Educator Preparation Conceptual Framework

College of Education and Health Professions

Columbus State University

". . . to achieve excellence by guiding individuals as they develop the proficiency, expertise, and leadership consistent with their professional roles."

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Overview: The Evolution of the College of Education and Health Professions' Mission, Model, and Conceptual Framework as the Dynamic Center of Educator Preparation Programs at Columbus State University

The development of the Educator Preparation Conceptual Framework began in Fall 2002. In November of that year, a College of Education (COE) faculty meeting was called for the purpose of critically examining and discussing the unit's existing Conceptual Framework. In this meeting, faculty had the opportunity to reevaluate their beliefs, to examine Conceptual Frameworks from several other institutions, and to share suggestions for revising the existing framework. Following this meeting, the Conceptual Framework Committee began the revision process, meeting regularly to discuss and revise the Conceptual Framework. The Conceptual Framework Committee consisted of COE faculty members, representatives from P-12 schools, and representatives from the COE student body.

The first step in the revision process was to reexamine the various components of the 1998 Conceptual Framework and identify those things that were still relevant to our work in the College of Education. The committee first looked at the 1997 Mission Statement, "*to achieve excellence by guiding individuals as they become professionals,"* and suggested that a refined statement would be more relevant in advanced programs. The revised statement read, "*to achieve excellence by guiding individuals as they develop the proficiency, expertise, and leadership consistent with their professional roles."* The revised mission statement was presented to and approved by the COE faculty in Fall 2003.

Another important component of the 1997 Conceptual Framework was the set of beliefs regarding excellent educator preparation programs. As stated in the COE's strategic plan, *Creating Opportunities for Excellence* (September, 1997), both the mission statement and derived professional education objective embedded significant concepts regarding excellent educator preparation programs. These concepts or beliefs were as follows:

- *becoming a professional* is a developmental process;
- education candidates display an array of *individual experiences, cultural and ethnic identities, motivations, and insights;*
- the diversity of *individual* candidates is a programmatic resource;
- faculty *guide* candidates through learning experiences through which they acquire and refine professional knowledge, proficiencies, and dispositions/habits;
- *individual* candidates initiate and continue the process by which they become professionals
- *proficiency, expertise,* and *leadership* are stages of professional growth an educator seeks and experiences over time in undergraduate and graduate study;
- NBPTS propositions, INTASC principles, and specialty association guidelines provide an authoritative definition of *professional educator.*

In a survey administered to the COE faculty in Fall 2002, 85% or more of the respondents indicated that they agreed with each of these concepts.

Finally, the Conceptual Framework Committee agreed that the INTASC principles, NBPTS propositions, and specialty association guidelines should remain as cornerstones of the Conceptual Framework. Early in September, 1997, faculty and staff had examined the Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS) and INTASC's ten principles and agreed to adopt those as being consistent with the COE's mission and objective. These propositions and principles, along with the various specialty association guidelines, continue to guide our work in the COE. With this in mind, the committee set out to identify three to four big ideas or themes that encompassed the various principles and standards guiding our work and then to delineate the key features

of these themes. The committee identified three themes--teaching, scholarship, and professionalism--and developed a definition and general description of each one. These themes were shared with the faculty in Fall 2003 at a First Tuesday Forum. Following the forum, faculty were given the opportunity to give additional input on the revised framework. After the revisions were finalized, faculty voted on whether or not to approve the revisions. Of those who voted, there was unanimous approval of the revised Conceptual Framework.

Following approval of the three main themes, the Conceptual Framework Committee began work on the knowledge base underlying the framework. References to constructivism were replaced with an emphasis on best practice, scholarship, and professionalism. This change still allowed for the incorporation of constructivist principles but also permitted a broader and more inclusive perspective on teacher education.

In Fall 2009, the NCATE Steering Committee initiated a self study of the educator preparation unit's conceptual framework. Precipitated by a number of changes at the institutional, college, and program levels since the 2005 continuing approval review, the Steering Committee led the unit in reexamining the conceptual framework and the core beliefs and values underpinning our work. Due to the reorganization of the college to include nursing and health sciences, the educator preparation unit had to be redefined. The unit now includes all educator preparation faculty in the College of Education and Health Professions (formerly the COE), education and selected content faculty housed in other colleges, and representatives from partner schools. Subcommittees were formed around each of the key themes of the conceptual framework – teaching, scholarship, and professionalism. Each subcommittee included one or more representatives from our P-12 school partners. Revisions made by the subcommittees reflected recent changes at the institutional, college, and program levels, but the values and beliefs underpinning the conceptual framework remained the same. The literature basis for each of the three key themes was also updated. Subcommittee recommendations were compiled and then reviewed by the NCATE Steering Committee. Following approval of the recommendations by the Steering Committee, the revised Conceptual Framework was presented to educator preparation faculty at a college-wide meeting and to the Educator Preparation Program Council (EPPC) for additional feedback and subsequent approval. The revised framework was approved by faculty in Spring 2010 and by the EPPC in Fall 2010.

A Visual Model for Initial and Advanced Professional Preparation Programs

The following visual model represents the key features of the Educator Preparation Conceptual Framework. The circle represents the continual process of acquiring, integrating, refining, and modeling excellence in teaching, scholarship, and professionalism. The arrows represent the interdependence of these qualities. The result of efforts to achieve excellence in teaching, scholarship, and professionalism will be improved student learning at the P-12 and university levels, ultimately resulting in closing the achievement gap among various demographic groups of students.

Teaching

Excellence in teaching embodies the use of best practices to improve student learning in diverse P-12 classrooms as well as at the university level. Within the learning community in the College of Education and Health Professions, faculty employ best practices in the preparation of teachers, media specialists, counselors, and leaders. The ideas and activities that constitute best practices include the use of a variety of tools and strategies to address the needs of diverse learners and the extensive integration of technology to enhance teaching and learning. Faculty model best practices for candidates who then apply similar ideas and activities in P-12 schools and classrooms. Teachers and media specialists collaborate within communities of learning as they continually seek feedback from peers, mentors, and students and reflect upon the efficacy of their practice. Leaders support and contribute to excellence in teaching by creating and maintaining safe, civil, healthy, and intellectually stimulating school environments that promote high levels of P-12 student learning. Counselors improve student learning by promoting the academic, career, and social development of students. These efforts by teachers, media specialists, counselors, and leaders provide the necessary tools and environments that result in accomplished P-12 teaching and improved learning for all students in all settings.

Scholarship

Scholarship is systematized knowledge that is accurate, authoritative, relevant, and thorough. Scholarship combines theoretical knowledge with practical applications. Scholars operate within communities of learning as peers, collaborators, mentors, and leaders who construct, critically examine, and reflect upon knowledge and skills. Scholars seek out and explore multiple viewpoints, embracing diversity as it enriches their intellectual lives and positively impacts their professional performances. Scholars actively engage in a life-long learning process, continually acquiring, integrating, refining, and applying knowledge and skills to achieve excellence in teaching and to improve P-16 student learning.

Professionalism

Professionalism comprises a body of knowledge, a set of beliefs, an array of actions or behaviors, and ethical standards that members of a profession agree are the core of their practice. The professional educator demonstrates in-depth knowledge of a field of study and strives to meet its highest standards as represented by the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles, the National Board for Professional Teaching Standards (NBPTS) Core Propositions, the Council for the Accreditation of Counseling and Related Programs (CACREP) School Standards, the American School Counselor Association (ASCA) Standards, the Interstate School Leaders Licensure Consortium (ISLLC) Standards, the Standards for Advanced Programs in Educational Leadership (SAPEL), and/or specialty association standards. The professional educator is an active member in the learned societies and professional organizations that set the code of ethics and performance standards for their field. Ultimately, the professional educator is a scholar who models professionalism for students and fosters the development of the knowledge, skills, and dispositions in students which allow them to acquire, integrate, refine, and apply knowledge meaningfully throughout their lives.

In the College of Education and Health Professions, excellence in teaching, scholarship, and professionalism has multiple layers.

- Faculty exhibit scholarship in theoretical and practical pursuits in their area of expertise; model excellence in teaching through the use of pedagogical best practices based on current research; seek feedback from colleagues and students; reflect upon the efficacy of their practice; generate and disseminate new knowledge within their disciplines; and collaborate within communities of practice in schools, the university, professional organizations, and the community.

- Teacher, media specialist, counselor, and leader candidates give their best scholarly efforts in coursework across the university; display intellectual curiosity and a desire to learn; apply models of best practices within their fields or disciplines to bring students from diverse P-12 settings to high levels of learning; seek feedback from peers, mentors, and students; reflect upon the efficacy of their practice; collaborate within communities of learning among their peers, with university faculty and cooperating teachers, and within professional organizations; and model scholarship for the students in their schools and classrooms, inspiring young people to learn through their example.

Ultimately, the professional educator believes in the transforming role of education in human lives and strives to improve the learning of all P-16 students by achieving excellence in teaching, scholarship, and professionalism.

The Conceptual Framework is closely aligned with INTASC Principles, which influence the planning of initial teacher preparation programs. Initial programs are geared toward developing high levels of proficiency among beginning teachers. The faculty recognizes that INTASC Standards provide common ground for cross-program planning and assessment of candidates. The relationship of INTASC principles to individual program goals, the latter sensitive to and/or derived from the guidelines of specialty organizations, is made clear in a series of analytical matrices in individual program reports and in the assessment instrument used to evaluate teacher candidates' performance. The assessment instrument, the Model of Appropriate Practice (MAP) for Teacher Candidates, was created by the Educator Preparation Faculty in AY 2000-2001 and infused into all preservice teacher education courses in Fall 2001. The MAP outlines the skills beginning teachers should demonstrate and is correlated with INTASC Standards.

Advanced educator preparation programs in the COEHP are influenced by national standards appropriate to each program. In teacher education, the NBPTS Core Propositions and specialty association standards serve to shape decisions regarding advanced programs. The NBPTS propositions not only define *accomplished* teaching, but also influence initial programs which are based on the idea that candidates move through identifiable stages toward increasingly high levels of performance, toward the *accomplished* teaching which distinguishes Board-certified professionals. The specialty association standards are highly influential in planning each individual program, both initial (for example, in early childhood, science education, and other majors) and advanced. The School Counseling program is influenced by CACREP School Standards and ASCA Standards while the Educational Leadership program is guided by the SAPEL Standards. The Conceptual Framework is closely aligned with the standards in each of these areas.

Knowledge Base for the CSU Mission, Conceptual Framework, and Model

In this age of accountability, the issue of teacher quality has gained much attention across the nation. With the passage of the *No Child Left Behind* legislation, school districts began working toward the goal of having a highly qualified teacher in every classroom. Additionally, many teacher preparation institutions responded to this legislation by examining their programs and making improvements to enhance the preparation of educators. At Columbus State University (CSU), preparing highly qualified teachers is a key element of the vision of the College of Education (COE). Through the process of delineating the vision and mission of the COE, the college has identified three important characteristics of highly qualified teachers, counselors, and leaders. These individuals demonstrate excellence in teaching, scholarship, and professionalism as they empower all students to learn.

Teaching

Excellence in teaching embodies the use of best practices which include a variety of educational ideas and activities leading to enhanced student learning. The phrase "best practice" is one used frequently in fields such as medicine or law to describe reputable work based on current research and employing the latest knowledge, technology, and procedures in the field (Zemelman, Daniels, and Hyde, 2005). However, best practice in education has been somewhat difficult to define. Stewart (2002) contends, "The quest of effective practices is to discover what is best in

terms of *actual children* in *actual classrooms*" (p. 3). Though there is some consensus on how students learn best, ultimately, teachers must investigate and reflect on their own teaching practices to determine what works best for their students.

For decades, much of the research on teaching and teacher education has focused on the question of effectiveness (Swartz, 1996). What constitutes effective teaching? How do we prepare effective teachers? Marzano (2003) describes teacher effectiveness based on instructional strategies, classroom management, and classroom curriculum design. Even more important, Marzano emphasizes, "Regardless of the research basis, it is clear that effective teachers have a profound influence on student achievement and ineffective teachers do not" (2003, p. 75). Thus, it is critical to try to identify the characteristics of effective teachers and the instructional practices they use to enhance student learning.

Though best practices may vary according to the actual students in actual classrooms, there is a strong consensus across subject areas about how students learn best. Constructivism, in particular, has gained momentum as a respected paradigm in recent years. Lambert (2002) maintains, "Constructivism has emerged as an important educational perspective that is changing how educational researchers, writers, professional developers and leaders view the world. The constructivist leadership is based on the same ideas that underlie constructivist learning: Adults, as well as children, learn through the processes of meaning and knowledge construction, inquiry, participation, and reflection" (p. 34-35). Recommendations from a variety of national specialty associations reflect these ideas and call for teaching and learning environments that are more student-centered, experiential, holistic, authentic, challenging, cognitive, developmental, constructivist, expressive, reflective, social, collaborative, and democratic (Zemelman, et al., 2005).

The Coalition of Essential Schools (CES) identified a similar set of principles that lead to improved student achievement. These 10 principles include learning to use one's mind well, emphasizing depth over coverage, setting goals that apply to all students, personalizing teaching and learning, student-as-worker/teacher-as-coach, demonstration of mastery, a tone of decency and trust, commitment to the entire school, resources dedicated to teaching and learning, and democracy and equity. For more than 20 years, the Coalition has been documenting student learning outcomes in schools implementing their 10 principles and has found that students are making "striking" academic progress. (Coalition of Essential Schools, 2010).

In an effort to synthesize the research and theory on teaching and learning, the Center for Research on Education, Diversity & Excellence (CREDE) reviewed the research literature, looking for consensus from educators working with every diverse group, on effective teaching practices. The result of their work was the identification of five key standards for effective pedagogy and learning: joint productive activity, language development, contextualization, challenging activities, and instructional conversation (Tharp, 2008). These standards for effective teaching or best practice serve as the bases for a wide variety of instructional activities and strategies that promote active student learning for all students. Tharp, et al., (2004) cite a number of research studies that have documented higher student achievement in classrooms emphasizing some or all of the five standards.

Drawing from the research on effective teaching, the COEHP has identified and implemented a number of best practices in its educator preparation programs. These practices can also be applied in P-12 settings. The best practices described below are representative of the many instructional strategies modeled by faculty in COEHP classrooms. Specific activities or strategies used in a classroom depend on the learning context and the diverse needs of the students involved.

Collaboration/Social Interaction . Learning both in school and elsewhere is to a great extent a social activity. As explained by Rogoff (1994), social interaction transforms individuals. As one interacts with others, either other individuals or groups, one tends to appropriate the knowledge (skills, attitudes, beliefs, and processes) of that group and, in that process, be transformed. Individuals play an active role in this process as they construct and test hypotheses and initiate action (Zemelman, Daniels, & Hyde, 2005).

Collaboration is a key component of some of the most effective social learning activities. Cooperative learning has proven to be an especially effective strategy for improving student learning when the activities incorporate positive interdependence, individual responsibility, group processing, social skills, and face-to-face interaction (Johnson et al., 1991; Sharan and Sharan, 1992; Slavin et al., 1985). In an analysis of selected research studies on instructional strategies that could be used in K-12 classrooms, researchers at Midcontinent Research for Education and Learning (McREL) identified cooperative learning as a strategy with a high probability of improving the learning of all students (Marzano, et al., 2001). At the post-secondary level, Astin (1993) conducted a comprehensive, longitudinal study of undergraduate college students, and found that cooperative learning may motivate students to put forth more effort and learn the course material in greater depth. Millis (1991) described the following cooperative learning structures as those most commonly used in university classrooms:

- Think-Pair-Share: The instructor poses a question or problem and gives students a few minutes to think about a response and write it down. Students then pair up and share their responses. Finally, several teams share their responses with the entire class to stimulate discussion.
- Concerns: Students form groups based on their stand on an issue and a discussion ensues.
- Three-Step Interview: Working with a partner, students generate hypotheses or discuss reactions to a reading or some other learning activity. Students then share their ideas in a four-member group, composed of two pairs.
- Numbered Heads Together: Each group member is assigned a number (e.g., 1, 2, 3, or 4). The instructor poses a question or problem for students to discuss in their groups. Following the discussion, the instructor randomly selects a number and that group member must be the spokesperson for his/her group.
- Roundtable: Students brainstorm ideas and write them on a pad of paper as it is circulated among the group.
- Jigsaw: A lesson or assignment is divided into four parts. Each group member works with members from other groups and becomes an expert on one part of the lesson or assignment. The original group comes back together and each group member teaches to the others what he/she has learned.

These and other forms of cooperative learning provide opportunities for students to work together to solve common problems or share ideas.

Accomplished teachers at all levels promote a sense of positive community in their classes, recognizing that, when learners perceive the group (such as a class) as a purposeful worthwhile entity, they increase the likelihood that instructional objectives will be achieved. Widespread recognition of the power of community in teaching is echoed by both NBPTS core propositions (1991) and INTASC principles. INTASC principle five addresses a teacher's ability to "create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation." Linguists and cognitive psychologists assert that *language communities* (fixed or ad hoc groups which work toward a common purpose while using language to solve problems) may be powerful structures for good or evil. Professional organizations (NCTE/IRA) encourage their members to establish or use existing language communities in their teaching (p 3).

In educator preparation programs, collaboration and social interaction can play an important role in challenging candidates' beliefs and stimulating critical reflection on teaching and learning. Regardless of the college or university, teacher preparation is influenced by the fact that candidates always begin their professional studies with a great deal of knowledge regarding how learners learn and how effective teachers teach. This knowledge--what might be termed "common sense knowledge" as opposed to the uncommon sense knowledge espoused by Mayer (1990)--has been constructed over time, built out of the teacher candidate's experiences as learner and as an observer of teachers, both in P-12 settings and in college. Each candidate's personal knowledge base is *true* even when it differs sharply from the knowledge base the program would have new teachers come to embrace or adopt in their own practice.

Teacher educators agree that they must stimulate candidates to replace a frequently flawed set of truths about learning and teaching with one that is more consistent with research, sound theory, and best practice. Aware that common sense knowledge of teaching is frequently founded on unsubstantiated concepts of human nature, of knowledge, and of how one learns, teacher educators center their instruction on ways of stimulating candidates to articulate what they

"know" already about skillful teaching practice, then providing opportunities for candidates to see how what they know compares to the knowledge of others, especially that of accomplished veteran teachers. In this ongoing process, faculty cause candidates to use planned social encounters with others (professors, cooperating teachers, and, perhaps, students closer to the point of program completion) to reconstruct their knowledge base. In the process, they are transformed themselves.

Authentic Learning Experiences . Often, teachers simplify materials and activities to avoid overwhelming students with the complexity of real-life situations. Such activities tend to promote mechanical learning rather than high order thinking and reasoning, and students fail to see the purpose in them (Zemelman, Daniels, & Hyde, 2005). On the other hand, authentic tasks and learning experiences that are developmentally appropriate and meaningful to students can help them make meaning of the content (Dalton, 1998; Tharp, 1997). Authentic tasks are tangible, genuine, and connected to the real world (Zemelman, et.al., 2005). Because these tasks come from students' daily lives, they are able to apply their natural reasoning abilities to make sense of the problem or situation.

Teaching is a complex activity that takes place in an environment where there are no absolutes. The effectiveness of different teaching strategies depends on a number of factors including the characteristics of students, the nature of the instructional task, and contextual constraints. Because of the many variables involved in determining the appropriateness of various strategies, we cannot simply train teachers to use the knowledge, skills, and dispositions acquired in their teacher education program in a way that will guarantee effective teaching. As Lampert (2010) notes, "relational work requires both thought and action. Just teaching theory will not result in a capacity for thoughtful and productive interaction or adaptive expertise (p. 31)." Instead, effective teachers must continually make decisions about appropriate tools and strategies, taking into account the many variables that influence teaching and learning (Borko & Shavelson, 1983).

Because teaching is a complex activity, teaching and learning activities in teacher education programs should focus as much as possible on authentic issues and problems encountered in P-12 education. For example, coursework in the secondary mathematics education program should be connected to the mathematics that teachers will be teaching (Usiskin, 2002). As teacher candidates make connections between the mathematics that they study in college and the mathematics they will be teaching, they are equipped with the in-depth content knowledge needed to adapt instruction to meet the needs of diverse learners. In some programs, candidates encounter authentic issues and problems through simulations or role-playing activities. Additionally, candidates in all educator preparation programs participate in field-based activities in which they encounter a variety of authentic issues and problems to which they must apply their knowledge of content, pedagogy, and students.

Reflective Teaching and Learning . Learning to learn is the essential aim of education (Dewey, 1944). When students have time to look back at what they have done and analyze their thought processes, learning is enhanced (Zemelman, et. al., 2005). As students reflect on what they are learning and doing, they acquire the knowledge, skills, and dispositions necessary to assume responsibility for their own learning and become lifelong learners.

Reflection is also important in teaching. Zeichner and Liston (1996) describe a reflective teacher as one who:

- examines, frames, and attempts to solve the dilemmas of classroom practice;
- is aware of and questions the assumptions and values he or she brings to teaching;
- is attentive to the institutional and cultural contexts in which he or she teaches;
- takes part in curriculum development and is involved in school change efforts; and
- takes responsibility for his or her own professional development (p. 6).

Teacher preparation programs may help candidates to begin the process of preparing to teach, but individual candidates must continue the process by which they acquire, develop, and refine the knowledge, skills, and dispositions necessary to improve teaching and learning. Thus, reflective teaching is a key to professional growth.

In the COEHP, reflection is incorporated in a variety of ways. In some courses, candidates engage in journal writing, reflecting on what they are learning in classes or field experiences. As candidates observe, plan, and teach units or lessons, they are frequently asked to reflect on their experiences and to evaluate lessons they have taught and observed. They also analyze lessons recorded on video and reflect on professional readings and activities. Candidates in advanced programs conduct action research, often in their own classrooms, and reflect on their teaching and students' learning throughout the study. Self-evaluations of knowledge, skills, and dispositions are incorporated into some courses through the use of various assessment instruments such as the Model of Appropriate Practice (MAP), Graduate Model of Accomplished Practice (GMAP), and Dispositions Evaluation. These experiences encourage candidates to take responsibility for their own learning and professional development and help to develop their reflective skills and dispositions.

Technology-Enhanced Instruction . Advances in technology have changed the way we access information. Students have a wealth of knowledge and information available to them through technology, and this has implications for education. Collins (1991) suggests that technological advances have created paradigm shifts in education, including a shift from an emphasis on teacher activity to an emphasis on student activity. Indeed, educators are using technology in creative ways to engage candidates in meaningful learning. For example, CSU candidates are, at times, required to interact with one another via online discussion boards and chat rooms. As candidates participate in ongoing dialogs pertaining to specific topics, they have opportunities to share ideas and information gathered from their own experiences as they work on common problems. Through this sharing of ideas and information, a "character of practice" is formed that may, in turn, enhance teaching and learning in P-12 schools (Lampert, 2010).

Technology also provides new opportunities to immerse candidates in information-rich problem-solving environments. Lampert and Ball (1990) suggest that teacher candidates need to explore teaching and learning within the "messy contexts of real classrooms" (p. 3). However, real classrooms do not allow candidates to stop the teacher and discuss what is happening or propose alternatives for dealing with a situation. With technology, this becomes a possibility. For example, Risko (1991) and Yount, McAllister, and Risko (1991) describe a series of video-based case studies that allow candidates in a course on remedial reading to develop the contextual and situational knowledge needed for teaching as they explore numerous aspects of a case. In mathematics, websites such as Middle School Mathematics Project (www.mmmproject.org) and Annenberg Media Learner.org (http://www.learner.org/) provide online video clips of mathematics classrooms using Standards-based materials and instructional strategies. Several of these video clips have been used in middle grades mathematics education courses at CSU to engage teacher candidates in exploring and analyzing real classrooms.

In a study of teacher education graduates following their first year of teaching, Handler and Pigott (1994) found that teachers "who felt prepared [to use technology in the classroom] reported more experiences in their methods classes and during student teaching" (p. 2). Initial and advanced candidates at Columbus State have multiple opportunities to use technology in their coursework, field experiences, and clinical practice. College of Education and Health Professions faculty model the use of technology in a variety of ways including delivery of web-enhanced and asynchronous courses, use of computer software programs to enhance the teaching and learning of content, Internet-based assignments, multimedia presentations, and electronic communication. Candidates must use technology in their own learning and teaching. All initial candidates take a course on the integration of technology (or pass an equivalency test) and plan and implement technology-enhanced lessons during practica and student teaching. Advanced candidates use technology to complete in-class and field-based assignments, conduct action research, and give class presentations.

With advances in technology, online learning has become increasingly prevalent in educator preparation programs. In online and web-enhanced courses, faculty must work to build a sense of community and an environment characterized by active learning and self-directedness in which learners draw from their life experiences to solve problems and apply knowledge (Ravai, et. al., 2008). The primary goal is to "engage and challenge learners while expanding their personal connections to their existing knowledge" (Conrad & Donaldson, 2004). Key elements of engaged learning in an online environment include:

- Students establishing their own learning goals
- Students working together in groups
- Exploring appropriate resources to answer meaningful questions
- Tasks that are multidisciplinary and authentic, with connections to the real world
- Assessment that is ongoing and performance-based
- Products that are shared with an audience beyond the classroom so students are able to add value outside of the learning environment (Johnson, 1998 cited in Conrad & Donaldson, 2004).

The elements of engaged online learning parallel many of the important elements of face-to-face instruction, but the application of these elements in an online environment requires careful thought and consideration in order to maximize student learning. COEHP faculty who teach online work to incorporate the elements listed above in order to engage candidates in meaningful learning activities that will enhance their knowledge, skills, and dispositions.

Teaching All Students . Because schools are becoming increasingly diverse, a significant role of educator preparation programs is to prepare candidates with the knowledge, skills, and dispositions to help all students learn. Students in today's P-12 schools are diverse in terms of ability, race, ethnicity, language, religion, and economic status. Furthermore, there are students whose parents are incarcerated, drug-addicted, or jobless. Other students are homeless or do not have parents. This broad range of diversity in the classroom makes it all the more important to prepare teachers with the tools they need to help all these students learn (Ladson-Billings, 2001).

Zeichner (1993) identifies some key elements of effective diversity education in educator preparation programs. These elements include the following:

- Candidates develop a clear sense of their own ethnic and cultural identities (Hollins, 1990; Sue & Sue, 1990).
- Candidates examine their attitudes toward other groups (Gay, 1993).
- Candidates acquire knowledge about the characteristics and learning styles of various groups and individuals (Pewewardy & Huber, 1990; Shade & Robinson, 1989; Gardner, 1993).
- Candidates learn to use a variety of instructional strategies and adapt instruction to meet the needs of diverse students (Gay, 1988; Greenfield, Raeff & Quiroz, 1995; Lee 1992).

Preparing candidates to work in diverse settings is integral to the work of the College of Education and Health Professions as evidenced by the incorporation of these elements into its educator preparation programs.

Through its diversity plan, the COEHP provides curricula and experiences aimed at increasing all education candidates' knowledge of and sensitivity to the diverse nature of P-12 students. A variety of learning experiences and activities provide opportunities for candidates to discuss and write about their personal experiences in relation to diversity, to examine their personal beliefs and practices related to diversity, and to learn about other ethnic groups and cultures. Special emphasis is placed on helping candidates learn how to develop an inclusive and collaborative classroom. They learn about approaches to teaching that are consistent with what we know of how different cultural or ethnic groups approach learning. A variety of field experiences in diverse settings provides opportunities for candidates to apply and refine their knowledge, skills, and dispositions as they work with diverse groups of P-12 students.

The general principles of best practice described above are reflected in the work of Dr. Max Thompson and Julie Thompson (2000), who partnered to develop the Learning Focused Instructional Model. Thompson's Learning Focused approach to school improvement has been embraced by school leaders and teachers as an approach to redesign and reform public schools (Pate & Gibson, 2004). The Thompsons created a "toolbox" of strategies for teachers, which contains practical, teacher-ready and teacher-tested strategies to assist educators. Educators across the nation are being trained in staff development classes and teacher education programs to arm themselves with research-based strategies for implementing new standards. University faculty models many of these practices for candidates who then apply similar ideas and activities in their own P-12 schools and classrooms. These efforts result in accomplished P-12 teaching and improved learning for all students in all settings.

Scholarship and Professional Growth

Scholarship is systematized knowledge that is accurate, authoritative, and thorough. It combines theoretical knowledge with practical application. This knowledge is the tool that guides individuals as they engage in teaching, counseling, and leading. Knowledge is central in skillful teaching, an endeavor among the most complex of human activities. In a typical day, classroom teachers may engage in 1500 or more interactions with learners, children and adolescents whose needs and personalities vary widely (Jackson,1990). Clark and Peterson (2001) observe that, as they teach, teachers make decisions every two minutes.

Teacher decisions have been grouped according to *pre-active* decisions (such as planning tomorrow's lessons), *interactive* decisions (such as deciding which example to use to illustrate a concept), and *post-active* decisions (such as using feedback as a basis for judging a lesson's effectiveness). Most teacher preparation programs reflect these categories in one way or another as candidates learn how to plan, implement plans in simulated or real settings, and reflect on and adjust their teaching based on the informed feedback of supervisors.

Teachers rely on an extensive knowledge base in order to make all three kinds of decisions. Shulman (1987) and others argue that what a teacher knows and what she/he does in practice are closely related. Accomplished teachers, further, differ from novices in the depth and organization of their knowledge along with their ability to access and use applicable knowledge while dealing with teaching and learning problems. The repertoire of teacher knowledge reflected in NBPTS propositions expresses in concise terms this depth and organization of knowledge as well as how accomplished teachers tap their knowledge in real teaching situations.

Vygotsky (1978) distinguishes between *theoretical* and *everyday* knowledge. *Theoretical* knowledge derives from systematic inquiry and research. It is transmitted through formal schooling, is mastered through verbal explanation, and takes on specific meaning as it is applied downward to everyday events. For example, teacher candidates learn that positive reinforcers following a behavior make that behavior more likely to recur. Applied to classroom management, they may determine to use privileges such as rewards for good work.

In contrast, *everyday* knowledge is built out of participation in events, tends to be inflexible, and is of limited generalizability. As *theoretical* knowledge moves down, *everyday* knowledge moves up and is integrated into one's formal knowledge system. A novice teacher who decides to base her management practices on positive reinforcement may find herself in classrooms where punishment has been the norm or where some learners gain stronger reinforcement from peers for non-compliance with teacher expectations. Unless she has the guided opportunity to reflect on the experience, she may conclude that positive reinforcement "doesn't work," because, in practice, it didn't work well within a specific situation or with specific learners. In this situation, theory and experience appear to contradict one another.

Loughran and Russell (1997), in an investigation of the developing knowledge of teacher candidates in a one-year post-baccalaureate program, report that "experience precedes understanding" (p. 164)--that is, student teachers in their study relied more on everyday knowledge as a guide to practice rather than theoretical knowledge. Winitzky and Kauchak (1997) echo this finding. In their investigation of the knowledge base of teacher candidates early in their programs and at the time of program exit, they report that candidates' "initial knowledge is fragmentary and unstable"; that "structural knowledge increases over the course of preservice teacher education and continues to increase with teaching experience"; and that "beginning teachers are often unaware of their own learning" (65-68). In effect, a teacher's grasp of and ability to integrate theory with everyday knowledge develops in stages, but on an individual basis.

When their experiences do not facilitate the integration of theoretical and everyday knowledge, teacher candidates or novices run the risk of developing what Bruner (1996), Kagan (1992), and Cloninger (2006) describe as a *folk pedagogy.* Folk pedagogy is a set of beliefs and derived practices regarding "what works" and "what doesn't work." More often than not, it is inconsistent with theoretical knowledge.

Folk pedagogy is the perception among some teachers that students cannot learn in pairs or collaborative groups. When teacher educators expect candidates in field experiences to use collaborative learning--and when they do so successfully--their success may be perceived by a cooperating teacher as an aberration if her own practice is built around precepts based on a folk pedagogy. On occasion, cooperating teachers may deny student teachers opportunities to use strategies advocated by education faculty; on other occasions, they may use their experience as supervisors to better integrate their own theoretical and everyday knowledge, to reflect on the flaws of a precept derived from folk pedagogy.

If CSU teacher educators assume that knowledge is the tool that guides teaching, if they recognize that accomplished teachers draw on a complex foundation of theoretical and everyday knowledge to make hundreds of teaching decisions on a daily basis, then it follows that unit faculty will base aspects of CSU educator preparation programs on these closely related ideas. Through a well-designed general education core, through professional studies in which candidates acquire and refine theoretical knowledge, and through extensive field experiences that stimulate the application of theory in real settings (where everyday knowledge may confirm or contradict theory), candidates in CSU's pre-service programs develop a knowledge base that in time should become the integrated, complex, and accessible knowledge base represented by INTASC principles and NBPTS core propositions.

Communities of Practice (CoPs) provide the context for learning as candidates develop their knowledge base. Viskovic (2006), Gee (1990), Swales (1990) and others have delineated the characteristics of Communities of Practice, explaining, for example, the nature of a "practice," the qualities of learning in a CoP, and how one gains membership. This research has expanded to examine the nature of Communities of Practice in virtual settings (Chalmers, 2006; Schlager & Fusco, 2003). Members of a Community of Practice, whether in face-to-face or online settings, articulate ongoing public goals, utilize distinct processes of communication among members, and display a range of expertise from that of a novice to that of an expert. Given this distinction, one might say that a search committee is an ad hoc community, not a CoP, while a teacher education faculty is a CoP displaying its own goals, communication processes, and presumed levels of expertise.

Educator preparation programs may be conceived as a means or process by which novices interact with, learn from, and eventually gain membership in an education Community of Practice. If one defines the profession of teaching inclusively--that is, as practitioners, content specialists, university-based teacher educators, cooperating teachers, members of professional organizations, and recognized authorities--then it follows that pre-service teachers are professional novices who seek participation in the group or Community of Practice (CoP) as they learn from and are transformed by its members.

Teacher preparation is complicated by the fact that it takes place in overlapping CoPs. Candidates study in a university, college, department, and/or program comprising one CoP; if successful, they will eventually become members of the greater education CoP. Looking more closely, for example, at a program such as secondary history education, there is a third overlapping CoP with which a candidate must deal, that being content specialists or history faculty outside the College of Education and Health Professions. When and if unit faculty introduce candidates to state professional organizations or to the National Council of Social Studies (NCSS) position statements, candidates will interact with, learn from, and be transformed by at least two additional CoPs.

If CSU teacher educators assume that Communities of Practice provide the context for learning and if they assume further that, candidates, rather than being engaged with a single, monolithic CoP, are in fact novice participants in several CoPs, then they will base program decisions on those two assumptions. They will, in effect, help or guide candidates to engage successfully with CoPs, and they will work to strengthen where they can the connections among CoPs with which candidates interact.

For example, the CSU music education program, though governed by the College of Education and Health Professions, is housed in the College of the Arts. Faculty who deliver both content and pedagogy courses in music are members of the music department faculty, while faculty who deliver professional core courses (foundations, special education, and technology) are in the College of Education and Health Professions. In this major, teacher candidates

tend to identify with the CoP of the music department as well as with other music students, a majority of whom are performance majors rather than teacher candidates. They also participate in performance groups--choirs, orchestras, and bands.

At their most effective, COEHP faculty and CSU music education faculty accept the responsibility to guide candidates as they leave the relative comfort of the musicians CoP to interact as novices with the education CoP. In that process, music education candidates--sitting in classes alongside early childhood and mathematics education majors--will learn from instructors as well as from other teacher candidates the special language of teachers, will develop and refine a repertoire of teaching skills, understandings, and beliefs (INTASC principles) about their role, and, by the time they exit the program, will identify as closely with the music teacher CoP as they do with the musician CoP. They will, in effect, earn participating membership in both groups where they overlap.

Similarly, as CSU bases program decisions on the realization that CoPs are the context for learning among teacher candidates, they will select field experiences that define practitioners as co-equal partners in the greater CoP they want candidates to join. A flawed teacher education program might fail to recognize local practitioners as a legitimate CoP, functioning as if there were no substantive overlap between the university CoP and practitioners. At CSU, in contrast, faculty find means by which to bridge the difference between university and P-12 classrooms. For example, the Partner School Network provides a partnership with selected schools to assure that teacher candidates participate in field experiences with master teachers and to assure that practitioners have input into the design and implementation of COEHP programs. Practitioners provide input by serving on Program Advisory Committees or the Educator Preparation Program Council, and by participating in focus groups that guide planning in specific programs (early childhood and English language arts education, for example).

The faculty's recognition of the nature of CoPs influences the design and implementation of CSU advanced programs, which, according to the COEHP mission, reflect the belief that teacher learning is developmental. Entry into the teacher education program begins a life-long learning process in which candidates continually acquire, integrate, refine, and apply knowledge and skills to achieve excellence in teaching and student learning. A candidate in an initial program is indeed a *novice* but, by the time she/he graduates, has, through skillful performance and licensure, earned membership in the education CoP. In advanced programs, she or he builds on prior knowledge in order to gain *expertise* (M.Ed. and M.A.T. programs) and *leadership* (Ed.S. and Ed.D. programs), thus achieving the status of expert or knowledgeable veteran teacher in the CoP.

Several CSU graduate programs reflect these precepts. M.Ed. and M.A.T. candidates in secondary education fields and middle grades, for example, through completing and presenting an independent investigation or inquiry project (EDCI 6255) at the Professional Symposium, will display their expertise in an authentic setting mirroring aspects of the CoP. Ed.S. candidates, similarly, complete a leadership project (linked to NBPTS propositions) through which they demonstrate their ongoing development. Candidates in the new Ed.D. program, which started in January 2010, will demonstrate their ability to use and conduct research as they complete and defend their dissertations.

Professionalism

An analysis of the notion of professionalism in public service occupations such as teaching, nursing and social work shows that all stress the importance of specialist knowledge, expertise, and ethical standards (Humphreys, 2002; Schuck, Gordon, & Buchanan, 2008). Building on this notion, the College of Education and Health Professions (COEHP) defined professionalism as follows: *Professionalism comprises a body of knowledge, a set of beliefs, an array of actions or behaviors, and ethical standards that members of a profession agree are the core of their practice*. The COEHP promotes the development of professionalism in candidates as they prepare for their roles as teachers, media specialists, counselors, or leaders.

Becoming a professional educator is a developmental process in which individuals acquire, develop, and refine the knowledge, skills, and dispositions needed to help all students learn. Professional educators are committed to a set of principles and concepts guided by professional standards and a moral conception of teaching. As they plan, teach,

assess, counsel, and lead, professional educators engage in inquiry and investigation regarding their professional roles, constructing a pedagogical belief system that influences their decision making and practice. They know what content should be taught and demonstrate the ability to engage students in meaningful learning experiences that promote high levels of learning for all (Barone et. al., 1996). Furthermore, professional educators demonstrate trustworthiness, caring, and integrity as they work with students. Such characteristics are an essential part of good educational practice (Strike, 1996; Cheng, 2009).

As noted in the definition stated above, knowledge is an important component of professionalism. The professional educator demonstrates in-depth knowledge of a field of study and strives to meet its highest standards. Research has shown that when teachers have in-depth knowledge of the content they teach, student achievement is higher (Goldhaber & Brewer, 1999; Fetler, 1999; Monk, 1994). Because of the dynamic nature of the knowledge in any field, professional educators must be committed to continuous learning. Sachs (1997) and Servage (2009) describe continued learning as a hallmark of professionalism. Professional educators keep abreast of new ideas and understandings through staff development, collaboration with colleagues, membership in professional organizations, reading in their fields, and other professional activities (Wenzlaff 1998; Luke & McArdle, 2009). Professional development helps educators incorporate new ideas and strategies into their practice which leads to improved learning for all students (NCREL, 1996).

Another important component of professionalism is dispositions. The National Council of Accreditation for Teacher Education (NCATE, 2002) defines dispositions as "the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment" (p. 53). Teachers' dispositions or attitudes toward their students have a profound impact on students' experiences and learning (Cook, 2004). Dispositions can define an individual's effectiveness as an educator and impact student/teacher relationships (Aylor, et. al., 2003). Thus, improving teachers' dispositions may be a critical step in improving student achievement (King and Newmann, 2000).

Dispositions have recently received increased attention in teacher education as colleges strive to prepare highly qualified teachers who can help all students learn. Realizing the importance of dispositions to teaching and learning, researchers and professional organizations have attempted to identify the dispositions of effective teachers. For example, at Lander University, Taylor and Wash conducted a survey of 3000 inservice educators to determine the most desired dispositions. The survey responses revealed that the most preferred dispositions were enthusiastic, effective communicator, adaptable, life-long learner, competent, accepting of others, patient, organized, hardworking, caring, honest, flexible, responsible, disciplined, compassionate, cooperative, reliable, open-minded, understanding, and intelligent (Taylor and Wash, 2003).

The dispositions identified by Taylor and Wash may also be effective in culturally diverse settings. A teacher's disposition toward cultural diversity can have a tremendous impact on the teacher's effectiveness in working with diverse students. For example, inaccurate or misinformed perceptions of cultural diversity may lead to low expectations for students, inappropriate remediation, harsh discipline, or an inclination to blame the home environment for academic and behavioral problems (Irvine cited in Dee and Henkin, 2002). On the other hand, empathy for all students can help make a teacher successful in a culturally diverse environment. Chang (2003) noted that "among different types of interpersonal teacher behaviors, being warm, supportive, and personal had the strongest positive effects on students' overall perception about school" (p. 537). Such findings suggest that educators should have opportunities to examine and reflect on their dispositions toward diversity as they increase their knowledge of and sensitivity to the diverse nature of P-12 students.

Professionalism is demonstrated through one's actions or behaviors, which are influenced by one's dispositions. Educators should "model best professional practices in scholarship, service, and teaching" (Georgia Professional Standards Commission, 2004). Goodson and Hargreaves suggest that educators model professionalism by:

- exercising discretionary judgment,
- collaborating with colleagues,
- seeking a moral and social purpose for what they are teaching,
- working closely with parents and students to ensure a quality education,
- demonstrating a commitment to their field, and
- seeking continuous learning opportunities (cited in Hall & Schulz, 2003).

It is believed that educators who model professionalism will increase student achievement (Macfarlane, 2001; Luke & McArdle, 2009).

The actions or behaviors of professional educators are further described by Demmon-Berger who states that effective teachers demonstrate a strong grasp of subject matter, use systematic instruction techniques, tailor teaching to students' needs, use varied teaching strategies, use preventative discipline, use a democratic approach, interact comfortably with others, demonstrate good management skills, are accessible to students outside of class, and are flexible and imaginative (cited in Taylor & Wasicsko, 2000). These actions or behaviors are strongly connected to teachers' dispositions. In fact, Aylor, et. al., (2003) suggest that dispositions can predict teachers' habitual practices. Thus, helping individuals to discover, modify, and refine their dispositions toward teaching and learning is a critical endeavor in educator preparation. In the words of Weiner and Cohen (2003), "We may never solve the enormous problems of poor quality teaching and teacher turnover unless more attention is paid to the dispositions that impact on classroom practice."

Professionalism also involves adherence to the ethical standards promoted by professional organizations. The state of Georgia developed the *Teacher Code of Ethics* to define the conduct expected of professional educators (Georgia Professional Standards Commission, 2009). The Georgia Code of Ethics (Georgia Professional Standards Commission, 2009) promotes the establishment of clear standards for how educators are expected to conduct themselves with students, each other, and within the community. This defining of professional behavior to guide the ethical conduct of Georgia educators is critical to preserving the integrity of the teaching profession. Ethics are based on the principles of respect for the dignity of others and acceptance of our responsibility for the consequences of our choices (Mason, 2001) and are taught through appearance, behavior, and actions. Acting in an ethical manner means considering the interests of others, maximizing freedom, respecting truth, and treating all people equally (Coombs, 1998; Cheng, 2009). In the CSU's newly formed learning communities, freshman teacher education candidates take ITDS 2749 Ethics in the Profession in which they receive their first exposure to information and expectations of ethical standards. This class is taught by education faculty which allows for further discussion and development of appropriate attitudes and behaviors for the teaching profession.

In the College of Education and Health Professions (COEHP), candidates have multiple opportunities to acquire, develop and refine the knowledge, skills, and dispositions comprised by professionalism. In-depth knowledge is acquired through professional coursework as candidates engage in the study of their chosen field. Life-long learning is promoted in various ways. For example, strong collegial relationships are often formed as candidates collaborate on assignments and participate in professional organizations and activities. They begin to develop a strong network of professionals with whom they may share ideas and discuss problems. Teacher education candidates participate in student chapters of national and international professional organizations (e.g., Council for Exceptional Children, Early Childhood Organization, Foreign Language Association of Georgia) to build these relationships and to instill the importance of remaining current and up-to-date in their profession. In advanced programs, candidates learn to conduct action research. They select some phenomenon to investigate in a P-12 classroom, conduct their research, reflect on practice, and evaluate the teaching and learning. These activities prepare candidates with the knowledge and skills to engage in continuous learning about their field.

Dispositions are a significant component of educator preparation programs in the COEHP. Dispositions rubrics and evaluation instruments have been developed to provide explicit instruction, mentoring, and evaluation in the area of dispositions. Candidates are introduced to the Dispositions Rubric in their initial educational foundations course. They

are evaluated on their dispositions in selected courses and field experiences at both the undergraduate and graduate levels. The dispositions assessed in our candidates are as follows:

- Sound judgment and moral reasoning
- Appropriate, positive interaction with others
- Courteous, respectful, and open-minded treatment of others
- Successful interactions with diverse individuals
- Maturity and independence in solving problems
- Acceptance and use of constructive criticism
- Enthusiasm, confidence, and initiative
- Self-monitoring control of emotions and behaviors
- Appropriate professional appearance and hygiene
- Confidentiality of records, correspondence and conversation
- Thorough and consistent preparation
- Timeliness
- Honesty related to tests and assignments

Dispositions toward diversity are particularly significant as the COEHP strives to prepare educators who can help all students learn. In an effort to better prepare candidates to work with diverse student populations, the COEHP has implemented a new course, EDUC 2120 Diversity in Education, for all initial candidates. The course deals with a variety of situations and problems common to P-12 classrooms, and there is a great deal of interchange and writing about personal experiences. In SPED 2256 Introduction to the Exceptional Learner in the General Education Classroom, special emphases are placed on teaching candidates how to develop an inclusive and collaborative classroom. Experiences in learning to teach diverse groups of students continue in candidates' methods courses. At the graduate level, faculty address diversity in M.Ed. and Ed.S. foundations and research courses as well as through major course requirements in school counseling, leadership, and an array of teaching fields.

In addition to the dispositions evaluations, candidates' actions and behaviors are evaluated using the Model of Appropriate Practice (MAP) and Graduate Model of Accomplished Practice (GMAP). These instruments are aligned with professional standards (i.e., INTASC and NBPTS) and reflect the knowledge, skills, and dispositions expected of professional educators. Further, candidates are introduced to the ethical standards expected of professional educators in the initial educational foundations course. A copy of the Georgia Teacher Code of Ethics is given to each candidate. In Fall of 2008, the COEHP began holding a Teacher Education Induction Ceremony each semester. Students who meet the requirements for admission to the Teacher Education Program are invited to attend this special ceremony as a way to recognize their accomplishments. During this ceremony, students are provided with a copy of the COEHP dispositions and MAP evaluation forms. A teacher or principal from the Partner School Network explains expectations of a first year teacher and acceptable ethical behavior in the classroom. Through participation in the Teacher Education Induction Ceremony, teacher candidates learn early and first-hand the expectations of the teaching profession. The importance of abiding by this code of ethics and a review of the Georgia Code of Ethics is emphasized again when candidates prepare to enter student teaching.

Columbus State's Program Design and Delivery Based on Its Mission to Guide Individuals as They Develop the Proficiency, Expertise, and Leadership Consistent with Their Professional Role

If CSU faculty wishes candidates to demonstrate excellence in teaching, scholarship, and professionalism, they must determine how to help their students acquire the repertoire of understandings, abilities, and dispositions that characterize a professional educator. By defining their role as that of *guiding* individuals rather than *transmitting knowledge*, they acknowledge implicitly that knowledge (including knowledge embedded in INTASC principles) is not fixed, is not something that they, the professors, have and that they can transmit to others. Rather, they recognize that CSU candidates differ in their prior understanding of learning and teaching because those candidates are individuals. Some are traditional college age students, some are older; some are homemakers, some are active duty

military personnel, and some are coming to teaching after careers in private industry; some are from the city, others from the country; some (most) are white, some are African-American, Hispanic, or of Asian heritage. These differences, as well as the sum total of each candidate's experiences, have led to some common perceptions of teaching and learning among candidates as well as numerous differences. A retiring military officer is likely to define teaching in ways different from a recent high school graduate interested in mathematics or from a working mother with three school-age children.

Accepting their role as *guides*, CSU teacher educators are likely to explore with candidates how differences, including differences based on culture or ethnicity, often lead to varying perceptions of such basic teaching functions as classroom management. Recognizing that candidates will use others to reconstruct what they know, discarding some concepts while adding or re-ordering others, teacher educators will design instruction which has the greatest potential for candidates to engage with others as they articulate, compare, reflect on, and change their concepts of what skillful teachers know and can do.

Further, CSU teacher educators whose practice is consistent with the COEHP mission and based on standards for best practice, rather than gloss over differences among students, will perceive such diversity as a resource to exploit. In their classes, for example, they may model collaborative learning strategies built around heterogenous small groups. They may develop in-class expert-novice partnerships similar to structures proposed by Bayer (1990), or they may find ways for end-of-program candidates (in the semester before student teaching, for example) to mentor candidates who are late sophomores recently admitted to the program.

Finally, CSU teacher educators whose practice is based on standards for best practice simultaneously assert that there is no contradiction implied by their mission of *guiding individuals* toward specific understandings embodied in INTASC principles, in the standards of national professional organizations, and in program performance outcomes. In essence, they acknowledge the messiness of becoming a teacher, but they agree on what accomplished beginning teachers know, believe, and can do when they work with children and adolescents.

COEHP faculty agree that the understandings embodied in the principles and standards of various professional organizations (INTASC principles, NBPTS propositions, CACREP standards, SAPEL standards, and specialty association guidelines) define *professional* educators. Faculty design experiences for candidates that are simultaneously effective and consistent with these understandings. The proficiencies expected of candidates, derived from the Educator Preparation Conceptual Framework, reflect these understandings and are listed below.

<u>Teaching</u>:

- Teachers employ best practices which lead to improved student learning. (INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8; NBPTS Standards 1, 2, 3)

- Teachers use technology to enhance teaching and learning (INTASC Standards 4, 7, 8; NBPTS Standards 2, 3)

- Teachers use a variety of tools and strategies to address the needs of diverse learners (INTASC Standards 1, 2, 6, 8; NBPTS Standards 1, 2, 3)

- Teachers continually reflect on their practice (INTASC Standard 9; NBPTS Standard 4)

- Teachers collaborate within communities of learning (INTASC Standard 10; NBPTS Standard 5; CACREP School Standard B)

- Counselors and leaders create and maintain safe and supportive school environments that promote accomplished teaching and high levels of learning (CACREP School Standard A)

- Counselors improve student learning by promoting the academic, career, and social development of students (ASCA Standards I, II, III)

Scholarship:

- Teachers, counselors, and leaders know their fields and are able to apply their knowledge to help students learn (INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8; NBPTS Standards 1, 2, 3; CACREP School Standard A)

- Teachers, counselors, and leaders continually construct, examine, and reflect upon knowledge and use that knowledge to improve teaching and learning (INTASC Standard 9; NBPTS Standard 4)

- Teachers, counselors, and leaders are members of multiple learning communities (INTASC Standard 10; NBPTS Standard 5; CACREP School Standard B)

- Teachers, counselors, and leaders understand and build upon the diversity of students, families, and communities (INTASC Standards 2, 5, 10; NBPTS Standards 1, 5; CACREP School Standard A)

Professionalism:

- Teachers, counselors, and leaders know and can explain important principles and concepts delineated in professional, state, and institutional standards (INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NBPTS Standards 1, 2, 4)

- Teachers, counselors, and leaders can apply professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate student learning (INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NBPTS Standards 1, 2, 3, 4, 5)

- Teachers, counselors, and leaders reflect the dispositions delineated in professional, state, and institutional standards (INTASC Standards 9, 10; NBPTS Standards 1, 4, 5)

- Teachers, counselors, and leaders are members of learned societies and professional organizations (INTASC Standards 9, 10; NBPTS Standards 5)

- Teachers, counselors, and leaders focus on student learning (INTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NBPTS Standards 1, 2, 3, 4, 5; CACREP School Standard A)

Features of Initial Programs Consistent with Mission and Conceptual Framework

CSU faculty have put in place these program features that are consistent with their mission and commitment to excellence in teaching, scholarship, and professionalism:

- initial programs include extensive early and ongoing field experiences (in EDUC 2130: *Exploring Teaching and Learning* and in major-specific field experiences) through which candidates may acquire and begin to integrate theoretical knowledge with everyday knowledge while they work with teachers and children or adolescents;
- initial programs include early direct instruction in foundational knowledge of learners and their development, of learning/teaching principles (EDUC 2130: *Exploring Teaching and Learning* and SPED 3255 *Learning/Behavioral Characteristics of Children and Youth with Disabilities, Gifts, and Talents*), and of the characteristics of American education and schooling (EDUC 2110 *Critical Issues in Education*);

- initial programs present the Dispositions Rubric and the Model of Appropriate Practice (MAP), which is correlated with INTASC principles,in EDUC 2130: *Exploring Teaching and Learning* as ongoing performance outcomes toward which candidates strive and on which they will be assessed;
- initial programs oblige candidates to revisit (i.e. apply, reflect on, and perform) the skills and dispositions outlined in the MAP and Dispositions Rubric in all professional courses
- initial programs use partnerships with area schools and practitioners as a means of providing authentic engagement-for-learning with the education Community of Practice;
- initial programs provide settings for candidates at the beginning of student teaching to continue their application of theoretical knowledge to everyday problems in EDUF 4115 *Classroom Management*.

Features of Advanced Programs Consistent with Mission and Conceptual Framework

Similarly, unit faculty have designed advanced programs that reflect the COEHP mission and its commitment to excellence in teaching, scholarship, and professionalism. These features are as follows:

- M.Ed programs afford opportunities for candidates to develop expertise and/or enrich their theoretical knowledge (in these two core requirements: EDUF 6115: *Educational Psychology* and EDUF 6116: *Research Methods*) as well as their knowledge of major-specific theory, trends, and issues affecting teachers, counselors, and school leaders in following courses:
    - EDEC 6155: *Early Childhood in Contemporary Society*
    - EDCI 6158: *Trends and Issues in Middle-Grades/Secondary Education*
    - EDUL 6225: *Strategic Leadership*
    - ARTE 6795: *Concepts in Art Education*
    - COUN 6155: *Counseling Theory*

- advanced programs present the Dispositions Rubric and the Graduate Model of Accomplished Practice (GMAP), which is correlated with NBPTS propositions,in selected courses, as ongoing performance outcomes toward which candidates strive and on which they will be assessed;
- M.Ed programs provide authentic settings for inservice teachers to demonstrate their integrated knowledge and/or expertise through EDCI 6255: *Teacher Inquiry and Investigation* and end-of-program requirements such as the Teacher Education Graduate Symposium;
- the Teacher Education Graduate Symposium, by means of the collegiality it affords among graduate students and faculty, utilizes the Community of Practice while validating the expertise of M.Ed. candidates completing of their studies;
- Ed.S. programs afford opportunities for candidates to further integrate their knowledge base in core requirements: EDUF 7115 *Psychology of Teaching*, EDUF 7116 *Applied Educational Research* or EDUF 7117 Quantitative Research and EDUF 7118 Qualitative Research.
- similarly, Ed.S. candidates develop leadership applicable to their role as expert teachers in a Community of Practice in EDCI 7158: *Leadership in the Curriculum Change Process* and ECDI 7359: *Specialist Project*.

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