

## SECTION II - UNIT CONCEPTUAL FRAMEWORK

### Introduction

The institutional mission of Marietta College serves as the foundation upon which beliefs of professional education faculty and concerned stakeholders in P-12 schools are combined with current theory and research, state and national standards, and standards of specialized professional associations to form the conceptual framework. The Marietta College Education Department theme, *Preparing Educators as Leaders for 21st Century Schools*, and the components articulated by the conceptual framework serve as the unifying thread that guides candidate performance outcomes and the system by which the unit, its programs, and its candidates are assessed (see Figure i, p.14).

### Preparing Educators as Leaders for 21<sup>st</sup> Century Schools

The Marietta College Education Department believes that in order for its program completers to impact schools in the twenty-first century, candidates must possess the knowledge, skills, and dispositions appropriate to their content areas and the pedagogical skills to allow them to successfully work with the diverse students in their classrooms. Furthermore, candidates must become reflective, lifelong learners who are able to seek and use ever growing, ever changing bodies of knowledge and new technologies. Marietta College candidates need to become risk-takers who will lead change in their classrooms, schools, and districts. Through its undergraduate professional licensure programs and its Master of Arts in Education program for licensed classroom teachers, Marietta College endeavours to provide candidates with the experiences which will enable them to become Educator Leaders who 1) empower all students to learn through the use of effective pedagogy, assessment tools, and appropriate technologies, 2) demonstrate content knowledge and model the knowledge, skills, and dispositions they expect of their students, 3) demonstrate efficacy by holding high expectations for all students, respecting student diversity, and making accommodations to ensure that all students will learn, 4) act as change agents who are willing to try new approaches to solve problems and who are willing to take risks to challenge the status quo, 5) develop professional relationships which enable them to collaborate with colleagues, families, communities, and professional organizations for the purpose of facilitating student learning, and 6) exhibit characteristics of lifelong learning including the development of short and long term professional goals, reflection, action research, and ongoing professional development. Each of these components along with its underlying knowledge base is expanded upon below.

### Knowledge Base for the Conceptual Framework

The *Educator as Leader* theme of the conceptual framework and its six components are based on theory, research, the wisdom of practice, and education policy and is designed to align with Marietta College's core value emphasizing leadership. Framework components have been identified by Marietta College education faculty as critical to candidate success in fostering student learning and reflect beliefs of the faculty and major stakeholders in PK-12 school settings in the greater Marietta area. Education faculty believe that candidates must be leaders within their classrooms and within the broader arena of their schools and communities. This

belief is centered in research which outlines the changed conceptions of leadership which will characterize effective schools in the future (Boyer, 1995; Fuller and Olsen, 1998; Goodlad, 1984; Schlechty, 1997). Candidates need to be prepared to lead change efforts that focus on a decentralized approach where leadership belongs to everyone. They need to be prepared to take their places in learning communities where teachers collaborate with students, families, administrators, and others in the professional community in an ongoing dialogue about teaching and learning. Within their individual classrooms, candidates need to exhibit leadership behaviors characterized by vision, modeling, and empowerment (Johnson, et.al., 2002; Sheive and Schoenbeit, 1987). Additionally, framework components are grounded in standards for the initial and continuing preparation of teachers as articulated by the Interstate New Teacher Assessment and Support Consortium (1993) [adopted by Ohio for the Ohio Teacher Education and Licensure Standards (1999)] and the National Board for Professional Teaching Standards (1994). Candidate outcomes and conceptual framework components are further aligned with Praxis III assessment criteria.

The discussion that follows reviews the knowledge base and professional standards upon which the conceptual framework components rest. Bold-faced text indicates the commitment to diversity and technology which is integrated throughout the conceptual framework.

**I. Empower Students** ( INTASC Standards 1 through 8; NBPTS Standards 2,3) - Marietta College seeks to prepare candidates who are **able to empower a diverse range of students to learn** by articulating a vision of what their students should know and be able to do and effectively using pedagogical knowledge and skills to bring that vision to reality. (Sheive and Schoenbeit, 1987). As Educator Leaders, **candidates utilize knowledge of individual learning styles, stages of development, exceptionalities, and diverse cultural backgrounds of their students to guide classroom instruction.** They possess skills in assessment and pedagogy to empower every student to reach his or her full potential. **Technology is seen as a tool that can be integrated into classroom instruction to provide students with opportunities to construct new knowledge, to facilitate student collaboration, to motivate students to share knowledge with others and to meet diverse learning styles present in classrooms.** The shift from the perception that the teacher simply disseminates information to the recognition that the teacher develops learners has resulted from a renewed understanding of the nature of human learning to one of constructing knowledge and connecting experiences to prior knowledge. Candidates empower students through the use of research-based, learner-centered **pedagogy that recognizes diversity of student backgrounds and abilities.** (Haberman, 1991; Kohn, 1998; Means, Chelemer, and Knapp, 1991; Oakes and Lipton, 1999; Vygotsky, 1978, 1986). Approaches used by candidates involve students in meaningful engagement, allow students to actively construct new knowledge, and assist students in connecting new material to prior knowledge.

Two of the three types of knowledge identified by Shulman (1987) as critical for teacher success deal with how the teacher plans and carries out instruction. The first of these is pedagogical-content knowledge, which is related to discipline-specific methods used to help students understand content. Marietta College believes that candidates must be exposed to opportunities to learn about pedagogy in their disciplines and have multiple

experiences practicing these pedagogies with students to bridge the gap between theory and practice. Shulman's second type of teacher knowledge is pedagogical knowledge, which relates to more generic, effective teaching behaviors across discipline areas. Pedagogical knowledge results from candidate knowledge and experiences with child development, classroom management, assessment, planning, and motivation. These two types of pedagogical knowledge serve as the basis for this component of the conceptual framework. Tom's definition of a teacher as one who engages in "moral craft . . . a reflective, diligent, and skillful approach toward the pursuit of desirable ends" (1984, 129) further describes this goal for Marietta College candidates. Marietta College seeks to prepare candidates who possess knowledge which is the "joint product of wisdom about teaching, learning, students, and content . . . (including) the most appropriate ways to present the subject matter to students" (NBPTS, 1994, 19-20).

Candidates gain pedagogical knowledge and skills through **study, observation, and focused interaction with diverse students in field and clinical experiences. Teacher candidates demonstrate the ability to organize and present content, assess student learning, and integrate technology when planning lessons and units for a diverse range of students** and by creating effective environments for student learning. Each candidate's performance in the knowledge, skills, and dispositions associated with empowering students to learn is assessed through a system of field and clinical experiences, performance in professional education courses, capstone portfolio artifacts that demonstrate instructional planning, assessment, and student learning, and the Praxis II Principles of Learning and Teaching Exam. Aggregated results of these assessments as well as Praxis III results from program completers and surveys of graduates and cooperating teachers enable the unit to assess its performance in this area..

**II. Demonstrate Content Knowledge** ( INTASC Standard 1; NBPTS Standard 2) - As Educator Leaders, candidates possess a thorough knowledge of the content areas they teach. They serve as both intellectual guide and model of the knowledge, skills, and dispositions they desire in their students. Additionally, Educator Leaders exhibit an enthusiasm for learning which is shared with students and fellow teachers. Candidates need to be ready to take on the immense task of "supplying to the young a disciplined encounter with all the subject matters of the human conversation" (Goodlad, 1990, 49) All candidates for initial licensure begin with a strong liberal arts foundation that is developed through required general education coursework. Candidates preparing for middle childhood licensure have concentrations (26 to 30 hours) in two academic areas while candidates preparing for work at the adolescent/young adult level, complete academic majors in their content areas. **All candidates are required to demonstrate knowledge and skill in the use of technology which is specific to their content areas and to classroom instruction.** Shulman (1987) identifies content knowledge, the teacher's knowledge of the discipline, as one of the three essential knowledge areas for effective teachers. It is imperative that Educator Leaders "understand the central concepts, tools of inquiry, and structures of the disciplines they will teach" (INTASC, 1993 ), know how to best share that knowledge base with students, and "serve as models for a vast range of behaviors" (Woolfolk, 1998, 223). Requirements for what Marietta College candidates need to know in their content areas are based on standards of learned

societies including IRA, NAEYC, NCSS, NCTE, NMSA, NCTM, and NSTA which, along with Ohio's K-12 academic standards, guide program development.

Additionally, candidates' dispositions about the subject matter to be taught are crucial to their success as teachers (Wilson, Shulman, and Richert, 1987). They must be committed to the disciplines they teach and pass that commitment on to their students. This emphasis on teacher disposition toward subject matter is based on research that identifies that the way a teacher shows enthusiasm for the content will have a positive effect on student learning (Collins, 1978; Rosenshine and Furst, 1973).

Candidates gain content knowledge, skills, and dispositions in required content area courses and during field and clinical experiences. Content knowledge, skills, and dispositions are assessed during field and clinical experiences, through portfolio submissions, content area course performance and recommendations from content area faculty, and Praxis II content exams. The unit uses aggregated results from performance evaluations and tests scores along with feedback from graduates and cooperating teachers to assess its performance in this area.

III. Demonstrate Efficacy ( INTASC Standards 2, 3; NBPTS Standard 1) - Marietta College strives to ensure that candidates gain a sense of efficacy that is based on the **belief that every child can learn** and that the responsibility for learning in school resides not in the student, but with the teacher. This implies that **regardless of socioeconomic class, race, gender, ethnicity, learning style or disability, every child has the ability to succeed** and that regardless of the conditions their students face, they as teachers and leaders in their schools bear a primary responsibility for sparking their students' desire to learn (Haberman, 1995). This framework component is further based on research that affirms the idea that an educator's belief in a child strengthens that child's will to succeed (van Manen, 1991) and that **culturally responsive instructional strategies result in higher achievement** (Ladson-Billings, 1994). Furthermore, research shows that teachers' dispositions and expectations toward children profoundly influence their learning opportunities and ultimately their academic and social adjustment (Haberman, 1995; Rist, 1970; van Manen, 1991). **Candidates learn through observations and interactions with students from diverse socioeconomic backgrounds, ethnic and racial groups, gender categories, and abilities that all students are capable of learning. Candidates develop a repertoire of culturally responsive instructional strategies and technological skills that enables them to make appropriate instructional decisions to enhance students' opportunities to learn.**

The Marietta College **teacher education candidate develops the knowledge, skills, and dispositions to work with students of diverse abilities, backgrounds, and exceptionalities during a carefully planned program of field and clinical experiences.** Throughout these experiences, the candidate reveals his sense of efficacy through reflective journals and portfolio submissions that indicate the use of a range of instructional strategies that accommodate learning by all students. The efficacy demonstrated by each candidate is assessed through field and clinical evaluations and

portfolio pieces. The unit uses aggregated results of these assessments along with feedback from cooperating teachers and graduates to assess its performance in this area.

**IV. Become Change Agents** ( INTASC Standards 1,4; NBPTS Standards 4, 5) - One goal in creating educators who will be leaders in 21st century schools is to lead candidates to the realization that change is complex and filled with uncertainty. Frequently, as they question and confront the status quo, candidates will be compelled to take risks to make their schools, classrooms, and communities into places which better facilitate student learning. **By modeling the use of new instructional methods and technology in their classrooms, Educator Leaders can take on the role of change agent in their schools.** Inherent in this goal is the belief that change is too important to leave to administrators. Problems can be better solved through collaboration, and bottom-up strategies must be combined with the traditional top-down models so that every person is a change agent ( Fullan, 1991, 1993). Educator Leaders are prepared to use their professional knowledge and skills to engage in effective classroom practices and to improve the culture of their schools. ( Fullan & Hargraves, 1996 ). As teachers who are leaders of change, they build “new learning environments” that enable students to develop higher-order thinking skills to research, analyze, and creatively solve problems in the future (CEO Forum on Education and Technology, 1999).

Candidates apply knowledge and skills learned in college coursework to their work in P-12 schools even when these practices might be new to the existing school culture. **In field and clinical experiences, candidates serve as models in the effective integration of technology to enhance student learning** and demonstrate a willingness to be risk-takers and problem solvers who strive for effective change in their schools and classrooms. Candidates demonstrate their growth in the ability to take on the role of change agent when they take the initiative to attempt new approaches to teaching for student learning which may differ from approaches used at their school sites. The candidate’s willingness to become a change agent is assessed through field and clinical evaluations and portfolio submissions. The Education department uses aggregated results of these assessments, along with survey data, to assess performance in this area.

**V. Develop Professional Relationships** ( INTASC Standard 10; NBPTS Standard 5) - As Educator Leaders, candidates are prepared to be members of learning communities who collaborate with other stakeholders to facilitate student learning through attention to the needs of individual students and school-wide improvement (Corrigan, 1996; Diez, 1996; Fuller, M.L. & Olsen, G., 1998) Professional relationships within and beyond the school are essential to addressing needs of individual students and to creating effective schools. To address the complex problems facing individual children and families in today’s society, candidates must learn to play a collaborative role in addressing individual student needs. This collaboration involves colleagues, families, community agencies and resources, and social service agencies. Corrigan reminds us that “interprofessional collaboration is not an option today, it is a necessity and obligation of professional leadership” (1996, p. 162). He contends that “community of kinship, place, and mind” all need to be part of the definition of community essential to creating healthy, humane communities. “Community of kinship” results from relationships among people

who have a unity of purpose. “Community of place” results from individuals sharing a common locale such as a school or a community. “Community of mind” emerges from the “bonding of people around common goals or values” (1996, p. 143). This same call for collaboration applies to efforts for school improvement. Candidates need to be prepared to work collaboratively through local sources and through their professional organizations. According to Diez (1996, 24), “Schools and teachers engaged in reform or restructuring are recognizing the need to work collaboratively with business and community persons, parents, and their students. **They are challenged to work together in creating integrated curricula, in making links between school and the workplace, and in developing their ability to use technology as a resource for teaching and learning.** (p. 24)”

Teacher candidates experience opportunities for growth in developing professional relationships through collaboration with peers and clinical faculty during field and clinical experiences, **use of a variety of communication tools, including technology, to collaborate with families**, involvement in professional education campus organizations, and through the use of community and professional resources during field and clinical experiences. Each candidate demonstrates knowledge, skills, and dispositions in this area through field and clinical experience evaluations and capstone portfolio pieces. The unit uses this information along with survey results to assess its performance in preparing teacher candidates for professional collaboration.

**VI. Become Lifelong Learners** ( INTASC Standard 9; NBPTS Standard 4) - Educator Leaders demonstrate lifelong learning as they continue to reflect on their practice and grow in both knowledge of content and pedagogical skills. Marietta College strives to create candidates who are able to reflect on and learn from their experiences and who value continuing professional development. Research has found that teacher expertise is a significant predictor of student academic success and this expertise needs to come as a result of sustained professional development (Cotton, 2002; Cramer, Hurst, & Wilson, 1996; Packard, 1993). In addition to being grounded in important knowledge and skills, the most effective teachers are individuals who can approach unique situations with a reflective, problem-solving orientation (McIntyre, 1996; Schon, 1983, 1986; Wellington, 1991). Bredecamp and Copple (1997) acknowledge that while guidelines can inform teachers, they need to have the ability to reflect on situations using their knowledge of how students learn in multiple contexts in order to make informed decisions. It is this ability to look critically at their own experiences which will guide candidates’ professional development as educators.

As lifelong learners, Educator Leaders show their students through example that “learning is an ongoing, life-enriching process” (Marietta College Mission Statement, *Marietta College Catalog*, p. 4) Candidates begin to develop this disposition as they engage in reflection and research in coursework and field and clinical experiences, and through the articulation of short-term and long-term professional goals. Each candidate submits portfolio pieces to document growth in this area, particularly in the area of self-reflection on teaching. The Education Department uses aggregate results of portfolio

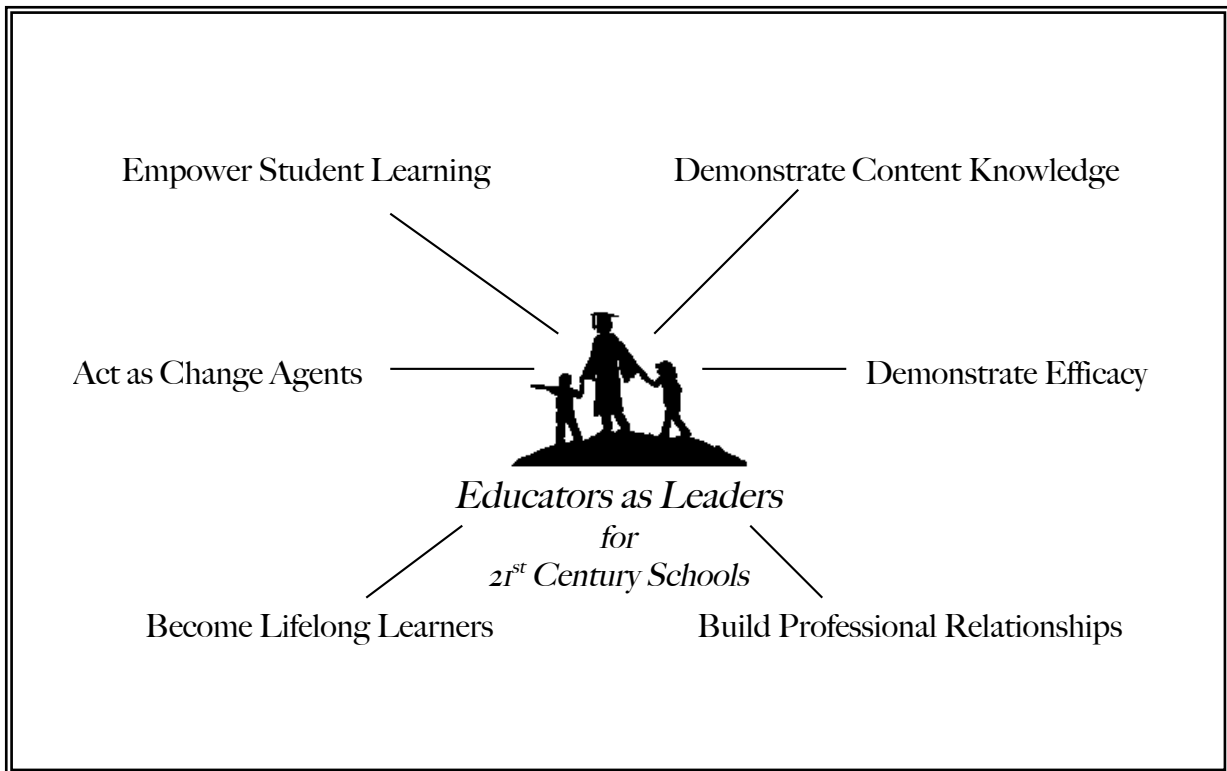
assessments and results of graduate surveys to assess unit performance in preparing candidates to be lifelong learners.

**To accomplish the goal of becoming Educator Leaders, candidates are provided with . . .**

- a well founded knowledge base in the liberal arts, in their content areas, and in professional education so they can organize content knowledge for student learning,
- a series of well-designed, developmentally structured field and clinical experiences to gain practice in teaching for student learning,
- a focus on human interactions and diversity to create an optimal learning environment in which all students can learn,
- role development as a professional who must maintain ethical and professional relationships with students, parents, community members, and colleagues,
- and significant experiences with technology as an integral part of the teaching/ learning process.

The Education Department’s conceptual framework for teacher education is consistent with the mission of Marietta College which is to “. . . provide students with an integrated, multidisciplinary approach to critical analysis, problem solving, and the leadership skills to translate what is learned into effective action . . . providing a bridge between the world of thought and the world of action”( *Marietta College Catalog,2001-2002* p. 4 - 5 ).

*Figure i: Marietta College Education Department Conceptual Framework*



## Candidate Knowledge, Skills, and Dispositions

The *Educator as Leader* framework serves as the context for the knowledge, skills, and dispositions that have been articulated for all candidates in the undergraduate professional education program and candidates enrolled in the Master of Arts in Education program. Initial licensure outcomes (Table 3) are aligned with INTASC Standards and with Praxis III domains. Master of Arts in Education outcomes (Table 4) are aligned with INTASC and National Board for Professional Teaching Standards core principles.

*Table 3: Initial Licensure Candidate Outcomes*

<b>Candidate Outcome</b>	<b>Educator As Leader Conceptual Framework Component</b>	<b>INTASC/ Ohio Licensure Standards</b>	<b>Praxis III Domain</b>
<i>Marietta College teacher education candidates will be able to . . .</i>			
<b>Knowledge</b>			
1. Demonstrate thorough knowledge of content within their disciplines.	II	A	A,C
2. Articulate an understanding of the scope and sequence of knowledge as outlined in P-12 academic content standards.	I, II	A, D	A
3. Demonstrate knowledge of general concepts, theories, and research in effective teaching and knowledge of pedagogy within their content areas to promote student learning.	I	D, E, F, G	A,B,C
4. Demonstrate knowledge of cultural, racial, ethnic, socioeconomic, gender, and learning style diversity and its implications for professional practice.	I, III	C	A
5. Demonstrate knowledge of a wide range of technology that can be used to enhance professional practice and promote student learning.	I, III	E, F, G	C
<b>Skills</b>			
6. Develop clear learning goals appropriate <u>for all students</u> .	I, II, III	B, C, D	A
7. Select and utilize appropriate methods, materials and instructional activities that align with goals and accommodate diversity in students' backgrounds, abilities, and learning styles.	I, II, III	B,C, D	A,C
8. Integrate multicultural materials and methods into instruction.	II	C	A, C
9. Demonstrate a variety of approaches to monitor and assess student learning.	I, II, III	H	A,C
10. Communicate appropriate learning expectations <u>for all students</u> .	I, III	F	B

<b>Candidate Outcome</b>	<b>Educator As Leader Conceptual Framework Component</b>	<b>INTASC/ Ohio Licensure Standards</b>	<b>Praxis III Domain</b>
11. Create a classroom environment that promotes fairness and is safe and physically conducive to learning.	I	F	B
12. Integrate technology as a learning and teaching tool throughout the curriculum.	I, II,IV	E, G	A,C
13. Utilize reflection as a tool for self-assessment and continued learning.	VI	I	D
14. Utilize a variety of techniques for communicating with families to promote student learning.	V	J	A, D
15. Utilize professional collaboration and school and community resources to promote student learning.	V	J	A, D
<b>Dispositions</b>			
16. Demonstrate responsible and ethical behavior in college and P-12 settings.			
17. Model professional dress, language, and demeanor in school settings.			
18. Respect cultural diversity of students and their families.	I, III	C	A, B, C
19. Appreciate diversity in student backgrounds, experiences, and abilities.	I, III	C	A, B, C
20. Exhibit a belief that all children can learn	III	B, C	B, C
21. Exhibit a willingness to collaborate with professional colleagues.	V	J	D
22. Appreciate the role of families in facilitating student learning.	V	J	D
23. Exhibit a willingness to try new methods and technologies to enhance student learning.	IV	E	A, C
24. Possess a positive attitude toward learning as an ongoing, life-enriching process.	II, VI	I	D
25. Demonstrate a willingness to assume leadership roles in the college and P-12 classroom.	IV		D

Table 4: Master of Arts in Education Candidate Outcomes

<b>Candidate Outcome</b>	<b>Educator As Leader Conceptual Framework Component</b>	<b>INTASC/ Ohio Licensure Standards</b>	<b>National Board for Professional Teaching Core Principles</b>
<i>Marietta College Master of Arts in Education candidates will be able to . . .</i>			
<b>Knowledge</b>			
1. Demonstrate knowledge of research tools for improving content knowledge and pedagogy.	I, II, VI	A, B, D	2, 4
2. Demonstrate knowledge of diversity and its implications for school practices.	I, III	C	1
3. Demonstrate knowledge of assessment tools and their uses in instructional decision making.	I	H	3
<b>Skills</b>			
4. Model best practice in classroom settings to maximize opportunities for student learning.	I	D, E, F	2, 3
5. Make innovative use of technology to increase student learning and enhance professional practice.	I, IV	E, G	2, 3
6. Apply research and reflection to their professional settings.	VI	I	4
7. Demonstrate active involvement in the community and interaction with colleagues.	V	J	5
<b>Dispositions</b>			
8. Value interaction and collaboration with professional colleagues	V	J	5
9. Value their abilities to act as change agents in classrooms and schools.	IV	I	4
10. Appreciate professional development and its role in enhancing personal growth, content knowledge, and professional skills.	I,II, VI	I	4
11. Appreciate socioeconomic, cultural, racial, ethnic, gender, and academic diversity.	III	C	1
12. Appreciate the role of the teacher in ensuring all children reach their full potential.	I, III	C	1

#### Assessment of Candidate Performance

The Marietta College Education Department uses a comprehensive collection of assessments at various points in the candidate’s program to assess candidate knowledge, skills, and dispositions. All assessments are aligned with conceptual framework components and program outcomes. Table 5 describes the candidate performance assessment system at each major decision point in the undergraduate initial licensure program. Decision points in the Master of Arts in Education

program are depicted in Table 6. All assessments and their alignment with the conceptual framework are further explained under standard 2 along with the process for data collection and analysis, use of data for program assessment and modification, data used to evaluate unit operations and review of assessments for validity and fairness.

*Table 5: Education Licensure Programs - Major Decision Points and Assessments*

<p><b>Stage 1 – Intent to Pursue Licensure (no assessment at this point)</b></p> <ul style="list-style-type: none"> <li>• Candidate enrolls in Education 110 and completes Intent to Pursue Licensure form</li> <li>• Candidate file is established</li> </ul>
<p><b>Stage 2 – Admission into Professional Education</b></p> <ul style="list-style-type: none"> <li>• Basic Skills Assessment: Praxis I PPST Reading (175), Writing (173), and Mathematics (174) or ACT (23 composite) or SAT (1060 composite)</li> <li>• Assessment of oral and written communication: <ul style="list-style-type: none"> <li>○ Grade of C or higher in English 101 (English composition)</li> <li>○ Grade of C or higher in Communications 101(public speaking)</li> <li>○ Writing Sample - Essay explaining why the candidate wishes to become a teacher</li> </ul> </li> <li>• 2.75 minimum overall cumulative G.P.A.</li> <li>• 3.0 minimum average in education coursework (110, 130, 202, 253) with a minimum grade of C in all education courses</li> <li>• Grade of B or higher in initial field experiences ( 111/131/151 and 211/231/251)</li> </ul>
<p><b>Stage 3 – Admission to Student Teaching</b></p> <ul style="list-style-type: none"> <li>• Satisfactory Ratings (acceptable level or above for all field experiences)</li> <li>• 2.75 minimum overall cumulative G.P.A</li> <li>• 3.0 minimum average in education coursework (110, 130, 202, 253) with a minimum grade of C in all education courses</li> <li>• 2.67 (B-) minimum cumulative G.P.A. in licensure content courses for adolescent young adult and middle childhood candidates</li> <li>• Acceptable ratings by content area faculty on content recommendation form</li> <li>• Grade of C or higher in Math 113 (early childhood candidates)</li> </ul>
<p><b>Stage 4 – Program Completion and Recommendation for Teaching License</b></p> <p>Program Completion:</p> <ul style="list-style-type: none"> <li>• 2.75 minimum overall cumulative G.P.A.</li> <li>• Acceptable scores in each area of the student teacher evaluation rubric</li> <li>• Acceptable scores on all sections of the capstone portfolio rubric</li> </ul> <p>Recommendation for Ohio Teaching License:</p> <ul style="list-style-type: none"> <li>• Successful performance on required Praxis II content and Praxis II Principles of Learning and Teaching exams</li> <li>• Completion of required background check</li> </ul>

Table 6: Master or Arts in Education - Major Decision Points and Assessments

<p>Stage 1 – Admission to the M.A.Ed. Program</p> <ul style="list-style-type: none"> <li>• Minimum G.P.A. of 3.0 in undergraduate course work</li> <li>• Minimum score of 42 on the Miller Analogies Test</li> <li>• Two written recommendations</li> <li>• Writing Sample – Essay on experiences with diversity</li> </ul>
<p>Stage 2 – Mid-Point Portfolio Evaluation</p> <ul style="list-style-type: none"> <li>• Minimum cumulative graduate G.P.A. of 3.0</li> <li>• Overall rating of acceptable progress on portfolio submissions</li> </ul>
<p>Stage 3 – Program Completion</p> <ul style="list-style-type: none"> <li>• Minimum cumulative graduate G.P.A. of 3.0</li> <li>• Overall rating of acceptable on all portfolio submissions</li> <li>• Successful completion of Education 690 Research Practicum</li> </ul>

The unit also conducts surveys of student teachers, cooperating teachers, and program graduates. These survey instruments are aligned with conceptual framework components and program outcomes. Assessment data is aggregated and used to assess and modify programs and unit operations.

### **Evidence for the Conceptual Framework**

The following paragraphs explain how the conceptual framework meets the NCATE expectations for shared vision, coherence, professional commitments and dispositions, commitment to diversity, commitment to technology, and candidate proficiencies.

#### Shared Vision

The *Educator as Leader* conceptual framework has evolved as the result of the shared wisdom and experiences of faculty and major stakeholders who are represented by the Teacher Education Advisory Committee, knowledge gained through research, and state and national standards.

In the spring of 1999, Education Department faculty met to discuss the development of a conceptual framework. From the outset, Department faculty felt very strongly that the conceptual framework should be grounded in Marietta College’s commitment to preparing students to assume leadership roles in society. The outcome of these discussions was the initial *Teacher as Leader* framework, which borrowed heavily from the College’s mission. The following spring, a meeting of education faculty and the Teacher Education Advisory Committee focused on the sharing of beliefs and knowledge bases on which members based their teaching philosophies and teacher preparation practices. These belief statements were incorporated into the conceptual framework. In the spring of 2001, belief statements were used to come to consensus and develop the six components which would comprise a revised *Educator as Leader* framework. Discussion also centered on how program outcomes could be redesigned to align with the six components. Table 7 outlines changes made to the conceptual framework since its inception.

*Table 7: Development and Revision of the Conceptual Framework*

Date	Involved Stakeholders	Action Taken
Spring 1999	Education Department Faculty	Development of the initial conceptual framework, Teacher as Leader, based on the Marietta College mission
April, 2000	Education Department Faculty Education Advisory Committee	Articulation of belief statements which became part of the conceptual framework
August, 2000	Education Department Faculty	Review of revised conceptual framework with belief statements and discussion of how to incorporate framework into all courses and experiences
April, 2001	Education Department Faculty	Department retreat to review conceptual framework. Consensus reached on six characteristics of effective teacher leaders which were drawn from belief statements. The term “educator” was selected to replace “teacher”
April 2001	Education Department Faculty Education Advisory Committee	Revised “Educator as Leader” conceptual framework and its six components shared with Advisory Committee for their feedback
August 2001	Education Department Faculty	Revisions made to the mission statement to better incorporate evaluation components which are tied to program outcomes
February, 2002	Education Department Faculty	Assessment components are tied to program outcomes and added to conceptual framework document
August, 2002	Education Department Faculty	Department members contribute to the update of knowledge bases
August, 2003	Education Department Faculty	Program Outcomes are revised to distinguish among knowledge, skills, and dispositions.

A file documenting the evolution of the conceptual framework will be available in the evidence room during the onsite visit.

The Education Department Advisory Committee, comprised of education department faculty, P-12 classroom teachers, school administrators, candidates, arts and sciences faculty, and community members, provides ongoing input into program outcomes, candidate experiences, and assessment. The Standard 2 section will describe how this group has provided valuable assistance in the development and validation of assessment rubrics. Program input is also received from all cooperating teachers through a yearly survey instrument that is aligned with the conceptual framework.

The conceptual framework is shared with all program stakeholders. It is highlighted in the Marietta College Field and Clinical Experience Handbook, which is given to all cooperating teachers. Candidates are first introduced to the conceptual framework in Education 110, *Principles of Education*, taken prior to admission to the Professional Licensure Program. Framework components and candidate outcomes are articulated in both the undergraduate Marietta College Teacher Education Handbook and the Master of Arts in Education Handbook. Arts and Sciences faculty gain understanding of the conceptual framework through meetings with Education Department faculty members who serve as liaisons with other departments. A bulletin board in Erwin Hall, home of the Education Department, serves as a display area where photos of candidates depicting conceptual framework components are displayed.

### Coherence

Coherence among programs, courses, field and clinical experiences, and assessments is achieved through alignment with the conceptual framework. Coherence is enhanced by the governance structure of the Education Department. Full time faculty members and the Field Experience Director meet weekly to discuss courses, field experiences, and assessments. Course development and program design is a collaborative effort by all department members. A consistent core of adjunct faculty are used to ensure continuity and coherence with the courses and services they deliver. Adjunct faculty attend advisory committee meetings and meet at least once a year with full time faculty to discuss the program. Adjunct faculty demonstrate a solid knowledge of the conceptual framework through their course syllabi and expectations for candidates.

Examples of ways in which coherence is evidenced are listed below.

- Candidate outcomes for each program are aligned with the conceptual framework.
- All courses in the initial licensure program and the master of arts in education program align course objectives with the six conceptual framework components. This alignment is communicated on each course syllabus.
- Course syllabi at all levels indicate how diversity and technology are addressed in the course.
- Evaluation rubrics for field experience and student teaching and the evaluation rubric for the capstone portfolio are aligned with conceptual framework components and the stated knowledge, skills, and dispositions for candidates.
- The evaluation rubric for the Master of Arts in Education portfolio is aligned with the conceptual framework.
- Surveys of student teachers, graduates, and cooperating teachers are aligned with the conceptual framework and used to assess the unit's efforts to prepare candidates who exhibit the framework's knowledge, skills, and dispositions.

The section under Standard 2 will provide evidence of the alignment of assessments with the conceptual framework. Course syllabi and assessments will be available in the evidence room during the onsite visit.

### Professional Commitments and Dispositions

The unit's professional commitments to preparing educators who empower students to learn, demonstrate content knowledge, display efficacy, act as change agents, engage in professional collaborations, and value lifelong learning are evident in the *Educator as Leader* conceptual framework. The development of programs, courses, field experiences, and assessments is grounded in these professional commitments.

Dispositions for all candidates are identified in the candidate outcomes for the initial licensure program and for the Master of Arts in Education program. These dispositions are demonstrated and assessed through field and clinical experiences, performance in coursework, and portfolio submissions. Table 8 depicts dispositions aligned with each of the six components of the conceptual framework.

*Table 8: Dispositions Identified by the Conceptual Framework*

<i>Educator as Leader</i> Component	Teacher Licensure Program Dispositions	Master of Arts in Education Dispositions
I. Empower Students to Learn	<ul style="list-style-type: none"> <li>• Respect cultural diversity of students and their families</li> <li>• Appreciate diversity in student backgrounds, experiences, and abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate professional development and its role in enhancing personal growth, content knowledge, and professional skills</li> <li>• Appreciate the role of the teacher in ensuring all children reach their full potential.</li> </ul>
II. Demonstrate Content Knowledge	<ul style="list-style-type: none"> <li>• Possess a positive attitude toward learning as an ongoing, life-enriching process</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate professional development and its role in enhancing personal growth, content knowledge, and professional skills</li> </ul>
III. Demonstrate Efficacy	<ul style="list-style-type: none"> <li>• Respect cultural diversity of students and their families</li> <li>• Appreciate diversity in student backgrounds, experiences, and abilities</li> <li>• Exhibit a belief that all children can learn</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate socioeconomic, cultural, racial, ethnic, gender, and academic diversity</li> <li>• Appreciate the role of the teacher in ensuring all children reach their full potential.</li> </ul>
IV. Act as Change Agent	<ul style="list-style-type: none"> <li>• Exhibit a willingness to try new methods and technologies to enhance</li> </ul>	<ul style="list-style-type: none"> <li>• Value the ability to act as change agent in the classroom and school</li> </ul>

	student learning <ul style="list-style-type: none"> <li>• Demonstrate a willingness to assume leadership roles in the college and P-12 classroom</li> </ul>	
V. Develop Professional Relationships	<ul style="list-style-type: none"> <li>• Exhibit a willingness to collaborate with professional colleagues</li> <li>• Appreciate the role of families in facilitating student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Value interaction and collaboration with professional colleagues</li> </ul>
VI. Become Lifelong Learners	<ul style="list-style-type: none"> <li>• Possess a positive attitude toward learning as an ongoing, life-enriching process</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate professional development and its role in enhancing personal growth, content knowledge, and professional skills</li> </ul>

Professional dispositions are discussed early in the candidate’s program. At the undergraduate, initial licensure level, candidates learn about Marietta College’s expectations for professional dispositions in their first education course, Education 110, *Principles of Education*. During this course, candidates receive copies of the Marietta College Teacher Education Handbook and the conceptual framework, including dispositions, is discussed. Failure to demonstrate professional dispositions may result in a candidate’s removal from the professional licensure program. A formal process, The Warning Flag System, provides candidates with an opportunity to remediate inappropriate dispositions in order to remain in the licensure program. This process is more fully described under Standard 1, Element 6. During the onsite visit, team members will be able to examine files of students who have been involved in the warning flag system.

At the graduate level, Master of Arts in Education candidates are introduced to the conceptual framework and dispositions for graduate candidates in Education 600, *Pioneer Seminar*. Candidates receive copies of the Master of Arts in Education Handbook, which outlines the graduate program outcomes.

### Commitment to Diversity

The major components and candidate outcomes of the conceptual framework demonstrate the unit’s commitment to preparing candidates who are able to empower all students to learn. Because the Marietta College student body and schools in the southeast Ohio area lack racial and ethnic diversity, the Education Department has made a concerted effort to integrate diversity throughout the conceptual framework and the course requirements and experiences for candidates. Special effort has been made to increase candidate understanding of the sizeable representation of Appalachian culture in the surrounding community, to expose candidates to the socioeconomic diversity in area schools, and to ensure candidates have experiences with students with exceptionalities. All course syllabi at the undergraduate and graduate level indicate how

diversity is addressed through readings, class discussion and activities, assignments, research, and direct experiences.

The following candidate outcomes for the undergraduate initial licensure program address diversity:

Knowledge

- Demonstrate knowledge of cultural, racial, ethnic, socioeconomic, gender, and learning style diversity and its implications for professional practice. (outcome 4)

Skills

- Develop clear learning goals appropriate for all students. (outcome 6)
- Select and utilize appropriate methods, materials, and instructional activities that align with goals and accommodate diversity in students' backgrounds, experiences, and learning styles. (outcome 7)
- Integrate multicultural materials and methods into instruction (outcome 8)
- Communicate appropriate learning expectations for all students (outcome 10)

Dispositions

- Respect cultural diversity of students and their families (outcome 18)
- Appreciate diversity in student backgrounds and experiences (outcome 19)
- Exhibit a belief that all children can learn (outcome 20)

The following outcomes for the Master of Arts in Education program address diversity:

Knowledge

- Demonstrate knowledge of diversity and its implications for school practice. (outcome 2)

Dispositions

- Appreciate socioeconomic, cultural, racial, ethnic, gender, and learning style diversity (outcome 12)

The following examples indicate how the conceptual framework has guided the unit to integrate diversity across the curriculum. A complete description of the unit's efforts to address diversity is discussed under standard 4.

- Undergraduate, initial licensure candidates are required to take two global/diversity courses as part of the Marietta College general education curriculum.
- Undergraduate candidates in all programs are required to complete two education courses in diversity, Education 253, Diverse Learners and Education 452, Culture and Gender Issues in the Classroom. Both of these courses require field experiences with diverse students.
- During the student teaching semester, candidates participate in a multicultural field experience that involves an all-day, week-long experience in a school outside of southeastern Ohio. Candidates are required to reflect on this experience and compare and contrast it with their student teaching site.
- The student teaching evaluation rubric assesses the candidate's ability to make accommodations for all students.
- The capstone portfolio evaluation rubric looks at the candidate's ability to provide evidence of accommodation for all students and integration of multicultural methods and materials.

- Master of Arts in Education candidates are required to submit an essay outlining their experiences with diversity as part of the application process.
- Requirements for the Master of Arts in Education include a 3 semester hour course in diversity. Education Department faculty have used the conceptual framework as a guide in the development of courses which meet this requirement.
- The first course in the M.A.Ed, program, Education 600 – Pioneer Seminar, includes several class presentations by individuals who represent racial and cultural diversity and exceptionalities. Candidates are required to interact with these individuals and write reflection papers following the presentations.

### Commitment to Technology

The Marietta College Education Department is committed to ensuring that all candidates are proficient in the use of technology as a learning tool across the curriculum and in the use of technology to accomplish professional tasks. Since the early 1990's, the Education Department has been a leader among departments on campus in the integration of technology into teaching and learning. In 1994, the Department won an award from the Society for Technology and Teacher Education for the integration of technology into the teacher education program. The Department received the MacBeth Award for Computing in the Liberal Arts and Sciences for two consecutive years. Two education faculty members have received Marietta College Innovative Teaching Awards for the integration of technology in their courses.

Undergraduate initial licensure candidate outcomes that address technology are:

#### Knowledge

- Demonstrate knowledge of a wide range of technology that can be used to enhance professional practice and promote student learning (outcome 5)

#### Skills

- Select and utilize appropriate methods, materials, and instructional activities that align with goals and accommodate diversity in students' backgrounds, experiences, and learning styles (outcome 7)
- Demonstrate a variety of approaches to monitor and assess student learning (outcome 9)
- Integrate technology as a learning and teaching tool throughout the curriculum (outcome 12)

#### Dispositions

- Exhibit a willingness to try new methods and technologies to enhance student learning (outcome 23)

Master of Arts in Education outcomes that address technology are:

#### Knowledge

- Demonstrate knowledge of research tools for improving content knowledge and pedagogy (outcome 1)
- Demonstrate knowledge of assessment tools and their uses in instructional decision-making (outcome 3)

## Skills

- Make innovative use of technology to increase student learning and enhance professional practice (outcome 5)

All course syllabi for undergraduate and graduate courses indicate how technology is addressed through course activities and assignments. Syllabi and samples of candidate's use of technology will be available in the evidence room during the onsite visit. The unit's commitment to technology is evidenced in the following examples.

- All undergraduate candidates are required to successfully complete Education 130, *Computers in the Classroom*. This 3-semester hour course introduces candidates to a wide range of educational software and web-based resources for education, legal and ethical issues involved in the use of technology, and use of hardware and software for creating multimedia projects.
- All graduate candidates are required to take Education 630, *Advanced Instructional Strategies*. This course provides candidates with the knowledge and skills to develop technology-based learning tools for their classrooms.
- Technology projects in a variety of education courses include the development of multimedia presentations, the development of webpages and webquests for use with students, the use of children's multimedia software with students, introduction to and use of assistive technology for diverse learners, use of technology appropriate to content areas, and use of technology appropriate for early learners.
- Education faculty have incorporated a variety of online and technology-based instructional tools into their teaching. A Title III grant has enabled faculty to take advantage of campus-wide training in the use of Web-CT and productivity and presentation tools for use with classes.
- Education Department training has assisted full-time and adjunct faculty in developing web pages for use with their courses.
- Education 220, Adolescent Literature, was one of four courses selected to be part of Marietta College's initial online offerings.
- Candidate's are assessed on their use of technology in field experiences and in student teaching. Candidate's present evidence of technology proficiency in the capstone portfolio.
- Graduate students include a portfolio submission from Education 630 to demonstrate technology proficiency.

## Candidate Proficiencies Aligned with Professional and State Standards

As indicated by Tables 3 and 4 (pages 15-17), outcomes for both the undergraduate and graduate level are aligned with state and national standards. Ohio has adopted the INTASC performance standards as performance indicators for Ohio teachers. Both the undergraduate and graduate program outcomes align with the INTASC/Ohio standards. Ohio has also adopted the Praxis III assessment as a requirement for all beginning teachers. The undergraduate candidate outcomes are aligned with Praxis III domains. Initial licensure assessments used by the unit also reflect these domains. In addition to INTASC, Master of Arts in Education candidate outcomes are aligned with the National Board for Professional Teaching Standards Core Propositions.

All licensure programs are further aligned with Ohio’s K-12 academic content standards and with standards of specialized professional associations. Table 9 indicates alignment for specific licensure programs.

*Table 9: Alignment of Programs with Professional and State Standards*

Licensure Program	Ohio K-12 Academic Content Standards Alignment	Specialized Professional Association Alignment
Early Childhood Education	Language Arts K-3 Mathematics K-3 Science K-3 Social Studies K-3	National Association for the Education of Young Children (NAEYC)
Middle Childhood Education	Language Arts Grades 4 - 9 Mathematics Grades 4 - 9 Science Grades 4 – 9 Social Studies Grades 4 - 9	National Middle School Association (NMSA)
Adolescent Young Adult Language Arts	Language Arts Grades 7 - 12	National Council of Teacher of English (NCTE)
Adolescent Young Adult Mathematics	Mathematics Grades 7-12	National Council of Teachers of Mathematics (NCTM)
Adolescent Young Adult Biology and Biology/Chemistry	Science 7 - 12	National Science Teachers’ Association (NSTA)
Adolescent Young Adult Social Studies	Social Studies Grades 7 - 12	National Council for the Social Studies (NCSS)