Conceptual Framework University of Arkansas at Monticello School of Education
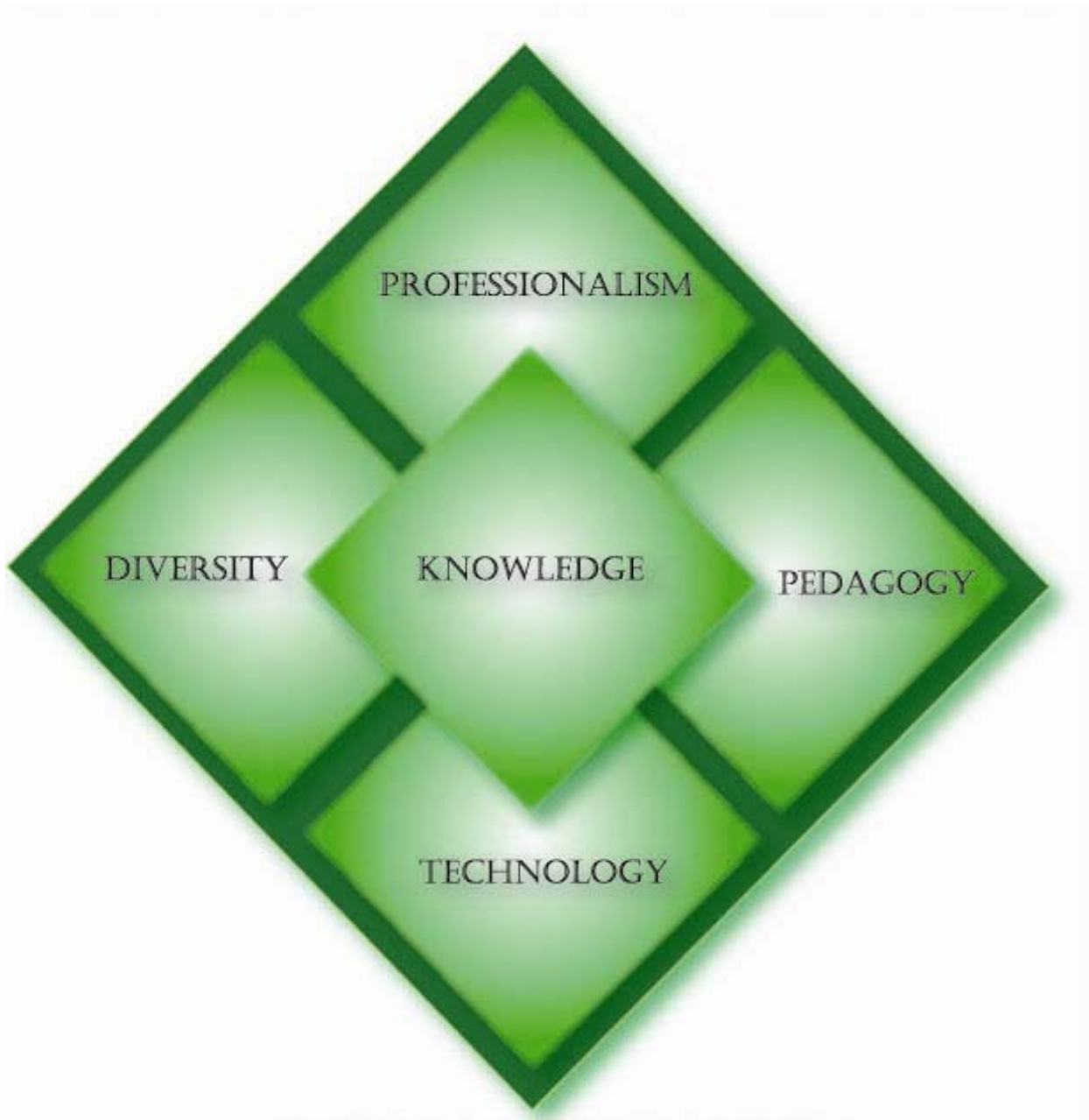
UNIVERSITY OF ARKANSAS AT MONTICELLO (UAM)
SCHOOL OF EDUCATION
THE CONCEPTUAL FRAMEWORK

Introduction

The University of Arkansas at Monticello (UAM) has a rich educational heritage of teaching and learning that has provided a "Century of Opportunity" for the residents of southeast Arkansas and the state since its humble beginnings as The Fourth District Agricultural School in 1909. To understand the history of teacher education at UAM, the beginnings of the university itself must be explored. Classes began in 1911 with students in the sixth through twelfth grades attending. Freshman and sophomore college courses were added in 1923 and the institution was accredited as a junior college in 1928. Senior college courses were added in 1933 and, the following year, the first degrees were granted by Arkansas A&M College.

The campus was established on what was once part of a 6,000 acre cotton plantation owned by Judge and Mrs. William Turner Wells. "Judge Billy" and "Miss Pattie" were prominent figures in southeast Arkansas and the name of Wells is imbedded in the social and political history of the state. Judge and Mrs. Wells lived the idyllic life of Southern planters and entertained frequently in their plantation home that was located on what is now the site of the Fred J. Taylor Library.

In April of 1909, the Arkansas General Assembly passed Act 100 which created four district agricultural schools. For the southeast district, descendants of Judge and Mrs. Wells offered the Wells Plantation home site with 200 acres of contiguous land for the new school/experiment farm. This gift, with a guarantee of $42,000 to be raised by the citizens of Monticello and Drew County, secured Monticello as the location of the new school. The donated site was enlarged by the purchase of 300 additional acres. The deed transferring the property to the Board of Trustees was accomplished on April 2, 1910 which would have been the 75th birthday of the late Judge Wells. The Fourth District Agricultural School opened its doors for classes on September 14, 1910, with the Wells plantation house serving as the president's home.

From almost the beginning, teacher education played an important role in the history of the institution and in the southeast Arkansas region. The first teacher education preparation program, located in the Fourth District Agricultural School, was a summer normal course for teachers in 1912. It involved a thorough review of theory, practice, and the most progressive pedagogical methods of the time. This course was open to individuals who were at least 16 years of age and who had at least an eighth grade diploma. By 1914, a model primary school had been established in connection with the normal course. Teachers could then observe and work with children as they applied their new pedagogical skills. In 1923, the curriculum for the normal course included agriculture, algebra, arithmetic, English grammar, geography, physiology, civil government, Arkansas history, U.S. history, reading, and home economics. Primary teachers engaged in observations of students and the study of lesson planning, phonics, writing, spelling, games, health, and "right living."

The development of a two-year college curriculum for teachers in 1925 and the creation of a training (laboratory) school in 1927 were significant events in the history and evolution of the school's teacher education program. Under the direction of Dr. James H. Hutchinson, Dean of the College and Head of the Department of Education, the laboratory school served as a location for teachers to observe and teach under the guidance of master teachers. The laboratory later became Drew Central School in 1935 and was moved to a new facility on land provided by the college with an agreement that elementary and secondary student teachers would be allowed to "practice teach" at the new school. This continued to be the practice until 1958 when additional school districts began to be utilized.

The institution received full North Central Association accreditation as a senior college in 1940. The institution took the initial step to major reform in the field of teacher education in 1947 with the appointment of Dr. H. K. Moore as head of the Division of Education. In 1954, Dr. Moore initiated a bold step to improve the institution's teacher education program by seeking national accreditation by the National Council for Accreditation of Teacher Education (NCATE). Although initial accreditation was denied, Dr. Moore used the experience to begin major program revisions and reforms and to lay the foundation for the next attempt for national recognition. After several years, the UAM Division of Education was granted NCATE accreditation in 1966 under the leadership of the next division head, Dr. Cecil Haywood. The unit has continuously maintained national accreditation by NCATE since that time.

Arkansas A&M merged with the University of Arkansas System in 1971 becoming the University of Arkansas at Monticello (UAM). In 1986, the University of Arkansas Board of Trustees authorized UAM to offer graduate programs. Dr. Haywood continued to lead the division in restructuring the curriculum and developing a collaborative partnership with the local districts through the Southeast Arkansas School Study Council. The Division of Education became the UAM Department of Education and Psychology. The new vision of the UAM teacher preparation program reflected an emphasis on educators who had mastery of the relevant knowledge and competencies in their teaching areas and could communicate clearly, accurately, and effectively. Future teachers were expected to display outstanding pedagogical skills that reflected empathy for persons of other ethnic and cultural backgrounds and to exhibit professional attitudes.

The Holmes Group (1990) and the reports of John Goodlad (1990) promoted yet another national movement of school restructuring. The UAM School of Education (SCHOOL OF EDUCATION) under the leadership of the new dean, Dr. Larry Harris, partnered with City Park Elementary School principal, Peggy Doss, in the Monticello School District to develop a pilot Professional Development School (PDS) model in 1995. Student teachers completed a year-long internship in the PDS under the supervision of a clinical supervisor/cooperating teacher. Methods courses were taught in the PDS as hands-on experiences dur ing the internship. The City Park Elementary principal and faculty became adjunct faculty and team teachers with the School of Education faculty. The program was soon expanded to eight additional school districts. Changes in the leadership of the School of Education led to many new teacher preparation initiatives over the ensuing years, but never was the mission and vision of preparing future educators ever blurred or diminished. The vision has always been self-defined and realistic

of its purpose. If an institution believes to be what they are not, they fall short of being what they could be and, in the process, not only deprive society of substantial intellectual services, but also diminish the vitality of higher learning. (Lynton, Elman, 1987)

The Mission and Vision of the Institution

The mission of the University of Arkansas at Monticello shares with all universities the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/ technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.

The University of Arkansas at Monticello seeks to fulfill its mission by:
1) Offering quality educational opportunities in the form of master's, baccalaureate, and associate degree preparation, as well as certification in a variety of vocational/technical programs, or workforce training;
2) Offering a well-rounded program of general education designed to broaden and enrich students' awareness of the world around them;
3) Providing contemporary curricula which prepare students for careers in selected fields, for personal development, and for meeting societal needs;
4) Strengthening students' capabilities as thoughtful contributors to society by encouraging them to take personal responsibilities and seeking the benefits of life-long learning;
5) Providing support programs which increase the probability of success for those students needing additional academic preparation to meet college standards;
6) Assisting students in developing interpersonal skills needed by responsible and productive members of society;
7) Providing viable programs of public service, continuing education in selected areas, and cooperative programs with other educational institutions;
8) Promoting research programs which strengthen the institution and contribute new information to the existing body of knowledge and the extension of knowledge to serve the public;
9) Providing cultural and aesthetic experiences that will serve to enhance appreciation of the arts;
10) Maintaining regional and national recognition of the institution and its academic and technical programs by continuing to meet the standards of accrediting bodies, available but yet to be achieved; and

11) Preparing students to live and work in a technological and global society.

The Mission of the UAM School of Education

The University of Arkansas at Monticello School of Education is committed to the development of highly qualified candidates. The School of Education embraces the responsibility to prepare candidates to live and work in a rapidly changing, diverse world. Candidates are challenged to achieve the highest level of proficiencies defined in the UAM School of Education's Conceptual Framework and as modeled by the UAM School of Education Faculty. The Conceptual Framework is comprised of five strands: knowledge, pedagogy, diversity, professionalism and technology. The candidates' understanding of the Conceptual Framework is progressively developed as they transition through the various professional education programs. The UAM School of Education is dedicated to developing highly qualified professional educators through a partnership with the Southeast Educational Cooperative, area public schools, the university community, and supportive agencies in Arkansas's high-need geographical areas.

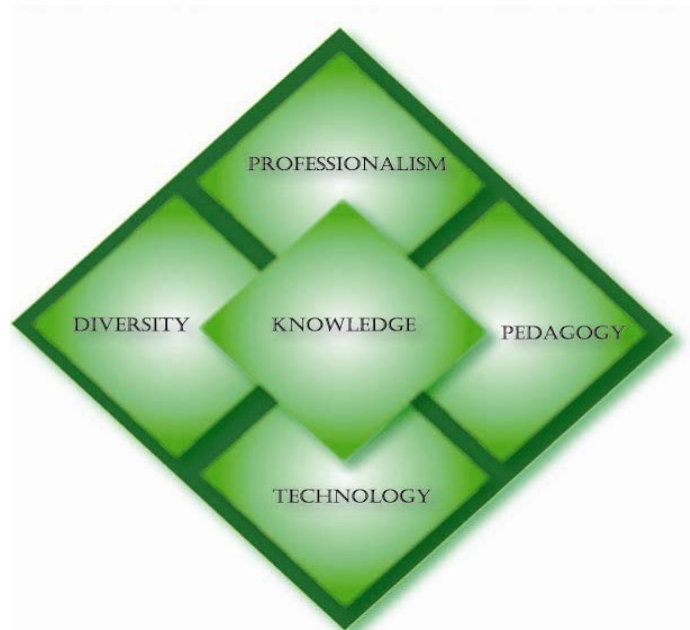## **The Vision of the UAM School of Education**

The University of Arkansas at Monticello School of Education aspires to prepare multi-faceted, highly qualified professional educators who are caring individuals and are committed to addressing the challenges of educating a diverse population of P-12 students in an evolving technological world.

<u>Philosophy of the Unit</u> *: Multi-Faceted Educators*

Arkansas is home to the most precious of gems, the diamond, like the UAM Teacher Education Program which is home to another kind of precious resource, its candidates…our "Diamonds in the Rough." They come to us in their natural states, inexperienced and less polished but with the promise to become brilliant and prized gems in their profession. Much as diamonds are diverse in characteristics, our candidates are also diverse in socioeconomic status, race, ethnicity, gender, language, age, and geographic origins. As is true with the rough diamond, our candidates, in their natural state, are not perfect or polished. We believe that they have talents, skills, and dreams, and our role to shape and polish each one to produce clarity so they can reflect the light of learning.   How well the diamond is shaped determines its brilliance; therefore, the School of Education and its partners must be mindful of their task. Those who prepare our candidates must be brilliant jewelers who can mold future educators into multi-faceted gemstones that reflect the content knowledge, pedagogical skills, understanding of diversity, technological skills, and professionalism required of them to also transform their students into multi-faceted brilliant diamonds.

We are all born diamonds in the rough. We are shaped and polished by our experiences. Love, patience, encouragement and praise smooth our edges like a fine cloth. What we become is a combination of everything we learn, feel, and know. People who are encouraged offer the world the same. Those who are praised are rarely critical of others...The jeweler must keep a steady hand so the 'Diamond in the Rough' becomes the five carat perfect stone.

Excerpt from "Diamonds in the Rough"
Author Bobbi Duffy

The UAM School of Education stakeholders believe that faculty and candidates must value teaching and learning in a culturally diverse population where P-12 students can learn. We believe that our philosophy is supported by our core belief that educators must be multi-faceted and proficient in the five strands of the Conceptual Framework and understand the correlation and integration of one strand with the other. We also believe that the UAM initial and advanced candidates must be "brilliant jewelers" who appreciate and value students who are "diamonds in the rough" and use their professional knowledge and skills to "mold them into multi-faceted gemstones."

Knowledge

Initial Candidates

We believe multi-faceted initial teacher candidates:

- possess in-depth content knowledge, as well as knowledge in the arts, sciences and the foundations of education,
- attain knowledge of learners and how learning occurs, and;
- understand school-community relationships.

Advanced Candidates

We believe multi-faceted advanced candidates and other school personnel:

- have in-depth content knowledge, and;
- are recognized experts in the content they teach.

Pedagogy
Initial Candidates

We believe multi-faceted initial teacher candidates:

- create classroom environments in which students are actively engaged in learning that promotes academic, social, and emotional learning for a diverse population,

- have diverse, well-planned, and sequenced experiences in P-12 schools,

- have the pedagogical knowledge to teach all students effectively.

- are skilled in the assessment of student learning,

- can use data to assess and adjust instruction.

- design learning experiences based on students' developmental needs.

Advanced Candidates

We believe advanced multi-faceted educators and other school personnel:

- demonstrate expertise in pedagogical knowledge,

- share their expertise through leadership and mentoring,

- select, develop and implement research-based instructional strategies,

- use data to reflect on their practice and to support student learning,

- promote the use of research and technology to improved instructional strategies, and;

- create positive learning environments for all students.

<u>Diversity</u>

Initial Candidates

We believe multi-faceted initial teacher candidates:
- have a clear understanding of differences among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographic area,

- support high quality education as a fundamental right of all children,

- demonstrate fairness by meeting the educational needs of all students in a caring manner,

- communicate with students and families in a way that demonstrates sensitivity to cultural and gender differences,

- employ strategies that meet the different learning styles and needs of students, and;

- create a classroom environment that is rich in empathy, patience, and sensitivity.

Advanced Candidates

We believe that multi-faceted advanced educators:

- promote a school culture and climate that embraces the benefits of a diverse student and community population,

- promote caring and supportive learning environments,

- create a school, district, and community environment that promote empathy, patience, and sensitivity, and;

- ensure that the school staff and faculty are a reflection of the diversity of the student population and the community.

Professionalism

Initial Candidates

We believe multi-faceted initial teacher candidates:

- develop the capacity to nourish relationships, build connections within the school-community, sustain professional learning, and exhibit ethical and moral behavior,

- encourage collegiality, reflective practice and continuous improvement,

- collaborate with members of the professional community to establish a vision,

- communicate with parents on a regular basis and in a positive manner, and;

- acknowledge that parental involvement is a crucial component of student success.

Advanced Candidates

We believe advanced multi-faceted advanced educators:

- reflect professional dispositions expected of the profession,

- are role models for fairness and integrity in working with their colleagues, students, families, and the community at-large, and;

- lead others in promoting parental involvement for student success.

<u>Technology</u>

Initial Candidates

We believe multi-faceted initial teacher candidates:

- integrate technology into instruction to enhance student learning,

- create learning environments in which students use technology to enrich and support their learning,

- use technology to gather, store and interpret student data, and;

- use technology to enhance student and parent involvement and communication.

Advanced Candidates

We believe multi-faceted educators:

- are role models in the use of instructional technology as a tool to support student learning,

- collaborate with other professionals to research best practices/strategies in the use of instructional technology and to be pace-setters in its use, and;

- research and share with colleagues practices that use technology to enhance student and parent involvement and communication.

<u>Purpose of the Unit</u>

The UAM School of Education partners with the arts/science faculties, the Education Renewal Zone (ERZ), the Southeast Arkansas Education Service Cooperative, thirteen southeast Arkansas public schools, and the community at-large for the primary purpose of developing highly qualified, multi-faceted professional educators as identified by the State of Arkansas and by the No Child Left Behind Act of 2001. The School of Education and its partners prepare initial and advanced candidates who possess the knowledge, skills, and dispositions to positively impact the learning of all students and who can integrate that knowledge to meet the diverse needs of students both socially and academically, to develop learning communities by collaborating with other P-12 professionals, the community and supportive agencies, and to develop reciprocal relationships with parents and families.

Goals for the Unit

The goals of the UAM School of Education are guided by the five strands within the Conceptual Framework.

Knowledge

- Teacher candidates in initial programs of study will develop an extensive content knowledge base in order to reach and teach all learners in a diverse society.

- Educators and other school personnel in advanced programs of study will develop in-depth content knowledge and will be recognized as experts in the content they teach.

Pedagogy

- Teacher candidates in initial programs of study will develop pedagogical skills that result in improved learning and achievement for a diverse population of learners.

- Educators and other school personnel in advanced programs of study will demonstrate expertise in pedagogical knowledge through leadership and mentoring.

Diversity

- Teacher candidates in initial programs of study will demonstrate an understanding of diversity and its impact on learners, other constituencies, and the greater society they serve to improve teaching and learning.

- Educators and other school personnel in advanced programs of study serve as role models by actively promoting a school climate and culture that values differences among groups of people and individuals based on ethnicity, race, socio-economic status, age, gender, exceptionalities, language, religion, sexual orientation, and geographic areas.

Professionalism

- Teacher candidates in initial programs of study will demonstrate professionalism as they interact with students, parents, colleagues, and others.

- Educators and other school personnel in advanced programs will be role models for fairness and integrity in working with their colleagues, students, families, and the community at-large.

Technology

- Teacher candidates in initial programs of study will utilize multiple classroom technology resources and tools to improve teaching and learning.

- Educators and other school personnel in advanced programs will be aggressive advocates of the benefits of instructional technology and will make available the necessary resources to acquire the latest technology tools.

The stakeholders in the University of Arkansas at Monticello School of Education are keenly aware of a new mission for teaching which requires all initial teacher candidates, advanced candidates, and other school personnel to have exceptional knowledge and advanced skills. To accomplish this mission, the unit must prepare all candidates to be multi-faceted educators who have the skills to interweave each strand of the Conceptual Framework into their teaching and leading so that the needs of every student are met. It is the belief of the School of Education and its partners that learning cannot be isolated into specific threads or strands but be woven into a fabric of knowledge that is strong and reliable. The unit and its stakeholders believe the Conceptual Framework reflects this integration of knowledge and exemplifies its commitment to developing "an effective teacher education program that demonstrates what good teaching is"(Darling-Hammond, 2008). To accomplish this vision, the faculty and its stakeholders support practices that place teacher candidates in diverse public school settings to collaborate with master teachers while they are still learning a) how students learn, b) how to assess their learning, and c) what effective teaching strategies should be used. As a result, the UAM School of Education and university faculty, staff, and public school partners prepare teacher candidates to be the professional educational leaders of tomorrow.

The Conceptual Framework of the School of Education is a living document that is reevaluated and revised based upon new research-based knowledge, the results of unit and program data analysis, changes in the student culture, and needs and recommendations of the stakeholders. Since the NCATE Board of Examiner's re-accreditation visit of 2009, the UAM School of Education has continually revised its vision statement to reflect current education research, to align with current professional, state, and institutional standards, to reflect expected candidate proficiencies and to reflect use of the unit's assessment system and data. The unit has placed greater emphasis on the use of classroom technology, on the placement of candidates in diversified field experiences and on the improvement of programs to better address candidate needs and to ensure that the curriculum is aligned and coherent. As a result of program data analysis, additional emphasis has been placed on candidates' abilities to develop appropriate assessment tools that measure the impact of their teaching on student learning.

The five strands of the School of Education Conceptual Framework promote the following: the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; the demonstration of professionalism, and instructional technology skills. The core belief through all strands is that the diverse population of P-12 students can learn and that teacher candidates must be able to demonstrate proficiencies in each of the five strands of the Conceptual Framework. Teacher candidates must be able to integrate their knowledge of these areas to promote academic success for each student. This philosophy is shared by faculty and candidates alike and is infused throughout the curriculum and practice of faculty and candidates.
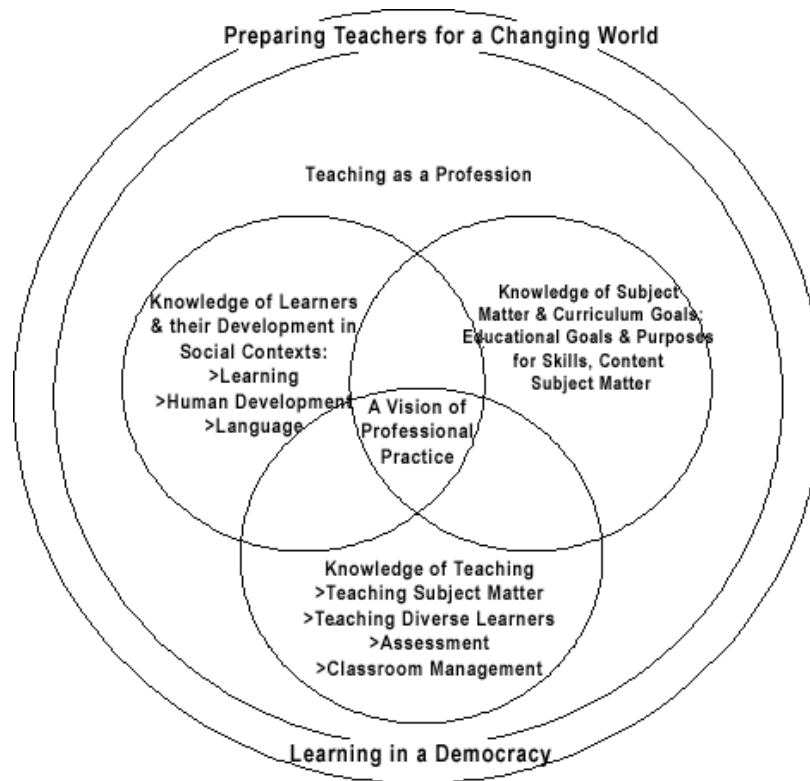
CONCEPTUAL FRAMEWORK for MULTI-FACETED EDUCATORS

Conceptual Framework Strand	Knowledge	Pedagogy	Professionalism	Diversity	Technology
Knowledge	Knowledge of Content	Knowledge of Pedagogy	Knowledge of Professionalism	Knowledge of Diversity	Knowledge of Technology
Pedagogy	The Art of Teaching for Knowledge	The Art of Teaching	The Art of Teaching as a Professional	The Art of Teaching Diverse Populations	The Art of Teaching with Technology
Professionalism	Understanding of Professionalism	Professional Development for Teaching	Professionalism	Professionally Working with Diverse Populations	Use of Technology to Promote Professionalism
Diversity	Knowledge of All Aspects of Diversity	Teaching with Diverse Strategies to Meet the Needs of a Diverse Population	Working Collaboratively with Diverse Populations	Understanding of Diversity	Use of Technology to Teach Diverse Populations
Technology	Knowledge of Uses of Technology	Using Technology for Instruction	Using Technology for Professional Development	Using Technology to Teach Diverse Populations	Understanding of the Types of Technology and Uses of Technology

The Conceptual Framework is posted on the School of Education website: http://www.uamont.edu/Education/PDFs/ConceptualFramework.pdf which is available to candidates, unit faculty, university faculty, P-12 faculty and the community for review and input. The School of Education's Conceptual Framework committee is a standing committee that is charged with the responsibility to continuously review and revise the framework and seek stakeholder input. Additional opportunities to review and revise the Conceptual Framework occur during the School of Education annual stakeholders' meeting, during meetings with the Southeast Arkansas Educational Cooperative board comprised of public school superintendents, and dur ing School of Education Teacher Education Committee meetings.

Darling-Hammond and Baratz-Snowden (2005) identified a framework for understanding teaching and learning which highlights three general areas:

- o **Knowledge of learners** and how they **learn** and their **development** within social contexts,

- o **Knowledge of subject matter** and **curriculum goals**: Education goals and purposes of skills, content and subject matter, and

- o **Knowledge of teaching** subject matter, of diverse learners, of assessment and of classroom management.

The School of Education believes that these educational goals are imbedded in the unit's Conceptual Framework and influence what teachers need to know and be able to do, and what teacher education programs are expected to accomplish.

A Framework for Understanding Teaching and Learning

(Darling-Hammond & Baratz-Snowden, 2005)

The UAM School of Education believes that multi-faceted educators must have a strong knowledge content base and understand how students learn and develop so that they might rethink their own teaching processes and their support of others' teaching processes. They must understand developmental theory, how it relates to the maturation of cognitive skills, or thinking, and how it follows a sequential progression. It is essential they understand that a student's ability to learn depends on his or her maturational status and interaction with the environment (Lerner, 2003). Multi-faceted candidates must realize that environmental and contextual factors affect learning (McCormick, 2007) and understand that that learning is highly social and influenced by one's culture (Vygotsky, 1978). The faculty and stakeholders understand that its graduates must know the subject matter they teach and know how to organize curriculum to meet students' needs and the schools' learning objectives. They must also have an in-depth understanding of subject matter so that they can help students relate ideas to one another and help students see how ideas connect across fields and to everyday life. This kind of understanding then provides a foundation for pedagogical content knowledge (Shulman, 1987), which enables teachers to make ideas accessible to others. Darling-Hammond and Baratz-Snowden (2005) emphasized that "teachers must know the subject matter they will teach and understand how to organize curriculum in light of both students' needs and the schools' learning objectives." A skillful teacher figures out what students know and believe about a topic and how learners are likely to "hook into" new ideas (Darling-Hammond, 1998). Therefore, the UAM School of Education supports a curriculum that provides candidates with a genuine understanding of teaching that includes knowledge of content-specific pedagogies, knowledge of how to utilize classroom technology and other teaching tools to help "hook all students" into new ideas to maximize learning. The curriculum must also prepare candidates to be able to meet the needs of diverse learners and how to assess students and use the results to improve instruction.

Knowledge

The faculty and the School of Education stakeholders believe teachers must be experts in their content areas and be able to convey that content in ways that make it accessible to students. We also support the ideal that "increased knowledge of subject matter and of students is critical in an age of new standards for student learning promulgated by both national associations and state governments" (Darling-Hammond, 2001). Teachers need to understand how inquiry in a field is conducted and what reasoning entails -- such as what counts as "proving" something in mathematics as compared with proving something in history (Ball & Cohen, 1999). Knowledge of content is critical so that teachers can provide important connections and foundations for ideas and skillfully link new knowledge with prior knowledge. By selecting and using examples, problems, and applications seen in everyday life, teacher candidates can prepare their students with the necessary connections needed for true learning.

Content knowledge, in and of itself, is complex encompassing interdisciplinary perspectives (Morey, Bezuk, & Chiero, 1997) and pedagogical content knowledge (Shulman, 1987). In addition to basic content knowledge, candidates must have knowledge of learners and relationships within the school and community. The acquisition of an extensive knowledge base serves as a foundation around which all educational experiences are anchored. General education courses provide a content specific knowledge framework of learning for prospective candidates. Early childhood and education foundation courses offer essential knowledge and skills for *initial* candidate preparation. Graduate level courses provide advanced knowledge and specialization for *advanced* candidates at the master's level. According to Ormrod (2006), "Learning is defined as a relatively permanent change, due to experience, either in behavior or in mental representations or associations." A major aim for the School of Education is that all candidates will engage in meaningful learning, acquiring the understanding necessary to construct a sound knowledge base and continue to build upon it.

Horowitz et al. (2005) stated that "A foundation of knowledge about child development is essential for planning curriculum; designing, sequencing, and pacing activities; diagnosing student learning needs; organizing the classroom; and teaching social and academic skills" (p. 88). According to the authors, teachers must be aware that one of the most critical elements in developing challenging and interesting learning tasks is recognizing and understanding where each student is developmentally. The teacher's knowledge of learning and child development provides greater assurance of classroom effectiveness (p. 89). "…[B]eing an effective teacher is central to whether children will make significant progress in the pathways necessary to healthy development and to becoming a fully educated person in a democratic society" (p. 92). As mentioned previously, the School of Education has incorporated knowledge of the learner as a critical component in its Conceptual Framework.

The School of Education faculty and stakeholders have also recognized the significance of knowledge of school-community partnerships and collaboration. According to Honig, Kahne and McLaughlin (2001), "Schools today exist in very different social, economic, and political contexts than they did a century ago. Communities have changed, families have been reconfigured, and workplace demands are radically different from what they were when public schools were founded (Darling-Hammond, 1997; Graham, 1995; Heath & McLaughlin, 1987;

Schorr, 1989). As a result, teaching and learning occurs in fundamentally different social and economic contexts than in previous decades" (p. 998). Candidates in the School of Education must be cognizant of these changing conditions and, as the authors noted, knowledgeable of the fact that "…many factors that shape students' opportunities to learn and teachers' opportunities to teach" are not within the scope of the schools and their control (p. 999). In order to acquire knowledge of school-community collaboration, including the soliciting and forging of school-community partnerships, candidates are exposed to available community resources and the contribution of the school to the community at large. They come to realize as Graham (as cited in Honig, Kahne, & McLaughlin, 2001) has stated, "The battleship, the school, cannot do this alone. The rest of the educational flotilla must assist: families, communities, government, higher education, and the business community."

Pedagogy

The stakeholders of the UAM School of Education believe that a deep and flexible understanding of subject matter provides a foundation for learning and is important but not enough to ensure effective instruction. An effective teacher must also "represent that information in ways that learners will understand" (Shulman 1987). Therefore, the unit faculty strives to provide our candidates the "pedagogical content knowledge" (Shulman 1987) and the knowledge of when and why specific teacher actions are appropriate. In addition, we believe that candidates must be able to align objectives, instructional approaches, and assessments which are critical aspects of teaching and necessary to promote student learning (Marzano & Kendall, 2008). We believe these are critical components of being a multi-faceted professional educator.

The UAM School of Education prepares multi-faceted educators who serve as models for their students, place the learner at the center of the learning process and facilitate learning as a partner with the student in the learning experience (Dewey, 1938). Dewey stated that because of experience and knowledge possessed by educators, the teacher's role is to lead the learning experience. Furthermore, Vygotsky (1978) supported the theory that children learn from interacting with adults (teachers) and peers in the learning environment. According to him, the zone of proximal development is established when children develop through participation in activities slightly beyond their competence, with the assistance of adults (scaffolding) or more skilled children in cooperative learning settings. The UAM School of Education stakeholders support the preparation of teachers candidates who display this wide range of skills and abilities that lead to creating a learning environment where all students feel comfortable and are sure that they can succeed both academically and personally (National Board for Professional Teaching Standards). Therefore, the charge of the UAM School of Education faculty is to redefine curriculum, instruction, and concept-based learning in order to provide teacher candidates and other school personnel with practical structures, planning tools, and effective teaching strategies to meet the diverse needs of the students. Teachers who have learned culturally responsive pedagogy are more confident and believe they are effective in their instruction of diverse children (Pang & Sablan, 1998). Therefore, the School of Education believes that mult-faceted teacher candidates and other school personnel must be exposed to coursework that allows them

to engage in discussion, collaboration, and application of strategies and appropriate assessments that apply to students from diverse backgrounds. The work of Darling-Hammond (2002) and Marzano (2001) serves as models for understanding best practices and research-based principles for pedagogical techniques for a diverse student population. Knowledge of the learner and knowledge of pedagogy must be linked when one considers Darling-Hammond's (2000) statement, "the effects of well-prepared teachers on student achievement can be stronger than the influences of student background factors such as poverty, language background, and minority status".

Curriculum, instruction, and assessment need to be both rigorous and relevant. Whitaker (2004) asked, What really makes the difference between two schools? What matters most in the classroom? Multi-faceted educators understand the answer to these questions. They know that the variable is not *what*, but *who*. Marzano and Kendall's (2008) three domains for learning—objectives, instructional approaches, and assessment — are critical aspects of teaching which must be aligned to promote student learning.

In the age of performance-based accountability, the UAM School of Education Conceptual Framework model reflects a belief that learning is more than an accumulation of facts and skills. Garner (2007) stated, "Learning is created by the learner….Unless students interact creatively with information to construct meaning, there is little or no change". Thus, it is the charge of the School of Education to use strategies that promote our candidates to create their learning so they, in turn, will model this concept in teaching their students. This will empower all candidates with tools that will last throughout their lifetimes.

The UAM School of Education stakeholders also believe that in addition to possessing knowledge of pedagogy, multi-faceted teacher candidates and other school personnel must be able to maintain a productive learning environment. They must be able to create an orderly classroom and school climate in which students feel physically and emotionally safe. The importance of classroom management skills cannot be emphasized too much in teacher preparation programs. It is an essential element in increasing student engagement, decreasing disruptive behaviors, and enhancing the use of instructional time (Wang, Hartel, & Walberg, 1993). It is a key factor in improving student achievement. The UAM School of Education believes that multi-faceted candidates and other school personnel must understand the concepts of and have the skills to maintain classroom order and effective instruction which are interdependent in productive learning environments (Jones & Jones, 2001).

The School of Education faculty and its stakeholders believe that multi-faceted teacher candidates and other school personnel must be instructed in culturally responsive pedagogy that is "responsive to the learning, emotional, and social needs of ethnically and linguistically diverse students with and without disabilities" (Kea, Campbell-Whatley, & Richards, 2006). As our society becomes increasingly diverse, so do the classrooms of our schools. Teacher candidates and other school personnel must be educated to understand that students learn in many different ways based upon age, gender, race, ethnicity, socio-economic backgrounds, and other characteristics that define them as individuals. Therefore, the UAM School of Education strives to develop courses that integrate the promotion of an awareness of diversity as well as the

development of skills that support learning for diverse student populations. In addition to course work, the School of Education supports early and often diverse field experiences in which classroom discussions become more meaningful and pedagogy can be practiced.

Diversity

The UAM School of Education believes that multi-faceted teacher candidates and other school personnel must be prepared to promote the success of a diverse population of students. As professional educators, they must be role models for developing democratic and socially just views and practices among their students, faculties, and the community at large. Unit faculty, public school partners, teacher candidates and other school professionals must apply themselves diligently to issues of diversity and plan and implement appropriate and culturally responsive curriculum, instruction, assessment and leadership strategies to ensure the learning of all students. Diversity is a central principle in promoting learning within the framework of a multicultural/global society such as that of the United States.

Our country has changed considerably since the beginning of the last century and will continue to become more diverse in the future. According to the National Center for Education Statistics (NCES), between 2005 and 2020, the minority population is expected to increase by 32 percent, compared to four percent for the white population. By the year 2020, minorities are predicted to represent 39 percent of the total population (NCES). According to Banks & Banks (2005), "Racial, ethnic, language, class, and religious diversity is deepening within the United States as a consequence of worldwide population movements and the magnetic pull of the American Dream" (p iii). Teachers and other school personnel must be prepared to:

- Plan and implement a culturally diverse curriculum
- View diversity as enrichment
- Understand the diverse contexts in which students develop and learn
- Understand the impact of diversity on students
- Demonstrate and model respect for diversity
- Have high expectations for all students
- Demonstrate effectiveness in working with diverse students

The faculty and stakeholders of the School of Education understand that even though Americans live in the most racially, ethnically and socially diverse country, too often we live, work, and play as if our own social, gender, or religious group is the only one about which we need be concerned. Our goal is to challenge faculty, teacher candidates and other school personnel to examine prior beliefs and misperceptions existing within their own environment. As educators, we often behave in certain ways toward certain students because of limited experiences with other cultures. By participating in positive interactions and diverse field experiences throughout the School of Education programs, candidates will develop an *understanding* of diversity that is prerequisite to *valuing* diversity. Candidates will come to understand the potential of diversity that exists not only in the United States, but also in southeast Arkansas.

Teacher candidates and other school professionals must learn to modify instruction to provide all students the best opportunity to succeed and scaffold their previous knowledge and experiences. Teacher candidates, who are immersed in a combination of multicultural coursework, field experiences, and modeling by successful practitioners, will become adequately prepared for culturally diverse classrooms (Wiggins & Follo,1999). Therefore, the UAM School of Education assures teacher candidates and other school personnel the opportunity to not only participate in an integrated curriculum that promotes knowledge and understanding of diversity but also multiple field experiences and internships in diverse settings. In these settings, they observe and interact with teachers and administrators who use practices that value diversity and promote success for all students.

In today's society, candidates need the knowledge, skills, and dispositions required to function successfully in various ethnic and cultural communities, as well as extended cultural borders in order to address the learning needs of all students (Banks, 2003; Banks & Banks, 2005; and Gollnick & Chinn, 2006). Faculty and support personnel in the UAM School of Education support programs that promote candidate characteristics that lead to what Villegas and Lucas (2002) described as the "six salient characteristics to become culturally responsive educators":

- Sociocultural Consciousness: Understanding that one's way of thinking, behaving, and being is influenced by race, ethnicity, social class, and language.
- Affirming Attitude Toward Students From Culturally Diverse Backgrounds: Impacts their learning, belief in self, and overall academic performance.
- Commitment and Skills to Act As Agents of Change: Enables teachers to confront barriers/obstacles to change and develop skills for collaboration and dealing with chaos.
- Constructivist Views Of Learning: Belief that all students are capable of learning, and teacher must provide scaffolds between what students already know through their experiences and what they need to learn.
- Learning About Students: Learn past experiences, home and community culture, and worlds in and out of school.
- Culturally Responsive Teaching Strategies: Build on students' personal and cultural strengths, and examine the curriculum from multiple perspectives to create an inclusive classroom.

The fundamental beliefs and assumpt ions of the UAM School of Education Diversity Strand of the Conceptual Framework are woven into the Diversity Proficiencies listed in the Diversity Matrix based on the work of Gollnick & Chinn (2006). The proficiencies delineate specific knowledge, pedagogical skills, professional dispositions, and appropriate use of technology. Candidates are expected to acquire these proficiencies, not in isolation, but woven together into a whole. As a result, the preponderant focus will be to meet the needs of *all* learners.

Professionalism

The School of Education faculty and stakeholders believe that multi-faceted teacher candidates and other school personnel must be "reflective educators" who will examine their own beliefs and contributions, seek to improve their practice, and commit to continuous professional development. They must develop skills as critical, creative, reflective thinkers who are engaged in activities, which foster relationships with all stakeholders both in the school setting and community at large. Reflection affects professional growth and brings individuals to greater self-actualization and success.

We believe that multi-faceted professional educators exhibit positive dispositions that demonstrate through both verbal and non-verbal behaviors their fairness and belief that all students can learn. Wasicsko (2007) points out that the dispositions of teachers are key to making a meaningful impact on students. He added, "It is not so much what the teacher knows or does rather it is who the person is that make all the difference. It is particular human qualities or dispositions in combination with, and shining through, their knowledge and skills that allow some teachers to transform many students' lives."

The School of Education also supports the idea that the development of professional attitudes is the key to success. Henry David Thoreau offered the following quote about success: "Success usually comes to those who are too busy to be looking for it." Therefore, the School of Education stakeholders believe that teacher candidates and other school personnel demonstrate professionalism when they maintain a positive attitude and "busy themselves" in all functions of life by: taking appropriate risks, interacting productively with diverse individuals, groups, and organizations, and providing support and leadership according to their personal talents, strengths, and skills.

The School of Education and the arts and sciences faculties assume a tremendous role when preparing multi-faceted initial and advanced candidates to recognize that professional educators must continually learn from teaching and that learning is a life-long activity. Teacher education faculty must help initial and advanced candidates understand that professionalism includes the development of the capacity to "inquire sensitively and systematically into the nature of learning and the effects of teaching" (Darling-Hammond, 1999).

The professional multi-faceted educator is also expected to initiate relationships and collaboration within the profession, and promote sustained professional development in the community. Through their involvement in professional organizations, candidates must maintain a high level of professional learning and develop collegial ties with other lifelong learners. As they develop their skills as multi-faceted educators, UAM School of Education candidates are expected to exhibit ethical and moral behavior throughout their enrollment in the initial and advanced programs.

While candidates are encouraged to act professionally, professionalism alone does not guarantee meaningful learning. Neither does it guarantee teaching effectiveness. Candidates must be groomed to build and maintain the teaching profession and to not allow teaching to be reduced to a technical exercise that has little to do with personality and characteristics of the person

delivering the instruction. Essential indicators for sustained professionalism include promoting positive relationships and engagement and effective communication in the teaching profession. A critical component of communication is the link between the teacher/school and the parents. The multi-faceted professional educator must develop the skills to gain the trust of parents and students and to involve them as full partners in the learning process. The U.S. Department of Education report, *What Works* (1987), stated that parent involvement was a critical component of effective educational practice. It is especially important in working with diverse populations. Sensitive and respectful communication with families of minority children proves to be an extremely important factor in the success of the child (Cazden,1986; Hilliard, 1989; Irvine, 1989; Michael, 1981).

Professionalism has relevant significance in education in that it affects the role of the teacher and his or her pedagogy, which in turn affects the student's ability to learn effectively. Educator professionalism contains three essential characteristics, competence, performance, and conduct, which reflect the educator's goals, abilities, and standards, and directly impact the effectiveness of teaching/leading through the development of these qualities.

Competence is fundamental in an educator's pursuit of excellence. Competence includes preparation, knowledge of content, knowledge of pedagogy, knowledge of classroom technology tools, and knowledge of diversity. Preparation prepares the professional for the adversity of the classroom which may include language and cultural barriers as well as socio-economic differences. By bridging these barriers, the professional educator will be better prepared for classroom management and create an effective learning environment. As a result, the professional educator leads students by his or her example.

Competence is also discovering and assuming a defined pedagogy. A professional educator has a defined pedagogy and has discovered which pedagogical techniques are most effective. According to Lunenburg and Ornstein (2000), "Hiring teachers by subject and skill presumes that curricular priorities have been established, which means that decisions have been made about how much time will be devoted to each segment of the curriculum" (p. 9). Although this may take years to fine-tune, a professional is willing to self-evaluate his or her pedagogy as s/he develops it, revise his or her edification when deemed necessary, and apply one's ideas to a practical situation. Furthermore, by acquiring a defined pedagogy, a professional creates more autonomy for him or herself, allowing for a partial release from the constraints constructed by the administration, school board, or parents.

Another essential characteristic of being a professional educator is performance. Performance is the ability to effectively teach the concepts of a curriculum. However, this is performance defined at its most fundamental level. A professional educator makes sure that students learn concepts and apply them to their lives. Furthermore, an educator that has a high standard of performance is reliable and dedicated. This type of educator becomes an active rather than passive teacher and leader, showing the student a genuine interest in their progress.

Conduct is another essential ingredient for the professional educator. The manner in which an educator conducts himself or herself is a reflection on one's classroom, school, community, and

educational system. Conduct is a representation of how well one takes care of himself or herself, from aesthetics to language and behavior. Conduct also includes the ability to initiate and maintain quality communication with all the stakeholders involved in education: students, fellow teachers, school board, administration, and parents. This communication promotes understanding and trust.

With the role of "teacher" becoming more autonomous, multi-faceted educators must be competent in their studies and perform well under the eye of the administration and parents, while maintaining good conduct to facilitate quality communication. Professional educators must a strong knowledge of content. They must concern themselves with preparing innovative techniques, including use of technology, to teach material rather than spending significant amounts of time studying the material. By knowing curriculum material well, educators have more confidence in their teachings and place significant thought on the material being taught. They are able to dwell on how to relate subject matter to the students and their cultures.

Acquisition and demonstration of positive character traits in education is an important indicator of professionalism. Edwards and Nicoll (2006) work, *Expertise, Competence and Reflection in the Rhetoric of Professional Development,* the ability to do something in the context of practice or in simulations of practice was identified as " a key signifier of professionalism…Ethos is built upon doing and knowing how rather than propositional knowledge". The authors state that the capacity to interpret and communicate is necessary for competent performance and is signified through a structured reflection where educators can examine their strengths and weaknesses. The ability to reflect is a critical skill that the multi-faceted educator must have to be proficient in the professionalism strand.

Professionalism is regarded by Polk (2006) as one of ten basic characteristics of effective teachers. "It is the teachers' responsibility to grow as practitioners, stay current in their field, and continually evolve as professionals. It is this professional development that is considered paramount to successful teaching." Based upon recent research, professional development is viewed by teachers as one of the top three aspects of the teaching process. As the author noted, student achievement cannot be elevated unless teachers are properly trained and develop accordingly. They "…must stay current in their field with ever-changing methods, ideas, and of course, content knowledge". Having membership in various teacher organizations, in addition to associations and communities, provides opportunities for professional development, according to Polk.

Reg Weaver (2005), past president of the National Education Association (NEA), provided the following remarks in an address to the NEA Representative Assembly:

> …we must preserve professional credibility by insisting upon the professionalism
> of all our education colleagues. This is critical to educating America's children
> and students and maintaining the support of our communities-particularly
> minority communities. In many ways, the future of our profession and our
> Association demands that we require our colleagues to demonstrate continued
> growth and commitment to our profession. One unprofessional, unprepared or
> unwilling public school educator causes harm to all, leaving our students,

profession, and Association at risk.

Shacklock (1998) expressed the view that, as everyday practitioners, teachers' voices must be heard regarding professionalism. This is based upon his assumption that "Among the strongest influences which impact on teachers' conceptions of their work, and their identities as workers, are ideologies of professionalism. Ideologies of professionalism are important in teaching because they legitimate work practices and strategies for control in teachers' work, delimit possibilities in the workplace and set boundaries for the disclosure of knowledge about the work of teaching in schools and beyond." He also noted that teacher professionalism is demonstrated through caring concern, which goes beyond the norm. Teachers must never settle for a status quo mindset when it comes to helping not only their students but fellow teachers as well. Multi-faceted professional educators know that doing one's best to serve and care about others is the rule and not the exception. It is "…embedded in the teaching culture and institutional ethos of the school…," denoting what it means to be a professional.

Shantz and Prieur (1996) stated emphatically that "Professionalism can be broadly defined as accepting responsibility for one's own professional development and growth. Specifically, it refers to exemplary practice, and being aware of and experimenting with new developments in the field." According to the authors, integrity, fairness and honesty must be the hallmark characteristics of a professional educator, willing to do the job without direct supervision. With greater accountability being placed on today's teachers, there must be a concurrent effort to allow for greater professional autonomy and self-governance.

In light of educational reform measures spanning nearly twenty-five years, Pipho (2000) remarked that "Maybe it's time to trust teachers and let them create a new level of professionalism." Too many individuals in the world outside of education have made decisions concerning the profession and have sought solutions which have been perceived as "quick fixes."

Technology

It is the belief of the UAM School of Education that candidates must be able to interweave technology into all aspects of teaching and learning and, to effectively use technology in the classroom, must first have sound knowledge of content, pedagogy, and the differences in how students learn. Good teaching requires an understanding of how technology relates to pedagogy and content. According to John Cradler (1995) in his article *Implementing Technology in Education: Recent Findings from Research and Evaluation Studies*, "Curricula must drive technology; technology should not dictate curricula". As Roblyer (2006) stated, "…technology is, above all, a channel for helping teachers communicate with students. It can make good teaching even better, but it cannot make bad teaching good." She added to, "Technology-using teachers never can be a force for improved education unless they are first and foremost informed, knowledgeable shapers of their craft. Before integrating technology into their teaching, educators must *know a great deal*, for example, about why there are different views on appropriate teaching strategies, how societal factors and learning theories have shaped these views, and how each strategy can address differing needs."

With these findings in mind, the UAM School of Education supports the integration of technological knowledge and skills with general and specific pedagogy knowledge and skills candidates must develop in order to be highly qualified professional educators who facilitate learning for all students. The faculty and stakeholders endeavor to move beyond the traditional educational practices and to be committed to preparing initial and advanced candidates who:

- Develop the technological knowledge and skills needed to perform in modern educational settings
- Demonstrate the integrated use of technology in clinical practice prior to program completion

The unit is further committed to:
- Faculty modeling the use of technology in their instruction
- Providing the technological resources for faculty and candidates to practice the knowledge and skills they have developed
- Using technology as part of an assessment system to ensure that candidates can demonstrate knowledge of content, knowledge of pedagogy, knowledge of diversity, knowledge of professionalism, and knowledge of technology

In the UAM School of Education, this is true not only in the way students are being taught, but also in the ways candidates are being prepared as future professional educators. Courses are offered in face-to-face, online, hybrid and Compressed Interactive Video (CIV) environments. Instructors are expected to become proficient in the use of classroom technology in order to model teaching strategies and to assure effective instruction. Classrooms are equipped with current technology including whiteboards, document cameras (e.g., ELMOs), computers, and Internet access. Other technology utilized for instructional purposes and demonstrated for candidate use include the Wii, Ipods, GPS systems, and mini-video cameras that utilize flash drive technology. All School of Education classrooms are Smart Rooms with up-to-date equipment. Faculty members participate in professional development to learn how to use technology to support learning. BlackBoard is an integral part of all courses for supplemental instruction and for on-line or hybrid courses. Initial and advanced candidates are required to use Chalk & Wire to construct electronic portfolios throughout their programs of study.

Use of technology throughout the curriculum requires candidates to acquire skills that will support their future success as teachers in enhancing student learning. Candidates experience opportunities to learn specific skills and are encouraged to develop their own interests by creating presentations, interactive projects, electronic notebooks, and folios, and by completing research through electronic resources (e.g., databases) and the Internet. The teacher education programs at UAM provide an environment for candidates to incorporate technology at all levels of study. They must have an understanding of key concepts and demonstrate them through various assignments and assessments. All candidates, regardless of future job placement, must acquire the necessary technology skills to meet the needs of all students.

Technology has changed the way we work and communicate and has necessitated a change in the approach that faculty, candidates and P-12 educators and students use in the learning process.

Traditional educational practices alone no longer allow candidates to be prepared to work successfully with students in today's diverse classrooms. The technology strand of the Conceptual Framework is informed by research conducted as part of the International Society for Technology in Education (ISTE) National Education Technology Standards (NETS) for Teachers (2008) and the National Educational Technology Standards (NETS) for Students (2007). As delineated in the standards, candidates must have knowledge and skills in the following categories: technology operations and concepts; planning and designing learning environments and experiences; teaching, learning and the curriculum; assessment and evaluation; productivity and professional practice; and social, ethical, legal and human issues.

Emerging technologies are leading to the development of many new opportunities to guide and enhance learning. Current research about learning provides important guidelines for uses of technology that can help students and teachers develop the competencies needed for the twenty-first century (Bransford, Brown, & Cocking, 2000). Clearly, developing these competencies will have to deal with issues that the predecessors of today's teachers could not have imagined. Both they and the students they teach must have knowledge and skills that will prepare them to meet these new challenges.

As foundational technology skills permeate society, students will be expected to apply the basics in authentic, integrated ways to solve problems, complete projects, and creatively extend their abilities. ISTE's National Educational Technology Standards for Students (2007) provide a framework to support students as they prepare to work, live, and contribute to the social and civic fabric of their communities. The standards identify several higher-order thinking skills and digital citizenship as critical for students to learn effectively for a lifetime and live productively in our emerging global society.

http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2 (Teachers)

http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2 (Students)

Integration of Strands

The UAM School of Education supports the preparation of multi-faceted professional educators who can seamlessly integrate knowledge of content, pedagogical content knowledge, knowledge of diversity, knowledge of instructional technology, and knowledge of professionalism to engage all students in the learning process and to promote success for all students. Candidates must be able to teach diverse learners, to use assessment data to support student learning, to manage classroom environments and to create a working partnership with parents and the community at large. Advanced candidates and other school personnel are expected to be instructional leaders who can integrate their exceptional expertise in all strands to motivate faculty, staff, and the community to transform all students into multi-faceted brilliant diamonds.
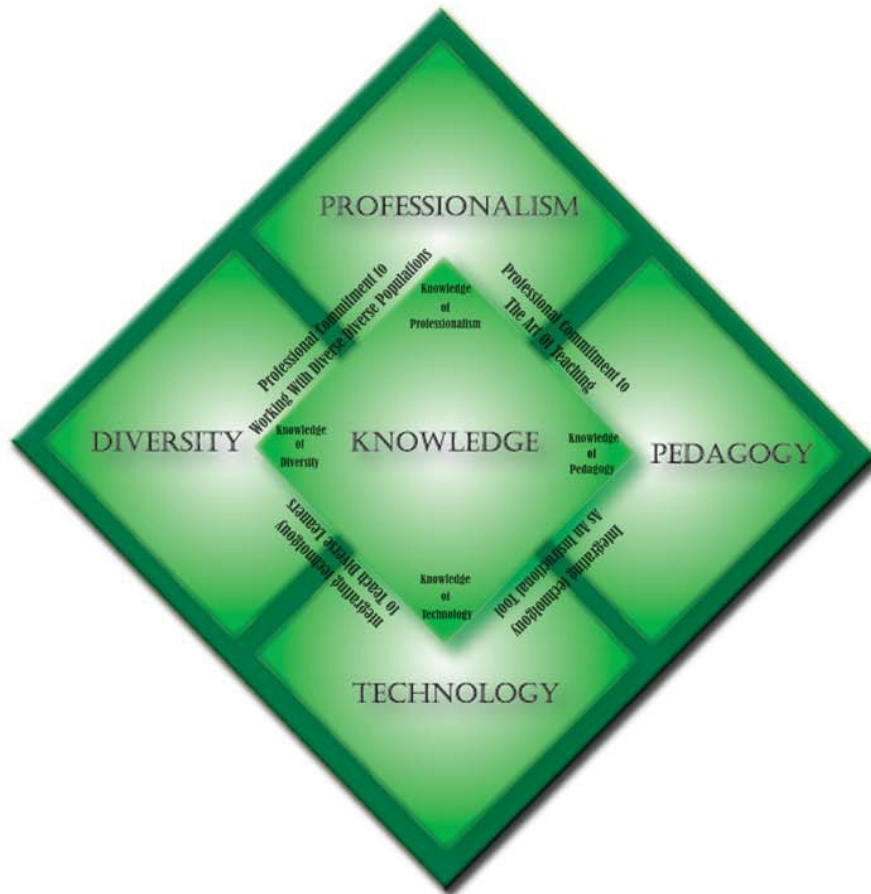
The ideas, beliefs, and philosophies described within the conceptual framework identify the essential elements that teachers and other school professionals should know and be able to do as professional educators. The essential elements of knowledge, pedagogy, professionalism, diversity, and technology that make up the five strands of the conceptual framework are grounded in research and are aligned with state and national standards and the Danielson Framework for Teaching, which is the model adopted by the state of Arkansas.

The conceptual framework for the School of Education like the Danielson framework was designed to address the needs of the initial licensure, as well as, advanced candidates. The School of Education strives to ensure that all candidates obtain the essential elements that make up the five stands of the conceptual framework. Although the five strands are distinct, they are, of course related to one another. A candidate's preparation or knowledge will affect instruction or pedagogy, which is in turn affected by the reflection and the professionalism of the candidate.

The appropriate use of technology and a concern for diversity can be applied across all aspects of teaching from knowledge to professionalism to pedagogy. The five strands of the conceptual framework, like the Danielson framework, is comprehensive and reflects the multi-faceted aspects of teaching.

The School of Education believes that conceptual framework should be the cornerstone of the curriculum and of candidate assessment. The School of Education aligned the five stands of the conceptual framework to state and national standards and the Danielson Framework to provide validity to the concepts. The alignment can be seen in the following charts.

P-4 Early Childhood Expected Knowledge, Skills, and Dispositions

NAEYC Standard	NCATE Unit Standard (Element)	InTASC Standard	Danielson Framework for Teaching	School of Education Conceptual Framework
1. Promoting Child Development and Learning	1. Content Knowledge	4. Content Knowledge	**Planning and Preparation** 1a. Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent instruction **Instruction** 3c: Engaging Students in Learning	**Knowledge** **Pedagogy**
2. Building Family and Community Relationships	1. Content Knowledge	4. Content Knowledge	**Planning and Preparation** 1a. Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent instruction **Instruction** 3c: Engaging Students in Learning	**Knowledge** **Pedagogy**
3. Observing, Documenting and Assessing to Support Young Children and Families	1. Content Pedagogy	1. Learner Development 2. Learning Differences 3. Learning Environments 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies	**Planning and Preparation** 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent instruction 1f: Designing Student Assessments **Classroom Environment** 2a: Creating an Environment of Respect and Rapport **Instruction** 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3f: Demonstrating Flexibility and Responsiveness	**Knowledge** **Pedagogy** **Diversity** **Technology**

NAEYC Standard	NCATE Unit Standard (Element)	InTASC Standard	Danielson Framework for Teaching	School of Education Conceptual Framework
4. Using Developmentally Effective Approaches to Connect with Children and Families	1. Content Pedagogy	1. Learner Development 2. Learning Differences 3. Learning Environments 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies	**Planning and Preparation** 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent instruction 1f: Designing Student Assessments **Classroom Environment** 2a: Creating an Environment of Respect and Rapport **Instruction** 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3f: Demonstrating Flexibility and Responsiveness	**Knowledge** **Pedagogy** **Diversity** **Technology**
5. Using Content Knowledge to Build Meaningful Curriculum	1. Content Knowledge	4. Content Knowledge	**Planning and Preparation** 1a. Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent instruction **Instruction** 3c: Engaging Students in Learning	**Knowledge** **Pedagogy**
6. Becoming a Professional	2. Content Pedagogy	9. Reflective practice and professional development 10. Relationships with colleagues, parents and community agencies	**Professional Responsibilities** 4a: Reflecting on Teaching 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	**Professionalism**
7. Field Experiences expands NCATE unit standard	This is a programmatic standard that describes required settings in which candidates learn and practice the professional knowledge and skills described in NAEYC Standards 1-6. It supports and expands NCATE unit standard			

Middle Childhood Expected Knowledge, Skills, and Dispositions

AMLE Standard	NCATE Unit Standard (Element)	InTASC Standard	Danielson Framework for Teaching	School of Education Conceptual Framework
1. Young Adolescent Development.	1. Content Knowledge	1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies	**Planning and Preparation** 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent instruction 1f: Designing Student Assessments **Classroom Environment** 2a: Creating an Environment of Respect and Rapport **Instruction** 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3f: Demonstrating Flexibility and Responsiveness	**Knowledge** **Pedagogy** **Diversity** **Technology**
2. Middle Level Philosophy and School Organization.	1. Content Knowledge	9. Reflective practice and professional development 10. Relationships with colleagues, parents and community agencies	**Professional Responsibilities** 4a: Reflecting on Teaching 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	**Professionalism**

AMLE Standard	NCATE Unit Standard (Element)	InTASC Standard	Danielson Framework for Teaching	School of Education Conceptual Framework
3. Middle Level Curriculum and Assessment.	1. Content Pedagogy	1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies	**Planning and Preparation** 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent instruction 1f: Designing Student Assessments **Classroom Environment** 2a: Creating an Environment of Respect and Rapport **Instruction** 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3f: Demonstrating Flexibility and Responsiveness	**Knowledge** **Pedagogy** **Diversity** **Technology**
4. Middle Level Teaching Fields.	1. Content Pedagogy	1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies	**Planning and Preparation** 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent instruction 1f: Designing Student Assessments **Classroom Environment** 2a: Creating an Environment of Respect and Rapport **Instruction** 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3f: Demonstrating Flexibility and Responsiveness	**Knowledge** **Pedagogy** **Diversity** **Technology**

AMLE Standard	NCATE Unit Standard (Element)	InTASC Standard	Danielson Framework for Teaching	School of Education Conceptual Framework
5. Middle Level Instruction and Assessment.	1. Content Knowledge	3. Learning Environments 5. Application of Content	**Planning and Preparation** 1a. Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent instruction **Instruction** 3c: Engaging Students in Learning	**Knowledge** **Pedagogy**
6. Family and Community Involvement.	2. Content Pedagogy	9. Reflective practice and professional development 10. Relationships with colleagues, parents and community agencies	**Professional Responsibilities** 4a: Reflecting on Teaching 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	**Professionalism**
7. Middle Level Professional Roles.	2. Content Pedagogy	9. Reflective practice and professional development 10. Relationships with colleagues, parents and community agencies	**Professional Responsibilities** 4a: Reflecting on Teaching 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	**Professionalism**

Initial and Advanced Courses Expected Knowledge, Skills, and Dispositions

NCATE Unit Standard (Element)	InTASC Standard	Danielson Framework for Teaching	School of Education Conceptual Framework
1. Content Knowledge	1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies	**Planning and Preparation** 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent instruction 1f: Designing Student Assessments **Classroom Environment** 2a: Creating an Environment of Respect and Rapport **Instruction** 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3f: Demonstrating Flexibility and Responsiveness	**Knowledge** **Pedagogy** **Diversity** **Technology**
1. Content Knowledge	9. Reflective practice and professional development 10. Relationships with colleagues, parents and community agencies	**Professional Responsibilities** 4a: Reflecting on Teaching 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	**Professionalism**

NCATE Unit Standard (Element)	InTASC Standard	Danielson Framework for Teaching	School of Education Conceptual Framework
1. Content Pedagogy	1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies	**Planning and Preparation** 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent instruction 1f: Designing Student Assessments **Classroom Environment** 2a: Creating an Environment of Respect and Rapport **Instruction** 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3f: Demonstrating Flexibility and Responsiveness	**Knowledge** **Pedagogy** **Diversity** **Technology**
1. Content Pedagogy	1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies	**Planning and Preparation** 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent instruction 1f: Designing Student Assessments **Classroom Environment** 2a: Creating an Environment of Respect and Rapport **Instruction** 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3f: Demonstrating Flexibility and Responsiveness	**Knowledge** **Pedagogy** **Diversity** **Technology**

NCATE Unit Standard (Element)	InTASC Standard	Danielson Framework for Teaching	School of Education Conceptual Framework
1. Content Knowledge	3. Learning Environments 5. Application of Content	**Planning and Preparation** 1a. Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent instruction **Instruction** 3c: Engaging Students in Learning	**Knowledge** **Pedagogy**
2. Content Pedagogy	9. Reflective practice and professional development 10. Relationships with colleagues, parents and community agencies	**Professional Responsibilities** 4a: Reflecting on Teaching 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	**Professionalism**
2. Content Pedagogy	9. Reflective practice and professional development 10. Relationships with colleagues, parents and community agencies	**Professional Responsibilities** 4a: Reflecting on Teaching 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	**Professionalism**

Other School Professionals Expected Knowledge, Skills, and Dispositions

ELCC Alignment				
ELCC Standards	NCATE Unit Standard (Element)	InTASC Standard	Danielson Framework for Teaching	School of Education Conceptual Framework
ELCC Standard 1 A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.	1. Content Knowledge	1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies	**Planning and Preparation** 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent instruction 1f: Designing Student Assessments **Classroom Environment** 2a: Creating an Environment of Respect and Rapport **Instruction** 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3f: Demonstrating Flexibility and Responsiveness	**Knowledge** **Pedagogy** **Diversity** **Technology**

ELCC Alignment

ELCC Standards	NCATE Unit Standard (Element)	InTASC Standard	Danielson Framework for Teaching	School of Education Conceptual Framework
ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.	1. Content Pedagogy	1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies	**Planning and Preparation** 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1e: Designing Coherent instruction 1f: Designing Student Assessments **Classroom Environment** 2a: Creating an Environment of Respect and Rapport **Instruction** 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3f: Demonstrating Flexibility and Responsiveness	**Knowledge** **Pedagogy** **Diversity** **Technology**

ELCC Alignment

ELCC Standards	NCATE Unit Standard (Element)	InTASC Standard	Danielson Framework for Teaching	School of Education Conceptual Framework
ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.	1. Content Knowledge	9. Reflective practice and professional development 10. Relationships with colleagues, parents and community agencies	**Professional Responsibilities** 4a: Reflecting on Teaching 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism	**Professionalism**

UAM SCHOOL OF EDUCATION ASSESSMENT SYSTEM

Unit Assessment System

The UAM School of Education unit assessment system is designed for the collection, analysis, summarization and use of data for unit and initial and advanced program improvements. The electronically based system is comprehensive and houses data from all unit programs and unit assessments and surveys that are aligned with national, state and professional standards. The assessment system was developed through the collaborative efforts of teacher education faculty, candidates, public school educators, and other stakeholders. The process began in fall 2006 with the appointment of a Curriculum and Assessment Committee which is a standing committee in the School of Education. The Unit Assessment System is aligned with the Conceptual Framework and houses data from assessments that are consistent with the demands for greater accountability and measure if candidates are proficient in each of the five strands of the Conceptual Framework, if candidates possess and can apply the knowledge, skills, and dispositions outlined in standards and, ultimately, the candidates' impact on student learning.

The School of Education and its stakeholders believe that the assessment system of the professional education program should be focused on candidate outcomes rather than program inputs such as the course syllabus. This focus has resulted in the development of and a greater emphasis on performance assessments to evaluate candidates as they matriculate through the transition points in the initial and advanced programs. Data on candidate performance from both internal and external assessment sources are used to evaluate and improve unit and program effectiveness, as well as the program final outcome—its graduates.

The School of Education assessment process involves the collection, aggregation, and analysis of data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs. The assessment system is cyclical, in nature, starting and ending with the Conceptual Framework. The assessment system is electronically based, is maintained in the unit, and is housed on the UAM SharePoint server to ensure the security of candidate data. UAM School of Education faculty members have access through the secured SharePoint site to view aggregated and disaggregated candidate data for initial and advanced programs.

The School of Education faculty and stakeholders believe that an assessment system should evaluate how well the unit and the initial and advanced programs integrate the strands of the Conceptual Framework and align the candidate proficiencies with unit and program standards. The signature assessments, disposition rubrics, Praxis scores, diversity rubrics and the Teacher Candidate Rating Instrument (initial licensure programs only) yield the data to evaluate candidate performance as well as program and unit effectiveness. The program and unit data are aggregated, analyzed, and reviewed by the Curriculum and Assessment Committee, program faculty, Teacher Education Committee, and other stakeholders to make program and unit decisions. The continuous review of program and unit data enables the School of Education to ensure the alignment of programs to the Conceptual Framework, to state and national standards and to identity possible unit and program improvement needs. The data also provide multiple

evidence at various transition points to monitor candidate performance and to assure that candidates are prepared to positively impact student learning. Data is disaggregated for candidates in the Master of Arts in Teaching alternative route program and the 2+2 partnership program.

The School of Education recognizes that the reliability and validity of data are critically important in the planning and assessment of unit and program outcomes. Every effort is made to ensure the validity and reliability of the performance information gathered for candidates. The assessment system was developed to ensure that the data are fair, consistent, accurate, and void of bias through triangulation and cross analysis of data for each candidate and program. Multiple and varied assessments are administered throughout all programs to minimize bias for diverse populations. Common rubrics are used by multiple faculty members to ensure the consistency, precision and reliability of the data. In addition, programs at the initial and advanced levels use standardized, commercially produced examinations such as PRAXIS exams and the School Leadership Licensure Assessment (SLLA) as part of its assessment measures. Program faculty members assist in the development of program signature assessments. Signature assessments and scoring rubrics are reviewed periodically by faculty committees to ensure understanding, fairness, validity, and reliability. All assessment tools are developed in alignment with national standards. The unit also utilizes multiple measures which are administered at various points throughout the programs of study. The measures include standardized tests, course-imbedded assessments, field-experience measures, and surveys and rubrics that are completed by faculty, initial and advanced candidates, university supervisors, graduates, cooperating teachers and public school administrators.

All university supervisors and cooperating teachers are trained in the use and application of the Teacher Candidate Rating Instrument (TCRI) which is used to evaluate interns. Each intern is evaluated multiple times by the university supervisor and the cooperating teacher during the internship process. Advanced candidates are assessed by a committee of university and public school faculty and administrators during their oral defense of the Capstone Research Project. Educational Leadership candidates are scored by university faculty and outside evaluators during the oral defense of the portfolio. Gathering data from multiple evaluators and cross referencing the data from one assessment to another allows for triangulation to ensure validity.

Program faculty continuously review the curriculum to ensure that candidates are provided opportunities to learn, practice, and demonstrate their knowledge in each of the five strands of the Conceptual Framework and that the curriculum is aligned with standards and assessments. In addition, faculty constructed state approved curriculum/standards matrices as part of state program review. These matrices indicate where in the curriculum candidates have opportunities to learn and practice what is specified in the standards. Fairness also means that candidates understand what the assessments are and the knowledge and skills that will be evaluated. Review of attachments in Section IV of the state and SPA reports (NAEYC, AMLE, PE, CEC, MAT, M.Ed., ELCC) illustrates that assessments are clearly stated and candidates are given clear directions. In addition, candidates are provided information on how the rubrics are used to score the assessments and how the rubrics and assessments are used to measure candidate performance.

Assessments should measure what they purport to measure to be considered accurate. To ensure accuracy, the unit has aligned assessments with the standards and learning proficiencies For example, the TCRI is aligned directly with the state model for teacher performance, the Danielson Framework. To further ensure accuracy of assessments, program faculty systematically reviewed alignment and appropriateness of assessments as part of preparing state and SPA reports. In addition, assessments are reviewed each semester during the Teacher Education Committee meetings to determine if they are well-aligned with standards,

appropriate for the standard being assessed; if revisions are indicated, they noted in the Annual Stakeholders Report. Through documentation of the relationship between assessment results and candidate performance on related assessments, Praxis II licensure examinations, grades, and program completion the School of Education is in an ever increasingly better position to make data-based evaluations of the accuracy of assessments through triangulation of the data.

Assessment instructions and scoring guides are reviewed by program faculty to identify and eliminate problems with assessments such as missing or vague instructions, poorly worded questions, and poorly reproduced copies that make reading difficult. Results of these reviews may be observed in state and SPA reports (NAEYC, AMLE, PE, CEC, MAT, M.Ed., ELCC). A complete review of these assessments reveal that program faculty have been successful in developing assessments that are free of racial and ethnic stereotypes, poorly conceived language and task situations, and other forms of cultural insensitivity that might interfere with candidate performance and unintentionally favor some candidates over others.

Assessment	Assessment of Knowledge	Assessment of Pedagogy	Assessment of Professionalism	Assessment of Diversity	Assessment of Technology
	• Signature Assessments • TCRI • Disposition Rubric • Diversity Rubric • InTASC Assessments • Portfolio • Interviews	• Signature Assessments • TCRI • Disposition Rubric • Diversity Rubric • InTASC Assessments • Portfolio • Interviews	• Signature Assessments • TCRI • Disposition Rubric • Diversity Rubric • InTASC Assessments • Portfolio • Interviews	• Signature Assessments • TCRI • Disposition Rubric • Diversity Rubric • InTASC Assessments • Portfolio • Interviews	• Signature Assessments • TCRI • InTASC Assessments • Portfolio • Interviews

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