CONCEPTUAL FRAMEWORK

A conceptual framework is developed to establish the vision that underlies all efforts of the Professional Education Unit to prepare educators (teachers, counselors, and administrators) to work effectively in P-12 school settings. Additionally it articulates "the basis for coherence among all professional education programs: curricula, instruction, clinical and field experiences, assessments and evaluations" (NCATE 2000). The concepts presented in this document establish the criteria to be utilized when making decisions that affect any aspect of the educator preparation programs at Morehead State University. This document addresses the following:

- Background information articulating the process used to revise the conceptual framework
- Morehead State University's Vision, Mission and Goal Statements
- A statement clarifying the goals of the Professional Education Unit as well as the links to the MSU's mission
- An explanation of the conceptual framework theme with theoretical base
- Knowledge and skill bases of the undergraduate teacher preparation programs
- Assessment: student, program and faculty
- Technology
- Knowledge and skill bases of graduate education programs

I. Background

Conceptual frameworks are dynamic documents because they must reflect and account for changes at an institution, in the Professional Education Unit, as well as standards set forth by state and national professional associations. In addition to establishing the vision of the unit, the conceptual framework also clarifies how that vision is manifested in 1) the goals of the unit, 2) the foundation of knowledge, skills, and dispositions that underlie student learning, 3) and the methods and systems created to implement and assess all aspects of each program.

This version of the conceptual framework is the result of collaborative efforts involving MSU faculty, administrators, professional education students, and public school practitioners. Changes in the document account for:

1) The revision of the MSU vision, mission, and goal statements (2001),
2) Actions that have taken place as a result of the "Transformation of Teacher Education Program Initiative" initiated in January 1999 by the president of the university,
3) An integration of current unit, state and national performance categories, standards and indicators,
4) The shift in the role and function of conceptual frameworks as reflected in NCATE 2000 documents, and
5) An extension of the theoretical basis for the conceptual framework, and refinements in the system for assessing student and program quality.

The following are specific examples of changes that have been addressed in the revision of the conceptual framework:

- We have more clearly articulated how the "educator as architect" theme expresses a constructivist theory of learning and how it is integrated throughout our programs.
- Student dispositions have been articulated and a system for monitoring and assessing these has been approved. NCATE 2000 mandates the articulation and the assessment of dispositions.
- There has been an initiative to integrate modern technologies into teacher/educator programs. Technology has been infused across the curriculum to prepare faculty and pre-professional students to effectively implement technology to improve teaching and learning and to prepare students to fulfill Kentucky Education Reform and standards.

- There has been a campus-wide initiative to incorporate best instructional practices in all courses.

To ensure that the changes related to the conceptual framework and its theme, model and ideology are appropriate, thoughtful, and acceptable, drafts of the document have been presented to the members of the Executive Committee for Teacher Education Transformation, Teacher Education Council, and the faculty. The members of the Teacher Education Council are responsible for making final decisions with regard to any recommended revisions to the conceptual framework.

II. Morehead State University's Vision, Mission and Goal Statements

The University Board of Trustees adopted the following vision, mission, and goal statements at its June 2001 meeting. (Goals included here are selections from the larger approved set.)

Vision Statement

Morehead State University was founded upon and continues to embrace the ideal that all persons should have an opportunity to participate in higher education. With immense pride in its past and great promise for its future, the University intends to emerge in the first decade of the 21st Century as an even stronger institution recognized for superb teaching and learning with exemplary programs in teacher education, space-related science and technology, entrepreneurship, visual and performing arts, regional engagement and international opportunity.

Mission Statement
"Who We Are:

We are a community of learners that includes teachers, scholars, staff, and students, accredited as a comprehensive University serving the eastern region of the Commonwealth of Kentucky.

What We Do:

We offer quality higher education opportunities and training in a collegial environment of open inquiry and educational interaction. We continually pursue academic education, professional development, and research in the belief that learning is a life-long process. We are dedicated to serving as both an important educational resource and as a positive role model for our community.

Where Are We Going:

We commit to preparing ourselves for challenges and opportunities of the 21st Century, and to improving the quality of life for the community in which we live and work while protecting and preserving the unique history and heritage of our service region and the Commonwealth of Kentucky."

Goal Statements

Specific objectives have been articulated for each goal statement in order to clarify the outcomes that will be measured to document goal fulfillment. The objectives selected for inclusion below relate specifically to the educator preparation programs.

Goal 1: Academic Excellence and Student Success

Objectives:
- Provide high quality undergraduate and graduate academic learning experiences for all candidates
- Achieve the goals and objectives in Teacher Education Reform

Goal 2: Excellence in Student Support

Objective:
- Improve communication with and support services for all students including non-traditional and distance-learning students.

Goal 3: Enrollment Growth and Retention Gains

Objectives:
- Increase the quality of the preparation of each incoming class

- Attain EEO and diversity goals

Goal 4: Effective Administration

Objectives:
- Recruit, retain, develop and reward qualified and diverse faculty
- Establish a University Center for Teaching and Learning
- Strengthen the faculty evaluation processes to relate to the goals and objectives of the unit/programs.
- Develop and implement a comprehensive University plan for faculty development.

Goal 5: Enhanced Reputation and Productive Partnerships

Objective:
- Enter into and support collaborative efforts and promote partnerships with other educational institutions, local, regional and state community action agencies to expand educational and workforce/economic development opportunities.

III. Professional Education Unit: Links to Institutional Mission

At Morehead State University all units are expected to align their objectives with the vision, mission and goals of the institution. The Professional Education Unit includes all programs that are designed to prepare educators who are able to perform effectively in authentic school based settings. The overarching **mission** then is to ensure graduate proficiency demonstrating the essential knowledge, skill, and disposition base set forth in the New or Experienced Teachers Standards, or the Guidance Counselor Standards or the School Administrator Standards. The objectives of the Unit are presented below.

Goal 1: Academic Excellence and Student Success:

- To deliver high quality initial teacher preparation programs
- To deliver high quality advanced preparation programs: experienced teacher, school counselor, and administrator programs.
- To implement initiatives articulated in the Teacher Education Transformation Plan.
- To set high standards for admission to and exit from all educator preparation programs.
- To infuse technology throughout the curriculum in order to prepare students who are able to effectively use technology as a tool for learning.

Goal 2: Excellence in Student Support

- To use communication technology to enhance student advising and to extend access to education by increasing the number of courses offered through distance learning, the virtual university, and web enhanced instruction.

Goal 3: Enrollment Growth and Retention Gains

- To continue to recruit and retain quality students who are representatives of a cultural minority in order to fulfill institutional diversity goals.

Goal 4: Effective Administration

- To continue to recruit, retain, and reward qualified and diverse faculty.
- To support the establishment of a University Center for Teaching and Learning.
- To strengthen faculty evaluation by developing one plan to be applied to all faculty in the College of Education.
- To encourage and reward quality teaching, research and service.

Goal 5: Enhanced Reputation and Productive Partnerships

- To extend the number of collaborative efforts with public school systems, teachers, and students throughout the region
- To systematically assess students, faculty, and programs to ensure that quality is achieved and maintained and to anticipate change when data reveals less than expected results.

While the broadest goals of teacher education at Morehead State University grow out of the university's mission, specific standards of achievement for the academic programs come from state and national accreditation standards and these are reviewed on a regular basis**.** More specifically all initial preparation programs are aligned with the New Teacher Standards and the advanced educator preparation programs are aligned with one of the following: the Experienced Teacher Standards, School Counselor Standards, or the ISLLC School Administrator Standards.

The quality of all programs, faculty and candidates is assessed annually and changes are made when results are less than expected. The ideological framework that undergirds Professional Education Unit is presented below.

IV. Conceptual Framework Theme: Educators as Architects

To help provide an intellectual framework for the pursuit of unit goals and to help students understand our conception of the teacher's role, we have adopted as a theme, "Educators as Architects." A goal of the unit is to prepare candidates who are able to *design environments where students construct knowledge and develop skills*. The metaphor of teacher as architect emerged in faculty discussions of our conceptual framework after the 1993 NCATE visit and was officially adopted before the 1998 visit.

The term architect continues to be used because it suggests the creative processes educators engage in when designing, planning, and constructing environments that foster optimal student learning. More specifically, the architect metaphor is appealing because:

1) It strikes a balance between the educator as key actor in the traditional classroom and the educator as passive observer in the romanticized classroom. It implies that the educator is central to the planning and preparation of classroom activities, but the student is the active doer of the work of learning. This is consistent with national literature and state reforms that focus, not on teacher behavior, but instead on student work. See for example *Looking Together at Student Work: A Companion Guide to Assessing Student Learning (*series on School Reform) by Tina Blythe, David Allen, and Barbara Schieffelin Powell.
2) It suggests that educators are not merely implementers of canned learning materials created by others. They themselves are artists, creating an environment specific to the individual needs of their students at a particular time and place, using a variety of

materials as appropriate. When the idea that “the artist is instinctively pushed toward quality” (Willis, 1989) is added, excellence moves to the forefront. Teachers then become creators of environments that provoke optimal learning, as suggested in the article, “Becoming architects of communities of learning: Addressing academic diversity in contemporary…” by Tomlinson, Carol Ann and Callahan, Carolyn M. (*Exceptional Children,* Winter 97, Vol. 63 Issue 2, p.269). This idea is also represented in numerous sites on the web, including:

http://www.choolkit.com/Corporate/News/Articles/Art003.asp,

http://langue.hyper.chubu.ac.jp/jalt/pub/tlt/99/jun/sandy.html, and

http://www.coe.uh.edu/~ichen/ebook/ET-IT/cognitiv.html.

3) It fits well with constructivist epistemologies that have emerged from philosophy, psychology, literary criticism, and neurology. Constructivism states that the work that learners do is not just rote recording or imprinting of received knowledge. Learners “are constructing their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to a new situation, and integrating the new knowledge gained with pre-existing intellectual constructs.” (Piaget, 1952) This is one of the most pervasive ideas in contemporary epistemology and is reflected in various ways in the thoughts of Piaget (1952), Vygotsky (1962), Dewey (1933), and Goldstein (1992) and is a key assumption of all post-modern thought. For education specific examples, see Streffe, L & Gale, J. (Eds.) (1995*), Constructivism in Education.* New Jersey: Lawrence Erlbaum Associates, Inc. or C. Fosnot (Ed.) (1996) *Constructivism: Theory, Perspectives, and Practice.*

Given our use of the “Educator as Architect” metaphor and its constructivist epistemology, one will find the following themes linked to the content, objectives, activities, and assessments of the courses and experiences that frame and document candidate learning (in all domains). Links to the educator preparation standards: including the, New Teacher Standards (NTS), Experienced Teacher Standards (ETS), School Counselor Standards (GCS), and/or Interstate School Leaders Licensure Consortium (ISLLC) have been noted by acronym and standard number.

- Candidate engagement in a comprehensive and multifaceted knowledge and skills base that can be applied to and used in multiple contexts. (NTS 8, ETS 2, GCS 2, ISLLC 2, 3, 6)
- An acknowledgement of the belief that learning is an active and on-going process (Piaget, 1952)
- Providing candidates with direct experiences to ensure the ability to use and process information while seeking solutions (Piaget, 1969) (NTS 8, ETS 2, GCS 2 and 3, ISLLC 3)
- Placing candidates in authentic or "real" world settings so that learning has the potential to be meaningful (http://www.coe.uh.edu/~9chen/ebook/EFITT/cognitive.htm)
- Encouraging candidates to extend their ability to process and learn by reflecting on their experiences so that they can discover the wisdom of more informed and sophisticated teaching practices (Dewey, 1959; Reiman, 1999). (NTS 5 and 7, ETS 7 and 9, GCS 8, and ISLLC 5, 7)
- Providing opportunities for candidates to understand the impact that dispositions, attitudes, values, and beliefs have on student learning and development (Richardson, 1996). (NTS 1 and 2 and 3, ETS 3, and 4, and 5, GCS 2 and 3, and ISLLC 1, 6, 7)
- Assessing candidates and faculty using a variety of quantitative and qualitative measures, including authentic performance-based projects and action research (Keeting, Greenburg, Baldwin, Thousands, 1999; Shannon, 1990).

(http://curriculum.calstatela.edu/faculty/psparks/theorists/501/consti.htm) (NTS 4, ETS 1 and 6, GCS 1 and 6, ISLLC 2, 7)

- Encouraging faculty and public school practitioners to fulfill the role of facilitators of learning by constructing experiences in environments that stimulate candidates and provoke thought, action, and reflection. (Richardson, 1996; Miller, Wilkes, Sheetham and Goodwin, 1993) (NTS 5, ETS 7, GCS 9, and ISLLC 3, 5, 6,)
- Assessing the ability of candidates to demonstrate an awareness of and ability to account for learner diversity; including, gender, race, ethnicity, culture, and exceptionality in all aspects of the educational setting (Darling-Hammond, 2000). (NTS 1, 2 and 3, ETS 3, 4 and 5, GCS 2, 3 and 4, and ISLLC 1, 7, 11)
- Extending graduates' abilities to communicate effectively with students, parents, professional peers, and members of the community. The intention is to enhance the spirit of collaboration in an effort to evaluate and enhance the ability of the school to fulfill state and local educational objectives (Dewey, 1938/1959). (NTS 6, ETS 1 and 6, GCS 4; and ISSLC 3)
- Preparing pre-professionals and faculty who are able to effectively integrate technology into all aspects of the educational process in order to improve communication, teaching, learning, and assessment. (NTS 9, ETS 10, GSC 1, ISLLC 2, 9)
- Monitoring the extent to which each educator preparation program fulfills its goals and commitment to prepare graduates to demonstrate performance standards, as well as the system each uses to produce positive change (NCATE, 2000) (Program Reviews)
- Encouraging faculty and candidates to "apply scientific thinking to real life problems that exist in education in order to increase instructional productivity and to disseminate information to others to inform their practice" (Shannon, 1990; Keeting, et.al. 1999). (NTS 7, ETS 1 and 8, GCS 1, and ISLLC 3, 2, 6)

These themes of course, are widely recognized in professional literature as best practices in their own right, apart from their constructivist connections. While the academic autonomy of the faculty allows them to explore with candidates a wide variety of pedagogies, these constructivist ideals are recurrent themes that establish the basis for course content, objectives, activities, and assessments throughout all of our programs.

V. Knowledge and Skill Bases of Undergraduate Teacher Preparation Programs

In order to function effectively as a teacher (at the initial or advanced level), administrator, or school counselor, multiple areas of knowledge and skills are required. The process used to develop a mastery of the knowledge and skills needed to create effective, safe, and stimulating experiences for students varies according to each specific program's standards and outcomes. Undergraduate programs affiliated with the Professional Education Unit focus on the preparation of classroom teachers. Six learning categories have been defined: General Education, plus five teacher education categories: 1) Content Studies, 2) Professional Studies, 3) Pedagogical/ Methodological Studies, 4) Field and Clinical Experiences, and 5) the Capstone Course. Each of these categories is addressed separately in order to clarify the function each serves in the preparation of pre-professionals. It is important to note, however, that the categories are not perceived to be separate entities. Learning is continuous and on going. The program is delivered systematically; an overview of the sequencing is reflected in the chart presented below.

Category Sequencing and Implementation

(Initial Teacher Preparation Programs)

	Freshman Year	**Sophomore Year**	**Junior Year**	**Senior Year**
General Education	**xxxxxxxxxxxx**	**xxxxxxxxxxxx**	**xxxxxxxxxxxxx**	***Capstone***
Content Studies	**xxxxxxx**	**xxxxxxxxxxxx**	**xxxxxxxxxxxx**	**xxxxxx**

Professional Studies		**xxxxxx**	**xxxxxxxxxxxx**	**xxxxxxxxxxxx**
Pedagogical Studies			**xxxxxxxxxxxx**	**xxxxxxxxxxxx**
Field/Clinical/Capstone		**xxxxxxxxxxxx**	**xxxxxxxxxxxx**	**xxxxxxxxxxxx**

General Education

At the University, the process of developing a classroom teacher begins when students enroll in courses that fulfill general education requirements. General education requirements are organized into three categories: a required core, area studies, and an integrative component. The purpose of the required core is to refine essential skills in the areas of written and oral communication, computer basics, and mathematics. The area studies component provides students with discipline-specific content and skills, and courses must be taken from: 1) humanities, 2) natural and mathematical sciences, 3) social and behavioral sciences, and 4) practical living. The integrative component is a capstone course that is taken in a student's major or area of study.

While designed to serve all university students, the general education requirements foster the development of competencies that are absolutely essential for teachers. For future teachers, area studies coursework extends the general knowledge base beyond the essentials to help them become intellectually and culturally literate. As students move through the General Education Program they learn to think critically, solve problems effectively and responsibly, recognize and value the multicultural nature of America, and to respect the rights of all humans. The capstone (integrative component) experience provides an opportunity for teacher education candidate's to integrate the knowledge and skills learned throughout the undergraduate experience by applying these in authentic settings during a senior seminar and student teaching experiences. Because the general education requirements are delivered over four years, candidates also experience the idea that "learning is continuous, developmental, and interrelated" (Piaget & Inhelder, 1969).

Teacher Education Program

While teacher education candidates are pursuing their general education, they also begin to construct specialized knowledge related to their professional preparation. These experiences are generally organized into five categories: Content/Area Studies, Professional Education, Pedagogy, and Field/Clinical Experiences and the Capstone Course.

Content Area Studies

In 1983, "A Nation At Risk: The Imperative for Educational Reform by the National Commission on Excellence in Education," (as well as dozens of reform reports since) pointed out the need to strengthen the academic qualifications of school-based professionals. The faculty members at Morehead State recognized this need and have shaped ***content courses*** to ensure that candidates in the initial preparation programs have ample opportunity to grasp the ideas, theories, principles, skills, methods of inquiry, and information processing techniques that are essential to individual academic disciplines. Teacher education faculty members are expected to model best practices and create learning environments that challenge candidates to construct knowledge in meaningful ways. Ultimately candidates will be expected to document their mastery of discipline specific knowledge before completing their teacher education programs.

Professional Studies

Professional studies courses are designed and sequenced to ensure that candidates develop an understanding of the social, intellectual, and psychological foundations of schools as multi-faceted social institutions and of learners as developing individuals of immeasurable complexity. Two courses, Foundations of Education and Human Growth and Development, lay this theoretical groundwork for all programs, while other courses are specific to individual programs. For example, all candidates take a learning theories course, but they take the version aligned with their preparation program: early childhood, elementary, middle grade, or secondary.

Although these theoretical professional studies courses have different goals, they all engage candidates with constructivist models as well as more traditional approaches to learning. The ***foundations*** course provides an intellectual context for constructing one's understanding of the nature and purposes of schooling through examination of major ideas influences in the history of education and schooling in America from colonial times to the present. Constructivist epistemologies are introduced, as are the state initiatives, education resources, and standards, as well as the unit's conceptual framework. Future educators are challenged to think critically about their reasons for entering the profession and to reflect on their experiences as classroom observers in light of their newly developing knowledge, personal beliefs, and career expectations.

The ***human growth and development*** course explores constructivist and more authoritarian models of learning development, and encourages teacher education candidates to learn through participation in experiences with young learners (Piaget & Inhelder, 1969; Vygotsky, 1962). Learning is enhanced through the exploration of issues related to cultural diversity and the needs of exceptional learners. Candidates are encouraged to apply their knowledge to teaching practices that support the development, motivation, and achievement of all students (Darling-Hammond, 2000; Gardner, 1999).

This theoretical knowledge is not studied just as ivory tower scholarship, but through observations and interactions with children in school settings, future teachers are required to reflect upon and express the insights gained through field and clinical experiences.

Methods and Pedagogy Courses

Teachers must possess a variety of skills in order to transform theoretical knowledge into effective classroom practices. Methodology and pedagogy courses provide candidates with opportunities to develop and demonstrate the knowledge and skills necessary for designing, planning, implementing, and assessing learning and instruction. Courses in this category prepare candidates to understand the complex relationship among unique needs of individual learners, formalized lessons, units of instruction, and the overall curriculum of institutionalized education. Field experiences are required for each methods class in order to provide pre-service teachers with meaningful opportunities for practice and reflection (Dewey, 1959). Exposure to and use of state-generated curriculum guidelines, learner expectations, and assessment tools help candidates understand the professional realities they will face when they become practicing professionals.

Faculty members who mentor candidates during methods courses model a variety of classroom management techniques and research-based instructional practices. This is not only to enhance "mastery of content," but also to model for candidates the teacher's role as a professional decision maker – selecting and implementing a variety of strategies as individual situations warrant. Role playing, cooperative learning, case studies, and field experiences are all constructivist strategies used to provide candidates with opportunities to develop problem-solving skills related to classroom management, discipline, environmental safety and security issues.

Throughout all professional studies and pedagogy/methodology course work, pre-service teachers' dispositions are observed. Written and oral feedback is provided to candidates to ensure they understand the relationship between their attitudes and the creation of a positive environment for student learning (Dewey, 1959; Goldstein, 1999; Reiman, 1999). Social interaction skills are practiced and refined for the purpose of preparing pre-service professionals to foster positive relationships with students, parents, colleagues, staff, and administrators.

Field Experiences and Clinical Practice

Field and clinical experiences play a central role in the learning experience of pre-professional candidates because they enable candidates to construct their knowledge directly from the raw material of life, not from the sifted experiences of the worldviews of others. These field experiences follow a four-tiered developmental sequence - from initial anthropologically oriented observations to final whole-class teaching responsibilities – and parallel the candidates' own developing expertise and professional maturity. The chart on the next page shows the framework that has been created to enhance and improve the preparatory field and clinical experiences in our secondary education programs.

Prior to admission to the Teacher Education Program (TEP), candidates are primarily involved in observation and reflection about schools and children. Following admission to the TEP, candidates move into field experiences that require interaction with and/ or teaching a single student or a small group of students. As candidates begin methodology/ pedagogy coursework, the complexity of practice in the field increases, whether it is in terms of teaching a whole group or teaching for an entire class period. These experiences are designed to prepare the candidate for professional semester, the culminating and integrative clinical experience in the program.

Planned Field Experience Sequence

Level	**Courses**	**Primary Activities**
Level IV Field Experiences	Clinical Practice Semester	Full responsibility for classroom
Level III Field Experiences	Advanced and Content-Based Methods Courses. Examples: AGR 470, ART 300, 321 BIO 485, BIS 499C EDUC 333, 576, ENG 382, 500 FRN, SPA 405, HIST 499 HLTH 300, 304, 377,HS 388, 470 IET 392, 393, MTH 373, 374 MUSE 325, 335, 336, 375, 376 PHED 300, 303, 475	Guided Observation Tutoring Working with small groups Whole class and large group teaching Teaching full period
Level II Field Experiences	Applied theory classes and introductory pedagogy classes in content disciplines. Examples: EDSE 311, 312, 333 EDSP 332	Content Specific Observation Tutor small groups Whole class instruction

Level I Field Experiences	Education/Theory Courses: EDF 207 EDF 211 EDSP 230	General Observation Tutoring Aiding, grading Attend school board meeting Site Based Council Meeting

Capstone Course

Although the capstone course is the integrative component of the general education requirements of the institution, it is program specific. For teacher education programs, it is a seminar taken in conjunction with the professional semester. This experience: 1) helps candidates make the transition into the student teacher role, 2) provides support and feedback about the candidate's work in an actual public school classroom, and 3) supports the development of an exit portfolio. This document demonstrates the extent to which a candidate has constructed a functional body of knowledge as well as his/her ability to create nurturing learning environments for others. Ultimately the goal is to document that each candidate is prepared to design environments (document architectural skills) where young learners can construct their own knowledge and develop skills.

VI. Assessment

Assessment of candidates, programs, and faculty is continuous and infused into each teacher education program. In general, the purposes of assessment are to: 1) monitor candidate development toward the competency required of educators according to program specific performance standards (NTS,ETS,GCS, or ISSLC), 2) monitor faculty members' effectiveness as facilitators of this development, 3) provide specific feedback that will allow for development of individualized instructional and professional development activities, and 4) provide institutional feedback for program refinement and reporting documentation.

Candidate Assessment

Consistent with the pedagogical ideology expressed in the "Educator as Architect" theme, both traditional academic assessments and more authentic assessments are used throughout teacher education programs. In addition to a wide variety of individual course assessments, the initial teacher preparation program assesses candidates at four transition points: 1) Admission to the Teacher Education Program, 2) Prior to Student Teaching, 3) Throughout the Student Teaching Semester, and 4) Program Completion. The Undergraduate Teacher Educator Transition Points document has been inserted to clarify the types of assessment data collected and considered at each transition point, the person(s) or group responsible for evaluating the data and making a decision about each candidate's eligibility for continuation in the program, and the system used to inform candidates about their status. A review of this document will demonstrate that candidate's knowledge, skills and dispositions are assessed throughout the preparation program.

UNDERGRADUATE TEACHER EDUCATION CANDIDATE TRANSITION POINTS:

Transition Point	***Assessment Data***	***Decision Maker(s)***	***Outcome***
1) Admission to TEP	· ACT, PPST, or GRE Score(s) · Writing Sample Score · Recommendation Forms Initial Dispositions · Overall GPA (2.5) · Successful completion ENG 100, 200, PSY 154, CMAP 108, EDF 207, and EDF 211 · Department Interview Results	· Teacher Education Council	· **Department/Program Committee** recommends students for admission to Program. · **Director of Educational Service Unit** compiles lists from each program and presents whole list to Teacher Education Council · **Teacher Education Council** approves or does not approve recommendation made and students informed in writing of admission recommendation
2) Prior to Clinical Practice	· GPA (2.5), in all areas · Completion of Required Coursework · Completion of required PRAXIS Exam(s) · Successful disposition evaluation results	· Director of Educational Services Unit (DESU)	· Eligible or not eligible to enroll in student teaching in Public schools · Informed in writing DESU. When ineligible, deficiencies described in letter
3) Clinical Practice Evaluation	· KTIP or Other Observation Feedback · Portfolio documents which address each New Teacher Standard	· MSU Supervisor · Cooperating Teacher	· Successful completion of Student Teaching and Capstone

4) Program Completion	· Fulfilled all program requirements Transcript · Fulfilled all certification eligibility requirements	· Office of the Registrar · Certification Officer (ESU) tracks · State	· Eligible for graduation, diploma, informed in writing if ineligible for graduation. · Notified, in writing, (at last meeting of 499c classes) of any deficiencies that need to be handled to be recommended for certification · Letter of eligibility stating certification area(s)

Assessment of Dispositions: Dispositions are the "non-academic" attributes of professionals – including attitudes and values that ultimately manifest themselves in behavioral tendencies. Research indicates that such dispositions strongly influence candidate learning and development (Richardson, 1996; Reiman, 1999). The Teacher Education Council has approved a process for assessing eight specific ***dispositions*** for candidates seeking ***initial certification***. Prospective teachers, we believe, should be 1) passionate about learning, 2) enthusiastic about teaching, 3) committed to teaching responsibilities, 4) self-reflective, 5) hardworking, 6) resourceful problem solvers, 7) sensitive to individual differences, and 8) able to establish rapport. In addition to assessing candidates dispositions using a rubric faculty members can submit a disposition "Reporting Form" whenever she/he believes that a behavior warrants acknowledgement or review. Pre-service candidates are also required to complete the state mandated criminal check prior to their work in public schools.

Candidate ***dispositions*** are assessed as part of each ***advanced program***; however, the instrument, process, timing, and implications of results vary. The School Counselor candidates are assessed as part of the "Clinical Practice Progress Report". The dispositions essential to the development of good clinical skill are assessed as part of each course. Failure to demonstrate these course requirements, if not remedied, results is dismissal from the program. Two final formal evaluations of clinical skills occur during the pre-practicum and practicum experiences

Candidates seeking degrees in School Administration dispositions are assessed as part of their "Portfolio Evaluation." The rubric used to evaluate candidate performance articulated dispositions essential to effective administration. Candidates must select samples of coursework to document performance in relation to the dispositions clearly articulated in the rubric that has been developed by the department. The knowledge, skills and dispositions that are assessed parallel the ISSLC standards. Candidates must score a minimum of 12 points on the portfolio to be recommended for certification.

Since advanced teacher candidates are already certified classroom teachers, the dispositions that are assessed are: 1) The candidate is a life long learner who values continuous evaluation of his/her performance and engages in professional development and 2) The candidate is an action researcher who values continuous student assessment, communicates results to students and others, and uses findings to improves the teaching learning component. Dispositions are assessed, using a five tiered rubric, in a faculty member selected course (one for each degree or Rank II program).

Program Assessment

Program quality is monitored annually through a university designed reporting system that parallels the Nichols' Five Column Method of Program Evaluation. Each program is required to develop an assessment plan that: 1) identifies explicit links with the university vision, mission, and goals, 2) states explicit links to program goals, 3) articulates assessment measures and criteria for acceptable levels of performance, 4) includes actual performance data (aggregate when possible) used to determine if performance fulfills the stated criteria, and 5) addresses needs and methods for change, where appropriate, to improve performance. This emphasis on the assessment of programs use of candidate performance data, as opposed to teacher behavior data, is consistent with the constructivist focus on candidate work. Each programs faculty can however use considerable discretion in deciding what kinds of student work most accurately reflect program success. A revised computer database has been developed and is used to track student demographic, assessment, and performance information. Each fall semester, data is shared with faculty or the directors of each educator preparation program to be used to document candidate performance. Data is considered by the faculty and used to evaluate program strengths and weaknesses and ultimately to drive decision making in regard to program changes, thereby completing the assessment loop. The Annual Assessment Report is submitted to the Dean and Provost for review.

Faculty Evaluation

Faculty members are evaluated annually using the College of Education's Faculty Evaluation Plan (FEP). Each faculty member must submit a vitae and portfolio demonstrating success in teaching, service, and professional achievement. The FEP is designed to provide faculty members with an opportunity to create authentic assessments and to use a variety of artifacts for examining performance. In addition, the faculty member has the opportunity to select the documentation to be used to make his or her case. This approach is consistent with both the architect metaphor and constructivist theme, leaving teachers artistic room to construct not only their candidates' learning environment; but also to shape their own professional environments

Ultimately, department faculty members and or the chairs evaluate portfolios and make a recommendation on each faculty member's performance (department merit shares) which is sent to the Dean of the College of Education. The Dean is responsible for determining a faculty member's eligibility for consideration of an additional college merit share. Eligible faculty member's portfolios are evaluated by the college department chairs and recommendations for an additional merit share are forwarded to the Dean. The Dean communicates faculty performance recommendations to the Provost.

All aspects of assessment are addressed more explicitly in the College of Educations Continuous Assessment Plan.

VII. Technology

While computer technology can be used (and more often than not is used) for traditional receptivist education, it can also be utilized to foster a more candidate-driven, active, and creative approach to learning. It is our goal to use appropriate technology to transform the educational environment into an authentic, interactive, and socially rich experience. In 2000, a large PT3 (Preparing Tomorrow's Teachers to Use Technology) grant made a variety of technology infusion experiences available to candidates, faculty, administration, and partner teachers in area schools. For example, faculty members receive remuneration for completion of an on-line course on Integrating Technology in the Classroom followed by the course appropriate modifications based on the outcomes to be fulfilled. Candidates admitted to the Teacher Education Program are also encouraged to take the student version of this on-line course with no additional charge to the candidates. This is in addition to two required technology courses in the teacher education programs.

Additionally, a number of education courses are offered through the Kentucky Virtual University, distance learning, and web enhanced instruction. The Professional Education Unit at Morehead State University is utilizing these resources to educate, train, and empower students who are place-bound and to increase access to students served at the extended campus centers.

VIII. Advanced Professional Preparation Programs:

The conceptual framework metaphor, "Educators as Architects" applies to both the undergraduate and graduate professional education programs at Morehead State University. The focus of these programs is to help candidates learn to design environments in which public school students construct knowledge and develop skills that will prepare them to be lifelong learners. This theme is infused throughout the initial and advanced teacher preparation programs. It is also the basis for the graduate programs in school counseling and school leadership. In these programs candidates learn to use research-based best practices to prepare them to practice effectively in authentic school-based situations. In addition to the conceptual framework, the key elements of our undergraduate program outlined above, including the integration of technology, assessment, etc., are also incorporated into the graduate programs.

Knowledge and Skill Base for Graduate Programs

The knowledge base for coursework for advanced study is program-specific, reflecting the knowledge, skills, and dispositions that are essential for graduate level fulfillment of the standards set forth by the state for beginning and experienced teachers, administrators, and school counselors. Graduate programs build upon this foundation to: 1) deepen the experienced educators' knowledge and skills in their areas of specialization, 2) increase all educators' understanding of the developmental and learning needs of their students, and 3) enable educators' to become conversant with research literature. The courses are organized to incorporate the New and Experienced Teacher Standards, School Counselor Standards, and ISLLC School Administrator Standards. The goal of these programs is to enhance the career long efforts of professionals to become effective self-reflective practitioners and consumers of educational research (Richardson, 1996; Miller, Wilkes, Sheetham & Goodwin, 1993).

There are three domains common to the advanced program experience: 1) research studies, 2) content studies, and 3) integrative studies. The constructivist conceptual framework of Educators as Architects is infused throughout the graduate programs to give candidates an opportunity to connect their formal learning to the real world of public education. Candidates are provided experiences to help them learn to perform effectively in authentic school-based situations. Ultimately all graduate students must demonstrate knowledge, skills and dispositions that are critical to success as an experienced teacher, a school counselor, or an administrator.

There are three phases of assessment as candidates move through graduate study: 1) Admission to Graduate Study and an Educator Preparation Program, 2) Eligibility to sit for the exam(s), and 3) Program Completion. The specific data collected and used to determine candidate eligibility to continue in a program, the person(s) or group responsible for making the decision, and the mechanisms used to inform candidates about their status is articulated in the Graduate Transition Points document presented below.

GRADUATE EDUCATOR CANDIDATE TRANSITION POINTS:

Transition Point	***Assessment Data***	***Decision Maker(s)***	***Outcome***
1) Admission to program	Program specific requirements: · GRE Score · Undergraduate GPA · BA degree Certification or eligible for certification.	Department Chair or Department designated faculty Program Coordinator	Informed in writing about admission Status (3 category options): · Unconditional Admission · Conditional Admission · Denied Admission
2) Eligibility to sit for the Exam	· GPA 3.0 · Successful completion of all program specific requirements	Advisor	Signed permission to sit for the exam

3) Program Completion	Successful completion of required exit exam(s) Successful completion of all required course work GPA 3.0	Department Chair Graduate Committee (Program) Coordinator of Graduate Programs	Candidates informed in writing of exit exam results. Committee members sign the "***Program Completion Form",*** filed upon successful completion of required Exit Exam(s) Eligibility for graduation

<u>Research Studies</u>

The Research Design and Methods in Education (EDF 600) course is constructed to develop knowledge and skills leading to the candidates' abilities to: 1) select, delineate and state a research problem, 2) develop techniques of bibliography building, 3) select and implement methods of organization and investigation, 4) apply appropriate statistical methods when analyzing data, and 5) format a research paper according to American Psychological Association (APA) guidelines. This course challenges all graduate candidates' to design effective research models. It also addresses the use of research to inform individual and school/district-level educational practice through instruction in how to conduct and use action research. An additional program specific research course familiarizes candidates with current discipline-specific research and models, the literature upon which it is based, the sources/techniques used to access this research, and opportunities to develop research skills (http://curriculum.calstatela.edu/faculty/psparks/theorists/501/consti.htm)

<u>Content Studies</u>

Courses are designed to contribute to substantial growth and development of knowledge and skills addressed in program specific standards. Courses address appropriate standards and learning opportunities. Successful completion of all required course work results in candidate exposure to and demonstration of the competence in the full spectrum of standards. To ensure that individuals fulfill program requirements when completing elective course or cluster to build a specific body of knowledge related to their professional roles the guidelines and standards of the appropriate learned society or professional association have been integrated into the decision-making process regarding course content, course requirements, program outcomes, and assessment.

Integrative Studies

A variety of purposes are fulfilled and different formats are used to provide candidates in advanced programs with meaningful on-site experiences intended to develop and document their ability to mesh theory with practice. Clinical and field experiences are an integral part of all advanced programs and include: collaboration, applied research, curriculum analysis and revision, analysis of the education community, evaluation of management systems, program planning and evaluation, educational leadership, analysis of counseling techniques, and practice using clinical skills. These experiences occur in genuine educational settings, often in the candidates' own classrooms or schools, thus giving them the opportunity to view themselves, their students, the learning environment, and their work from a different perspective (http://www.coe.uh.edu/~9chen/ebook/EFITT/cognitive.htm). Through application of expanded knowledge and skills in real world settings, candidates are able to construct meaningful learning environments of their students (Dewey, 1959). Through reflection, assessment, and self-analysis, candidates continue to grow and develop as practitioners.