Education seeks to provide the tools to open the “Windows to the Future” for our candidates and their students.

The three themes of our program, Best Practices, Commitment to Diversity and Professional Efficacy, and our Conceptual Framework are aligned and tied to research practices specific to Appalachian Needs and Rural Schools. One must view the windows and themes as an integrated unit and not as separate parts. We at the URG/RGCC seek to prepare our teacher candidates in their professional path to attaining licensure in the field of education. Just as the

faculty, community and candidates work together as part of the teacher education program, so to must the ‘Windows’ and ‘themes’ work together to form a solid whole in training candidates to become effective teachers.

I: Overview of the Geographic Region and Institution

The URG/RGCC is located in Southeastern Ohio and recognized as part of Appalachia. The Appalachian Region encompasses parts of 13 states in the Eastern United States. The people of Appalachia are derived primarily from English, German, and Scotch-Irish roots, but a significant portion of Appalachians also originated from Wales, France, Holland, and Africa. The Cherokee are also considered Appalachians as they were here long before the others arrived (Jones, 1994; RAYF Consortium, 1996).

Our region of Appalachia’s forbearers came to Southeastern Ohio searching for freedom, independence, and solitude; all readily available in the beautiful green hills of the surrounding area. Inherited from our ancestors, the values of religion, family, and sense of neighborhood remain graced by humility, modesty, self-reliance, and a firm sense of place. While fierce pride sometimes causes us problems, that pride is tempered by a unique sense of humor and appreciation for beauty so true of America’s Appalachian Region (Jones, 1994; RAYF Consortium, 1996).

Appalachia is one of the most undervalued cultures of America. However, to discredit or overlook this culture is to discount the very core of our nation’s foundations. The rural lifestyle in the mountains...encompasses traditional values of productive labor, thrift, community pride,

family and self reliance.”(Knight, Knight, & Quickerton, p. 85, 1996) Much of the misunderstanding of Appalachia has come from outside observers whose writings have shaped national perceptions. (Inscoc, 2001) In general, “The media offer a ... denigrating stereotype of extreme poverty, isolationism, and despair, presenting an image of communities with dysfunctional families.” (Knight, et al, p. 84, 1996) While poverty may indeed blemish the surface of our culture and often stress the family unit and structure, it is neither the heart nor the soul of it. (Jones 1994; Owens, 2000; RAYF Consortium, 1996; Wilson & Peterson, 1988) Within our geographic region, there exists a wide range of socioeconomic, cultural, and educational differences. The reasons for the disparity of socioeconomic levels within the Appalachian Region are multi-faceted and complex in both probable causes and possible solutions. Lack of education is an often cited cause for the disparity and an often cited solution. Educational attainment within the region has improved significantly in the last decade, but still lags behind the nation as a whole. Data from the 2000 U.S. Census shows a gap of 6.7 percent between the Appalachian Region and the entire nation. Educational attainment within the region has improved significantly in the last decade, but still lags behind the nation as a whole. This translates to 1/3 fewer people having a college degree in the Appalachian Region than in the nation as a whole. Within the certain sub-regions of the area, the disparity is even wider. When this data is broken down into detailed demographics based on age, the disparity between the educational attainments among differing age groups shows room for optimism. “The progress made among the younger generations, who now outpace the region as a whole in acquiring needed educational skills, are far more likely than their elders to receive at least a high school education” (Shaw, DeYoung & Rademacher, p. 328, 2005). Educational attainment also seeks to decrease “gender differences in occupational achievement by improving both women and men’s labor-force participation” (Latimer & Oberhauser, p. 275, 2005).

The negative effects of isolation have been diminished not only by educational attainments, but also by advancements in access to technology and media. Even with these, there remains a strong core of values and traditions handed down from one generation to another that are characteristic to Appalachia. Spiritual values, a strong sense of community and family, self-reliance, pride, hospitality, love of place, modesty, sense of humor, patriotism, and an appreciation of beauty are shared values that run true to our region. Traditions relating to those values vary within and among families in Appalachia today, yet they permeate throughout the region. (Owens, 2000; RAYF Consortium, 1996; Wilson & Peterson, 1988). These same values and traditions can be found among the candidates, faculty, and staff of the URG/RGCC.

Just as the Appalachian region is made up of diverse components, so too is our institution of higher education diverse in its mission and its origins. Throughout its history, Rio Grande has been firmly rooted in Appalachian soil. The idea to establish an institution of higher education deep in the hills of Southeastern Ohio was cultivated by Permelia Atwood, her husband Nehemiah, and their Baptist minister, Ira Haning. In 1876 their dream came to fruition when Mrs. Atwood, with the support of the Baptists of Ohio, founded the institution. The institution is located in Southeastern Ohio, in the heart of the Appalachian portion of Ohio. While those who are from the region are quite proud of the region, its values, its people, its history and its geography, the economic challenges of the region hinder young people from being able to stay in the area and maintain their ties to family and place.

Demographic data from the 2000 U. S. Census shows the contiguous counties to the URG/RGCC have some of the highest poverty and unemployment rates in the State of Ohio, Region of Appalachia and Nation as a whole (Seufert & Carrozza, 2005). The impact of closure of employment sources based upon extractive industries has hit the Rio Grande Community College district with a stiff and severe blow. Coal mines and industrial sites have closed, leaving many of the local citizens unemployed. Employment options for these persons usually involve “service-sector [employment] growth in rural areas” with these usually involving female dominated, low-wage, and part time service” (Latimer & Oberhauser, 2005, p. 274). The challenges brought on by this economic situation provide the mission and purpose of the School of Education at the URG/RGCC.

Rio Grande’s mission was, and continues to be, to provide a source of higher education to help the Appalachian people enrich and enhance their lives. A policy of nondiscrimination was made clear from the outset of the institution. Women and minorities as well as people of any religion or socio-economic status have always been welcomed to enroll in the institution. Rio Grande holds the distinction of being one of the few institutions of higher education to be founded by a woman.

When addressing the issue of Education in Appalachia, Jesse Stuart (1948) said, “there were ten thousand things I wanted to say about schools and Schoolteaching (sic)... The need was too great. One couldn’t be away from these things and figure the needs. One had to be with them, see them, be a living part of the whole... the thought must precede the action” (p. 209). For Rio Grande the thoughts and plans of one woman led to an institution ingrained in the regional social fabric as a teacher training institution. The University of Rio Grande seeks to provide the young people of the region an “opportunity to learn” by developing “well-trained teachers” professionally equipped to work in “well-equipped classrooms” (Suina, p. 294, 1988). In 1915 the first teachers graduated, beginning Rio Grande’s long-standing tradition of producing quality teachers, most of who remain in Appalachia to educate and serve the citizens of the region. While the Baptist connection was severed in the 1950s, a new hybrid, unique in American higher education, was produced when, in 1974, the private college entered into a contract with the Ohio Board of Regents to form Rio Grande Community College. This new entity, the URG/RGCC (URG/RGCC), nurtured by a community college levy passed in the Ohio Counties of Gallia, Meigs, Jackson, and Vinton, was conceived to provide more financial support for area low income families to further their education, thus making them more competitive in the job market and improving the economic health of our portion of the Appalachian Region. To date, URG and RGCC are each governed by their own Board of Trustees even though both entities serve a common campus.

II: The School of Education at the University of Rio Grande and its Conceptual Framework

URG/RGCC Mission Statement

The University of Rio Grande provides programs in liberal arts, sciences, business, teacher education, fine and performing arts, nursing, and technologies. URG has a diverse curriculum and offers a range of educational opportunities with open access at a reasonable cost. URG grants Associate, Bachelor, and Master Degrees. Rio Grande Community College grants Certificate and Associate Degrees and offers a variety of credit and non-credit courses, seminars, workshops, and events as part of life-long learning and enrichment. Historically, URG's primary focus has been students from the Appalachian region. URG is now more cosmopolitan with enrollments from states outside the region and foreign countries.

The University provides non-discriminatory educational opportunities for the pursuit of academic excellence. The educational experience provides opportunities to develop a balance of intellectual, aesthetic, social, and physical qualities that characterize the total human experience, and challenges students' thinking and abilities. The University emphasizes learning that prepares students for the many occupations and professions necessary to live and work in a global community.

Unit Mission

The School of Education at URG/RGCC is first and foremost a teaching institution. The School of Education at URG/RGCC holds a strong connection to place and a love of the area. Each faculty member reaches out to serve the teacher candidates and the needs of the local community and area. The School of Education at URG/RGCC holds a shared vision for its program, energizing our candidates and serving the ongoing needs of the local Appalachian community by opening "Windows to the Future." The URG/RGCC School of Education provides a challenging environment in which teacher candidates develop into professional individuals sensitive to Appalachian values. Our institution seeks to offer access to a professional career through a unique community college/private university configuration.

Philosophy, Purposes and Goals

The School of Education at the University of Rio Grande recognize the core values of our Appalachian Culture, especially ties to community and place and connection to family (Albertson, 2002). We, the School of Education Faculty, exhibit these in both our personal and professional relationships. We are proud of our candidates, our work, and the beautiful setting in which we live and work. We recognize the importance of a professional education in our area and the opportunities opened for those who complete this endeavor. Wilson (et. al, p. 446, 1997) outlined the "value of formal education as a path to success" for the student in the rural setting. Rio Grande is a teaching and service institution whose core purpose is to educate the local population. A college degree and teaching license open "Windows to the Future" and opportunities for many local residents that would otherwise have been unobtainable. For this

purpose to be attained, the Faculty must teach and provide service to the local community. This purpose is in alignment with the mission of the institution, originally and today, to open “Windows to the Future” for the students of this area of Appalachia in Southeast Ohio. Jesse Stuart said, when discussing Appalachian Education, “Help them find a vocation in life and work toward that vocation. Not let the talent of any pupil...be lost to the whole of humanity...Teach them, thousands and thousands of them with good minds and character, to be teachers” (p. 209).

The School of Education at Rio Grande seeks first and foremost to serve the unique needs of the citizens of the Appalachian Region of Southeastern Ohio. An example of Rio Grande’s unique nature is that through a particular program alignment, teacher candidates at URG/RGCC may opt for some combination of a two, plus two, plus two program which will take them almost seamlessly from a two-year Associate’s degree to a four year Bachelor’s degree and into a two year Master’s program. Many of the candidates in this alignment require one to one guidance in course selection and program completion. Faculty often dedicate many hours in candidate advising after office hours to assist these candidates in completing their professional goals and objectives. This allows the URG/RGCC to open “Windows to the Future” for our candidates at all degree levels.

While the University of Rio Grande’s mission has become a bit more cosmopolitan, the roots of the university remain in Appalachia. Seventeen percent of URG/RGCC candidates are residential. The remaining 83% commute, many driving for more than an hour to reach our campus. More than eighty percent of our candidates receive financial aid. The School of Education, the largest school in the university, comprises 31% of the student population. Some school districts in the Community College’s service area have more than 75% of their teaching staff made up of Rio Grande Graduates. This data is based on information from the 2003-2004 academic year. The need to attend an institution of higher education and ultimately gain employment in the immediate region is true of Appalachian Culture as outlined by Wilson, Henry, and Peterson (1997).

Ball (2003) suggests that good education requires exertion and work on the part of the student and this is more likely to occur when candidates and faculty are linked within the institution of higher learning. The School of Education Faculty realize this need, serve as a center of inspiration, and work to assist our candidates toward this attainment with the Teacher Candidates. The critical element in a rural setting is for the candidate to feel a sense of place and linkage with the institution of higher education. As outlined in the framework of “Why Appalachians DO and DO NOT go to college,” the role of mentors within the institution is a core component of insuring student academic and professional success (Lashley & Wallace, 2003). At the University of Rio Grande, all candidates are assigned an advisor within the School of Education as part of this task. All candidates at every level are involved in School of Education general meetings to provide guidance and communication as part of their academic program leading to education and career achievements that open “Windows to the Future.”

For the people of the Rio Grande Community College region, as part of Appalachia, teaching jobs provide one of the few professional opportunities for employment in their geographic area. A college degree and teaching license offers teacher candidates a “Window to the Future” so that they in turn can open “Windows to the Future” for their students. The School

of Education seeks to provide the tools to open the “Windows to the Future” for our candidates and their students.

URG/RGCC School of Education Three Fundamental Themes

Our teacher candidates learn to incorporate best practices within their classrooms because our faculty members integrate current results from research in subject matter, planning instruction, instructional strategies, and professional development into classroom applications. Awareness of the commitment to diversity of student learning and of the diversity of learners cultivates the belief that all pupils can learn. Professional efficacy, including learning environment, communication, assessment, student support and collaboration, is nurtured in teacher candidates. The three themes are applied during early and continuous field experiences conducted by experienced faculty at the associate, baccalaureate, and graduate levels (Wong, 1998; Lambert et. al., 2002; Banks, 2001).

Curriculum Rationale

Our curriculum, developed by a committee of campus-wide interdisciplinary faculty members and refined by our School of Education Advisory Committee (faculty, candidates, graduate candidates, representatives from partnership schools, public school administrators and teachers), revolves around three themes: best practices for teaching and learning, understanding and teaching to the diversity of learners and showing commitment to diversity, and developing in teachers a sense of professional efficacy. Each program area has matched its guidelines with the URG/RGCC knowledge, skills and dispositions, appropriate SPA, ODE, INTASC and NBPT standards, so that URG/RGCC’s program meets and embraces local, state, and national standards. These concepts are taught through guided hands-on field experiences, clinical practice, university classroom instruction, partnership school settings, and student research/observation/ discussion. Assessment of candidates regarding these concepts takes place throughout the gates of the URG/RGCC program, hierarchical levels of field experience, and University classroom instruction (Wong, 1998; Lambert et. al., 2002; Banks, 2001).

Best Practices

1. Subject matter: Teachers need a broad knowledge base and an awareness of their place in the global community as well as the rural Appalachian community. It is critical that teachers know the what (content) they are teaching and why (pedagogy), and are cognizant of the difference between teacher objectives and student objectives to meet the needs of the rural P-12 student (Banks, 2001; Turnbull & Turnbull 2001).

2. Planning instruction: A thorough knowledge of subject matter and curriculum goals is necessary in order to integrate learning across the curriculum while providing real-world connections to the concepts being taught. Planning effective instruction also demands an understanding of child development, and the diverse backgrounds and needs of students, families, and even their communities. Within Appalachia, this includes planning instruction to meet the needs of students who often come from families who have not been successful in the K-12 setting and who are limited in financial and technological support resources (Arnett, 2001; Laree, 2000; Feldman, 2003; Bredekamp & Copple, 1997; Payne, 1998).

3. Instructional strategies: Basic to the planning and delivery of subject matter is the selection and development/modification of materials and activities best suited to the teaching/learning environment. Within the URG/RGCC's immediate area, resources are often limited or even non-existent. For P-12 students, teacher candidates, and local schools this may include instructional materials and family resources. For the URG/RGCC teacher candidate, this means the candidate needs to be resourceful in providing strategies which allow students to use critical thinking and problem solving, as well as technological literacy. The teacher candidate must also be resourceful in accessing instructional support materials for use in the classroom. Resiliency and resourcefulness are essential qualities required in the immediate area for meeting the needs of the P-12 student. Within the local schools and families, the same concepts often are utilized. URG/RGCC seeks to embody the same spirit and concepts in its candidates at all levels to meet the needs of P-12 students (Gardner, 1993 & 1999; Kampwirth, 2003; ODE, 2001).

4. Professional development: Self-reflection, based upon self-assessment of teaching objectives and implementation of the same, is critical for planning continuing education and improvement of instruction. Teacher candidates participate in faculty-guided self-assessments and reflections to lay the groundwork for ongoing professional development. Because of the dynamic nature of our unique local community and society, teachers must firmly believe in and actively engage in the practice of life-long learning and self-reflection, as well as become effective in their career management. As role models for their candidates, URG/RGCC faculty's enthusiasm for the subject matter goes a long way in making life-long learners of their candidates. Faculty accomplish this goal by keeping current with changes in technology and subject matter while maintaining their awareness of the human condition -- coping with it all through their unflinching sense of humor (Burke 1999; Jones, 1994; Leslie et. al. 1997; McLoughlin, 2001; Murphy & Underwood, 2001; Seldin 1997).

Commitment to Diversity

Appalachian teacher candidates have a limited experience with some types of diversity (Ethnically diverse students are often very limited in number in the area P-12 schools). However, URG/RGCC candidates have constant access and exposure in field and clinical experiences to schools serving very large numbers of students from high poverty homes and areas and students with exceptional learning needs. Through their experiences and education at URG/RGCC, we expect our candidates to not only expand their definition of diversity, but to also embrace the belief by the end of their program, that they can open "Windows to the Future" and insure all students can learn and grow into agents of Social Justice.

Teacher candidates are helped to improve their attitudes toward learning, and gain the hope of improving their potential for learning within their existing communities. When they become teachers in our public schools, they will be able to instill likewise, what they have acquired at URG, with the goal of raising the learning level of the Appalachian community in general (Kimweli and Stilwell, 2002). In order to teach so as to insure all students can learn, regardless of the P-12 student's diversity or circumstance, URG/RGCC teacher candidates themselves need a firm knowledge base from which they can draw in order to identify cultural needs, know what to teach, why they need to teach a particular concept, and how to teach the concept (It is important to note that this knowledge is different from simply recognizing cultural differences in order to select appropriate teaching strategies). In addition to understanding and

appreciating the origin and evolution of cultures, teacher candidates need to understand and appreciate the culture of disabilities, and be able to recognize the difference between teacher culture and student culture. Knowing how to communicate with those from different cultures (customs, etiquette, rituals) and awareness of the culture of cultures, that is the relationship of literature, music and religion to diverse cultures, is also important. The process of individual growth and development in becoming an agent of Social Justice is the epitome of Commitment to Diversity in personal and professional practice.

The URG/RGCC has worked to improve its commitment to diversity in recruitment of faculty, field experiences, and recruitment of teacher candidates. Opportunities to experience and develop respect for all aspects of diversity are a core practice at Rio Grande. For example, partnerships with schools serving diverse populations have allowed candidates to see the need for equal educational opportunities for all students (Banks, 1997; Gollnick and Chinn, 2002; Kampwirth, 2003; Mercer & Mercer, 2001).

Professional Efficacy

Learning environment: URG/RGCC teacher candidates will attend to the elements of student learning and diversity, provide a physically and psychologically safe learning environment including effective management of time and space, display sensitivity to parental and rural community needs, and enhance rural students' awareness of their place in the global community. Teachers who are enthusiastic about what they teach, maintain a good sense of humor, convey confidence in themselves and their students, and exhibit good role modeling are an essential part of the learning environment and provide positive role models for their students (Wong 1998; Gardner 1999 & 1983; Gollnick & Chinn 2002).

Communication: A core thread of Appalachian culture is communication. According to Payne (1998) effective communication with the family and student by the local schools is vital to breaking the cycle of poverty. The essential elements of communication which are developed and refined by the URG/RGCC teacher candidate are traditional conventions of speaking and writing, ability to summarize, give directions, and organize information, technological literacy, the use of media, literature, and outside resources to teach concepts, ability to make connections between subject matter and student interests and experiences, a good sense of humor, enthusiasm about teaching and learning, and confidence in self and students.

Assessment: Continuous assessment of student progress to direct instruction as well as evaluate learning is critical in the planning and delivery of subject matter. Such evaluation is not defined simply by a test at the end of the unit, but rather by daily observation and ongoing assessment of student learning and needs as they relate to student participation, performance, and production. In addition to being familiar with standardized tests, teachers must be able to develop/modify and use their own informal tests, as well as engage in authentic assessment techniques. The authentic assessment should include teacher observation techniques as well as peer and self assessment models. Teachers must know what to observe and be able to interpret assessment data in order to reflect on how to apply that knowledge in planning instruction (Anthony et. al. 1991; Leslie et. al. 1997; McLoughlin 2001; Seldin 1997; Burke 1999).

URG/RGCC teacher candidates are assessed in many ways by both faculty and community stake holders. In addition to assessment done by URG/RGCC professors, cooperating teachers in school settings evaluate teacher candidate's field experience, and clinical practice/internship. Teacher candidates also develop professional portfolios which are evaluated by URG/RGCC faculty as well as members of the School of Education Advisory Committee (URG/RGCC faculty, teacher candidates, representatives from partnership schools, public school administrators, and teachers).

Student Support: A core value of Appalachia is working with the resources of the immediate area to serve and meet the needs of its people (DeYoung, 1995). URG/RGCC teacher candidates strengthen and support student learning by addressing parent and community needs; working with parents and community agencies and resources; planning and consulting with other teachers, supervisors, and administrators; being sensitive to cultural, physical, and learning needs of students; using efficient and effective classroom management; and being open and accepting of the unique cultural, physical, and learning needs of students (Bauer & Shea, 2003; Gollnick & Chinn, 2002; Kampwirth, 2003; Lambert et. al., 2002; Turnbull & Turnbull, 2001). The faculty in the School of Education at the URG/RGCC adheres to the concept of a strong faculty to student support structure as being necessary for academic achievement. According to the August 2005 ASCD report, "Many studies show the most important thing in turning lives around is the ongoing presence of a caring adult" (p. 7). The School of Education Faculty at URG/RGCC seek to carry out this professional practice and to encourage teacher candidates to carry on this practice in their professional career practices.

Collaboration: The URG/RGCC maintains a close relationship of support and service with the P-12 school districts in the surrounding area. These collaborative experiences include, but are not limited to the previously mentioned advisory council, clinical practice, field experiences, and workshops and/or seminars offered at the school site. Local public schools bring their students to campus for educational experiences such as the TAG program, Math Field Day, Special Olympics, and various cultural events. The University also works with local Career/Technical schools to train professionals to teach in their setting. . Currently, teacher candidates and School of Education faculty are involved in partnership programs with Jackson City (Jackson County), Gallipolis City (Gallia County), Gallia County, Bloom Vernon Local (Scioto County), Vinton County Local, Oak Hill Union Local (Jackson County), Eastern (Meigs County), Federal Hocking (Athens County) and Mason County (WV) School Systems. URG/RGCC Education faculty members work with teacher candidates and classroom teachers in the public schools both demonstrating and observing teaching methods and techniques in the P-12 school classroom.

Teacher candidates need to know when and how to teach concepts such as: new definitions of family, a culture, and an economic system; the economics of prejudice and stereotypes; past and current global issues; the ethics of aesthetics; and communication with others through cultural awareness, culturally sensitive language, and conflict resolution in order to help students make safe school/life choices (Banks, 2001; Bauer & Shea, 2003; Gazda et. al, 1999; Howard, 1999; Shade, Kelly & Oberg, 2000; Turnbull & Turnbull, 2001).

Teacher candidates communicate these concepts by learning to read and respond to nonverbal behavior; by integrating multicultural concepts and global issues across disciplines; and by using historical anecdotes, case studies, and guided learning activities through internet resources (Banks, 1997; Burke, 1999; Leslie et. al., 1997; Murphy & Underwood, 2001).

III: Rio Grande: A Community with a Shared Vision

The mission and purpose of the University of Rio Grande, remains as strong today as it was in the early days of the institution. The School of Education holds a shared vision for our candidates and our graduates. Our vision is in alignment with the community's vision for its citizens. We seek, as faculty and stakeholders in the School of Education, to educate and train teacher candidates in the Knowledge, Skills and Dispositions of the National Specialized Professional Associations and the URG/RGCC. The area community voiced its shared vision for the institution by approving the Community College levy in 1974 to support our institution. This vision of a local institution of higher education to meet the needs of the local populace continues. The data on candidates enrolled at URG/RGCC show a strong local community relationship in our enrollment of candidates at all degree levels, with the candidate population having a heavy representation from the local area.

Professional Commitments and Dispositions

The Faculty of the School of Education is committed to fostering communication among stakeholders, professional growth and life long learning, and understanding the nature of the rural community.

Communication Among Stakeholders

The Faculty of the School of Education's recognition of the critical importance of communication within the Appalachian Region (Payne, 1998) is reflected in the structure of the teacher preparation program and its community service project. Extensive uses of email as a communication tool are utilized by faculty and teacher candidates. Also, each semester a full day of classes is cancelled to allow for candidates to meet with their faculty advisors. Most of our teacher education classes are small in size and taught by full-time faculty members. As a result, faculty teach additional classes during the school year and in the summer. Local school districts, due to their small size and rural nature, often look to URG/RGCC for ideas for professional development (DeYoung, 1991 & DeYoung, 1995). Faculty encourage and assist local educators in making informed educational decisions, educate the local community about those concerns, and discover the needs and wants of those served by the school system. The interconnection of URG/RGCC Faculty with the Head Start faculty as part of their two year associate degree program is a core example of this assistance. The specific needs of this population of candidates led to the development of this program being offered at the Rio Grande branch campus in Middleport, Ohio. The professional journey of the Early Childhood Associate degree candidates from two year to four year degree programs is coached and guided by URG/RGCC Faculty at both the main and branch campuses. At the end of any licensure

program, candidates write a self reflection on their personal growth throughout the URG/RGCC teacher licensure program. A copy of this is found in their individual professional portfolio (URG D.8).

Professional Development and Community Service

As with other institutions, URG/RGCC's School of Education strongly promotes the belief that teacher candidates and School of Education faculty, alike, enhance their teaching effectiveness by engaging in professional activities and practices that constitute life-long learning. Examples of this include joining their respective SPA, attending conferences focusing on Appalachian or Rural Education issues, subscribing to journals focusing on the needs and research of the Appalachian Region and Rural Education, and forming learning communities as exemplified by the partnership school program. Again the communication thread is seen running through the program (URG D.3).

URG/RGCC teacher candidates are encouraged to join professional organizations including the campus chapters of the Future Educators Organization and Council for Exceptional Children, as well as other professional organizations such as the Association of Supervision and Curriculum Development, National Council of Teachers of English, National Council of Teachers of Mathematics, National Association for the Education of Young Children, National Middle School Association, National Council for Social Studies, Council for Exceptional Children, and the National Science Teachers Association. School of Education faculty members serve as advisors to the student groups. More than 50 URG/RGCC teacher candidates are members of these professional organizations. Due to URG/RGCC's rural nature, attending the national meetings is often logistically and financially not feasible, instead URG/RGCC faculty often take candidates each year to the more local or state level meetings of these groups. Reflections written by those attending are found in their individual professional portfolios (URG D.3).

URG/RGCC Faculty value the collaboration and interaction with the local community. Many of the School of Education faculty engage in a number of actions and activities that constitute community service and involvement within the region. These include providing grant writing assistance, School Improvement Councils, professional development and collaboration activities. URG/RGCC School of Education Faculty are actively involved in non-education related service actions within their communities. Many of these actions serve a specific local need and typify the community and sense of place values so rooted in the Appalachian Culture (Gazda, et. al. 1999; Lambert et. al. 2002; NAEYC 2003) [URG D.8].

Commitment to Lifelong Learning and Professional Growth

In addition to the teaching and service focus of the institution, the School of Education assists its faculty in keeping up to date with new standards and practices. We also recognize the importance of keeping up with rapid advances in technology as it effect educational practices. School of Education faculty has been presented with in-service opportunities to learn more about National Board Standards, Praxis/Pathwise, Multiple Intelligences and Technology. Outside of the School of Education, URG/RGCC provides two sources of support in place for these types of activities, the Faculty Development Fund, and the Teaching/Learning Fund. The Faculty Development Fund provides funding support to faculty to attend and present at conferences. The

Teaching/Learning Fund provides financial support to faculty to engage in practices to support their classroom teaching. Examples of this may include off campus trips, guest speakers or classroom support materials (URG D.7).

The University of Rio Grande (URG/RGCC) School of Education has initiated many professional opportunities grounded in research-to-practice experiences. These have comprised such topics as PRAXIS III trainings, IEP information, Portfolio preparation workshops, workshops on teacher make and take materials, and Grant Initiatives through the Berry Economic Center. Future topics include all of the previous topics and will include an annual Appalachian Literature Day and Presentations from the Jesse Stuart Foundation for Appalachia. Other experiences provided to teacher candidates include, awards banquets for student teachers, candidate presentations at state meetings, and field trips to off campus sights. Reflections written by those attending are found in their individual professional portfolios (URG D.4).

Nature of Rural Community

Like our student population, most of the faculty in the School of Education has Appalachian roots. Of the full time Education faculty in Anniversary Hall, all but three are native Appalachians with strong roots from the region. This creates a strong tie between candidates and faculty as URG/RGCC Teacher candidates are names, not numbers, and often remain in contact with faculty members after they have graduated. Many of our candidates are first time family college attendees who come ill prepared for the rigors of university study. For those candidates, URG/RGCC has a program, through the Learning Center, providing extra one-on-one faculty assistance/advisement to support them on their journey to self-sufficiency. Some of our successful teacher candidates have been advised by School of Education faculty members designated as advisors for this program (URG D.9).

The Education Faculty at Rio Grande also recognizes the importance of community and local school involvement in the process of gaining a degree and teacher licensure. Teacher candidates are required to spend many hours in field experience prior to their program completion. All methods classes (see licensure requirements in URG/RGCC's current catalogue & Field Experience Handbook) have 10 to 30 hour field experiences, many of which are supervised on location in Partnership Schools by the URG/RGCC professor teaching the course. Field Experiences are delineated into four levels; Exploratory, Novice, Targeted and Clinical Practice/Internship. Each level has an increasing level of candidate responsibility in the field in terms of expectations. Each level also has an assessment instrument aligned to candidate responsibility in the field. The assessment tools are aligned to the four domains of Pathwise (URG D.8).

Individual Excellence

The faculty is also committed to individual excellence in their instruction. They are dedicated to effective teaching including incorporation of constructivist practices and differentiated instruction techniques (URG D.5).

Professional Practice

Effective teachers and teacher candidates demonstrate self-confidence, enthusiasm, and professionalism -- they are willing to take professional risks, communicate regularly with other colleagues and higher education faculty, and stand firm in their professional code of ethics. The continued contact between former candidates and URG/RGCC Faculty demonstrates this interconnection. Many URG/RGCC graduates return to serve as vital stakeholders through their commitment to the URG/RGCC School of Education through their involvement with the School of Education Advisory Council (URG D.1).

Inclusive Strategies and Techniques

Teacher Candidates are encouraged not only to practice standard educational methods, but also to try new techniques, including the use of technology, and activities to discover what works best for them and their students. Often times these are based upon the information from the professional development opportunities provided on URG/RGCC's campus and within the region. In addition to mini-research activities conducted during field experience in some methods classes, during Clinical Practice/Internship candidates carry out an action research project which is presented in an open forum at the conclusion of their clinical practice or internship experience. The Action Research Project in Clinical Practice or Internship must focus on impacting student achievement or parental involvement in the P-12 classroom setting. Each teacher candidate is encouraged to try out a technique for action research that is unfamiliar to them and not currently in their professional practice. Other teacher candidates not yet at the Clinical Practice or Internship level are encouraged to attend this forum as part of their professional development activities (URG D.10, URG D.2). Reflections written by those attending are found in their individual professional portfolios (URG D.6, URG D.7).

Constructivist Practices

The faculty of the School of Education at URG/RGCC exhibit pride in their professional practice by embracing high standards of educational excellence in teaching. The faculty, "practices constructive developmental pedagogy which addresses three needs of the Appalachian student (1) validating students as knowers, (2) situating learning in students' own experience, and (3) defining learning into mutually constructing meaning." (Magolda, 1996) School of Education faculty members at URG/RGCC are regularly involved in teaching candidates to apply the latest research to their classroom teaching; review programs and textbooks; serve on local, state, and national boards; advocate for students; and engage in interdisciplinary communication. The University encourages the faculty to be active in local, state, national, and international professional organizations. Presenting at professional conferences and attending conferences and workshops offered by SPAs and Appalachian research entities are all part of faculty expectations (URG D.6).

IV: Standards and Rio Grande Knowledge Bases

The URG/RGCC knowledge base draws heavily on research concerning education in Appalachia, rural schools and research on educating the child raised in poverty. Among the

resources reviewed and incorporated into the Conceptual Framework were Kitano (2003) whose work addressed the gifted potential in Appalachia and the high poverty setting. Stallmann and Johnson (1996) specifically issued a report on a statistical study of Socio-economic factors and the willingness and desire to enter into the education profession. Wilson, Henry and Peterson (1997) took the issue of desire one step further and looked at the lack of aspiration for educational goals in the rural, Appalachian framework. Magolda (1991) specifically took the Constructivist Pedagogy and applied this to the educational needs of the youth in Appalachia. Additional research for the knowledge base focused on the Social Reproduction Theory and the importance of education, especially with first generation college candidates, in being socially transformative by providing a career and financial path of improvement for the individual (Lareau, 2000).

URG/RGCC recognizes that barriers exist that make it less than easy for students from this area of Appalachia to gain a college education. In a study conducted by Crowther, Lykins and Spohn (p. 1, 1992), it was reported that “80.0 percent of high school seniors surveyed in Ohio Appalachia stated that they wanted to go to college....over the previous six years, however, the rate of high school students in the region entering higher education after high school graduation—as estimated by school district personnel—was 43.4 percent.” The college graduate rates in Southeast Ohio compared to the rest of the nation is 10-12 percentage points lower across the age span (Hagaa, p. 16, 2004). The temptation to obtain employment in low-wage, service sector positions in the area, according to Stallman (1996) may serve as an inhibitor to youth enrolling in and completing a post-secondary education. The URG/RGCC faculty emphasize forming a positive, professional relationship with the students as a part of their effort to gain post-secondary employment and professional employment, thus providing the college educated role model that was cited as being vital to post-secondary educational success (Appalachian College Access Centers that Work, 2003). The purpose in doing this was to counteract the “limited expectations for educational success” that permeate within some high poverty families in the Appalachian Region (Haaga, p. 5, 2004).

Within the framework of the needs of the rural, Appalachian student and teacher candidate, the design and execution of the curriculum used by the University of Rio Grande’s School of Education is based upon established local, state and national standards, as well as the professional standards and practices developed and endorsed by recognized SPAs as they relate to education in Appalachian and Rural Schools. Because education is a dynamic field, the School of Education strives to keep abreast of contemporary research and emerging education policies and practices, thus maintaining a balance between established educational research and practice and current issues and trends.

The needs and nature of our surrounding areas dictated the knowledge bases upon which we have based our program and developed the URG/RGCC Conceptual Framework so as to prepare teacher candidates to work within the region and address those specific needs of the students educated therein. By pursuing a college education and gaining professional employment in the area, candidates are able to work in an area that provides, “nearness to family, a beautiful environment, and time to pursue personal interests” (Knight, p. 84, 1996).

Learning process: Students in a P-12 setting need to know what they are learning and why they are learning it. In order to help students achieve this goal, URG/RGCC teacher candidates need a thorough understanding of child development as well as knowledge about how individuals learn. This knowledge and understanding is the foundation for planning educational

goals and teaching strategies. A cornerstone of our philosophy of teaching is helping teacher candidates to become agents of social justice, able to evaluate their own needs and abilities as well as those of their students. This philosophy manifests itself into professional practice to meet the needs of all students and work with all families in Field Experience and Professional Practice. (Banks, 2001; Gardner, 1983 & 1999; Arnett, 2001; Bredekamp & Copple, 1997; Feldman, 2003; Wollfolk, 2001)

Learners: In addition to understanding child development and learning, URG/RGCC teacher candidates must recognize, accept, and accommodate the cultural, physical, and learning differences of individuals. These differences are dynamic, changing not only within each individual as they learn and grow, but changing also through the constant evolution of our local community, society, and the world. We recognize that our section of Appalachia must exist in the greater world at large. Further, the “Windows to the Future” for our teacher candidates look out into that greater world. For many of them that greater world offers a future. The URG/RGCC teacher candidate must be prepared to be a successful teacher, regardless of setting or population. An in-depth knowledge of and respect for diverse learners is a core value of URG/RGCC (Banks, 1997 & 2001; Howard, 1999; Gardner, 1983 & 1999; Mercer & Mercer, 2001).

Technology

Communication in a rural region is difficult due to the nature of the area. URG/RGCC is located in a very rural area. The main campus is eight miles from the nearest stop light. Concentrated areas of population are an hour or more from campus. This scenario makes communication a difficult task in the region, as it is in much of rural Appalachia (DeYoung, 1995). According to Akers (p. 24, 2004) “With the use of technology, the instructional process makes examples more relevant and demonstrations more realistic.” Technology provides an opportunity to bridge the communication barriers created by the hills, rivers, and mountains around URG/RGCC. Candidates at URG/RGCC are put on list-servs to facilitate faculty to student communication, mandated to use technology to access information and resources, and instructed in the how and why of the use of technology to support student learning and academic success in the PK-12 educational setting.

Standards and URG/RGCC

Each licensure program has undergone development in alignment with its respective National Specialized Professional Association (SPA) standards. Each program has also been approved by its respective governing SPA and as each program comes up for periodic review, it will be submitted to the SPA for ongoing approval. All programs also meet the requirements outlined by the State of Ohio (i.e. minimum PRAXIS II Score) for gaining licensure. Prior to any programs undergoing submission, they are submitted for approval through a URG/RGCC School of Education process review.

V: URG/RGCC School of Education Assessment Practices Program Evaluation

The Teacher Education Programs have seven core assessments:

1. Peer Taught Lesson
2. Content Reading Based Instructional Unit
3. Clinical Practice/Internship Final Report
4. Praxis II Content and Principles of Learning and Teaching Scores
5. Action Research Project Scores
6. Portfolio Benchmark I, II, & III Scores
7. PRAXIS III Entry Year Summary Scores

These core assessments are compiled and analyzed by licensure area on a regular basis for program information and improvement. Feedback from the Education Advisory Committee and other assessment data will be shared with both professional education faculty and faculty from other disciplines teaching content-related courses for the education program. In areas where improvement is warranted, an organized plan of action will be developed to monitor assessment results. Course work in all licensure programs, therefore, incorporates these objectives. Lesson plans, clinical field experiences, and clinical practice/internship evaluations are all built around *Pathwise* so that when candidates reach their entry year of teaching they will be capable teachers knowledgeable about the evaluation process. As individual teacher candidates progress through established benchmarks, they will be monitored through preset criteria for program advancement {(Admission to: Teacher Education, Junior Field Experience (EDU 39103), Clinical Practice), Application for Licensure, successful completion of the Entry Year Teacher Program, Admission to Graduate School, Admission to Candidacy, & Oral Exit Examination Completion)}. This process was developed by the education faculty with input from the School of Education Advisory Committee.

Candidate Proficiencies and Assessment (see Professional Education Program Path)

Candidates in the initial licensure program in Teacher Education must successfully complete School of Education Admission (Gate # 1—Professional Portfolio Benchmark Assessment # 1 met), EDU 39103 Admission (Gate # 2—Professional Portfolio Benchmark # 2 met), admission to Clinical Practice {(Gate # 3), recommendation for initial licensure}, (Gate # 4—Professional Portfolio Final Benchmark Met) and terminal evaluation at the end of the entry year teacher program (EYT) procedures including successfully completing the PRAXIS III evaluation (Gate #5). The pre-admission assessment requires candidates to receive a score of 172 (Math and Writing) and 173 (Reading) or higher on all areas of Praxis I, and a score of 19 or higher on the ACT (These standards are consistent with state universities in the tri-state area). A composite score of 21 on the ACT or a completed bachelor's degree from an accredited institution of higher education excuses the candidate from the PRAXIS I requirement.

Candidates for admission to Teacher Education must also successfully complete two written essays; one on the student's philosophy of education and one on their understanding of the URG/RGCC School of Education's Conceptual Framework and its application to the candidate's professional growth and practice. At the end of clinical practice/internship, the

candidate must also complete a self-reflection paper on their educational experience at URG/RGCC and one on his/her understanding of rural education. At each 'gate' data is collected on each candidate and stored in a School of Education Database. All Licensure Programs are aligned to URG/RGCC and their respective SPA Standards.

At the Master's Degree Initial Special Education (Intervention Specialist Mild/Moderate or Early Childhood) Licensure Level, candidates must successfully complete three gates through the program. The first gate is admission to the Graduate Program (Portfolio Benchmark # 1). The second gate occurs with Admission to Candidacy (Portfolio Benchmark # 2). The final gate is at the completion of the program (Gate # 3 Recommendation for Master's Degree, Portfolio Oral Exit Examination). The Master's Degree Initial Intervention Specialist Licensure Programs are aligned to CEC and URG/RGCC Program Standards.

Interim assessment takes place through continuous assessment of the candidates teaching portfolios, grade point averages, and course evaluations which might include but are not limited to: teacher made tests, learning logs, journals, lesson plans, team teaching, peer teaching, peer assessment, check lists, research projects, hands-on projects, self-reflection/evaluation, videos of teaching, and portfolios of field-based and on-campus teaching/learning experiences (Anthony et. al. 1991; Seldin 1997; Burke 1999). Artifacts from these undertakings are found, with candidate reflections in their respective Professional Portfolios.

Additional assessment information is gathered from Field Experience Assessment (Exploratory, Novice, Targeted, and Clinical Practice/Internship--Pathwise Aligned), Candidate Satisfaction Surveys at Program Completion, Follow up Candidate Surveys one year after completion, Superintendent Satisfaction Surveys, Candidate use of Technology Surveys, Oral Exit Exam Data, and Teacher Quality Partnership Assessment Data.

The seven core assessments provide in-depth data on candidate mastery of Rio Grande Knowledge, Skills and Dispositions in alignment with INTASC and National Board Principles. This data is shared with Advisory Committee, Content Faculty, Adjunct Faculty, and Education Faculty members.

BIBLIOGRAPHY

- Akers, D. (2004). A Superintendent's Greatest Challenge: Raising Standards in the Heart of Appalachia. *School Executive* (January).
- Albertson, K. (2002) Women in Appalachia: Standing Strong with Deep Roots. *Mountain Research and Development* (22), August.
- Anthony, R., Johnson, T., Mickelson, N., & Preece, A. (1991) *Evaluating Literacy: A Perspective for change*. Portsmouth, NH: Heinemann.
- Arnett, J. J. (2001) *Adolescence and Emerging Adulthood*. New Jersey/Ohio: Merrill/Prentice Hall.
- Banks, J. A. (1997) *Teaching strategies for ethnic studies* (6th edition). New York: Teachers College Press.
- Banks, J. A. (2001) *Cultural diversity and education: Foundations, curriculum and teaching* (4th edition). Boston: Allyn & Bacon.
- Bredenkamp, S., & Copple, C., Eds. (1997) *Developmentally appropriate practice in early childhood programs* (revised edition). Washington D. C.
- Bauer, A., & Shea, T., (2003) *Parents and schools: Creating a successful partnership for students with special needs*. New Jersey/Ohio: Merrill/Prentice Hall.
- Burke, K., (1999) *The mindful school: How to assess authentic learning* (third edition). Arlington Heights, Illinois: SkyLight Professional Development.
- Burns, S, Griffin, P., & Snow, C. (1999). *Starting out Right: A Guide to Promoting Children's Reading Success*. National Academy Press
- Cohen, D., Raudenbush, S., & Ball, D. (2003) *Resources, Instruction and Research., Educational Evaluation and Policy Analysis* (25) 2.
- Cocking, R. & Mestre, J. (eds). (1988) *Linguistic and Cultural Influences on Learning Mathematics*. Lawrence Erlbaum Assoc. Publishers. Hillsday NJ.
- Couto, R.)2005). *Appalachia and Market Economics: The Invisible Hand and its Powerful Arm*. *Journal of Appalachian Studies* (10) 3
- Crowther, T., Lykins, D., & Spohn, K., (1992) *Report of the Appalachian Access and Success Project to the Ohio Board of Regents.* Athens/Portsmouth: Institute for Local Government Administration and Rural Development.
- DeYoung, A. (1991) *Struggling with their Histories*. Norwood, NJ: Ablex Publishing Corp.

DeYoung, A. (1995) *The Life and Death of a Rural American High School*. New York: Garland Publishing Inc.

Dolby, S. (2000) Call it Tradition. *American Quarterly* (52), 3

Ediger, M. (2000) The Pupil in the Rural School. *Journal of Instructional Psychology* (26) 4.
English, L., Dickinson, G., McBride, J., Milligan, J., & Nichols, J., (2004). Throw out the Lifeboat: Staying Afloat in the Age of Efficiency and Effectiveness. *Education* (125) 1.
Fallen, N. & Umansky, W., (1985) *Young children with special needs* (second edition). New York: Macmillan Publishing Company.

Feldman, W., (2003) *Development across the lifespan* (third edition). New Jersey/Ohio: Merrill/Prentice Hall.

Gardner, H., (1999) *The disciplined mind: What all students should understand*. New York: Basic Books.

Gardner, H., (1983) *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Gazda, et. al. (1999) *Human relations and the teacher: a manual of education*. Boston: Allyn and Bacon.

Giedd, J. (2003) Interview: Teen Brain Development.
<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/interviews/giedd.html>.

Gollnick, D., & Chinn (2002) *Multicultural education in a pluralistic society*. Boston: Allyn and Bacon.

Hagaa, J. (2004) *Educational Attainment in Appalachia: Demographic and Socioeconomic Change in Appalachia*. Population Reference Bureau, Appalachian Regional Commission.

Harmon, J., Henderson, S., & Royster, W., (2002) *Reforming Math and Science in Rural Schools*, Principal Leadership. January.

Heward, W., (2003) *Exceptional children: An introduction to special education* (seventh edition). New Jersey/Ohio: Merrill/Prentice Hall.

Howard, G. (1999) *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press.

Inscoe, J., Ed. (2001) *Appalachians and race: the mountain south from slavery to segregation*. (Page 8) The University Press of Kentucky: Lexington Kentucky.
The Jesse Stuart Foundation: Ashland Kentucky.

Isserman, A., (1996) *Socio-Economic Review of Appalachia: Appalachia Then and Now: An Update of "The Realities of Deprivation" Reported to the President in 1964*.

Jimersen, L., (2005). *Rural Research Brief: Special Challenges of the "No Child Left Behind" Act for Rural Schools and Districts*. *The Rural Educator: A Journal About Rural and Small School Issues*. (26)3.

Jones, L., (1994) *Appalachian Values*.

Kampwirth, T., (2003) *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems*. New Jersey/Ohio: Merrill/Prentice Hall.

Kitano, M. (2003). *Gifted Potential and Poverty: A Call for Extraordinary Action*. *Journal of The Education of the Gifted* (26) 4.

Kimwell, D., & Stilwell, W., (2002). *Community Subjective Well-Being, Personality, Traits and Quality of Life Therapy*. *Social Indicators Research* (60).

Knight, J., Knight, C., & Quickenton, A., (1996). *Education in Rural Schools*. *The Educational Forum* (61).

Lambert, L., Walker, D., Et. Al. (2002) *The Constructivist Leader* (second edition). New York: Teachers College Press.

Latmer, M., & Oberhauser, A. (2005) *Exploring Gender and Economic Development in Appalachia*. *Journal of Appalachian Studies* (10) 3.

Lareau, A. (2000). *Home Advantage: Social Class and Parental Involvement in Elementary Education*. New York, NY: Rowman & Littlefield.

Leslie, L., Jett-Simpson, M., & the Wisconsin Reading Association. (1997) *Authentic literacy assessment: An ecological approach*. New York: Addison Wesley Educational Publishers.
Ludlow, B., (2004). *Riding Fences*. *Rural Special Education Quarterly* 23(3).

Magolda, M. (1999) *Creating Contexts for Learning and Self-Authorship: Constructivist Developmental Pedagogy*. Vanderbilt University Press, Nashville, TN.

McHaffie, P., (1998). *Contingency in the Local Provision of Public Education*. *Growth and Change* (29).

McLoughlin, J., (2001) *Assessing students with special needs* (fifth edition). New Jersey/Ohio: Merrill/Prentice Hall.

Mercer, C., & Mercer, A., (2001) *Teaching students with learning problems*. New Jersey/Ohio: Merrill/Prentice Hall.

Murphy, S. & Underwood, T., (2001) *Portfolio practices: Lessons from schools, districts and states*. Norwood, MA: Christopher-Gordon.

National Association for the Education of Young Children. (2003) *Preparing early childhood professionals*. Washington D. C.

Ohio Department of Education (2001) *Connections: An early childhood education curriculum framework for continuity*. Columbus, OH: Documents Management.

Owens, W., (July/Aug. 2000) *Country roads, hollers, coal towns, and much more: a teacher's guide to teaching about Appalachia*. *The Social Studies*.

Payne, R., (1998) *A Framework for Understanding Poverty*. RFT Publishing Inc., Highlands, TX.

Payne, R, DeVol, P., & Dreussi-Smith, T., (2001). *Bridges Out of Poverty: Strategies for Professionals and Communities*. AHA Process Inc., Highlands, TX.

Richards, A. (2004). *Rural Transition: Know no Bounds*. *Rural Special Education Quarterly*. (23)3.

Rude, H., & Brewer, R., (2003). *Assessment of Professional Development Systems: Improving Rural Special Education Services*. *Rural Special Education Quarterly*. (22)4.

Rural and Appalachian Youth & Families (RAYF) Consortium. (Oct. 1996) *Parenting Practices and interventions among marginalized families in Appalachia*. *Family Relations*.

Seldin, Peter. (1997) *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions* (second edition). Bolton, MA: Anker.

Seufert, R., & Carroza, M. (2005). *Economic Advances and Disadvantages in Appalachia: Occupation, Labor Force Participation, and Unemployment*. *Journal of Appalachian Studies* (10) 3.

Shade, Kelly & Oberg (2000) *Creating culturally responsive classrooms*. American Psychological Association.

Shaw, T., DeYoung, A., & Rademacher, E. (2005). Educational Attainment in Appalachia: Growing with the Nation, But Challenges Remain. *Journal of Appalachian Studies* (10) 3

Stallman, J., & Johnson, T., (1996). *Community Factors in Secondary Educational Achievement In Appalachia*. SAGE Social Science Collections

Stuart, J. (1949) *The Thread That Runs So True*, Touchstone Publishing, NY

Tiamiyu, M., & Mitchell, S., (2001) Welfare Reform: Can Higher Education Reduce the Feminization Of Poverty? *The Urban Review* (33) 1

Turnbull, A., & Turnbull, R., (2001) *Families, professionals and exceptionality: Collaborating for empowerment*. New Jersey/Ohio: Merrill/Prentice Hall

Werner, T. & Badagliacco, J., (2005). *Appalachian Households and Families in the New Millennium: An Overview of Trends and Policy Implications*. *Journal of Appalachian Studies* (10) 3.

Wilson, M., & Peterson, W., (Jan. 1988) Life satisfaction among young adults from rural families. *Family Relations*.

Wollfolk, A., (2001) *Educational psychology* (eighth edition). Boston: Allyn and Bacon.

Wong, H., & Wong, R., (1998) *How to be an effective teacher on the first days of school*. Harry K. Wong Publications, Inc.

Assessing Student Work. (2001) Prepared by the Harvard Documentation and Assessment Program for The Rural School and Community Trust.

Appalachian College Access Centers that Work: Presented to the GEAR UP National Conference, Washington DC 2003. by the Ohio Appalachian Center for Higher Education.

