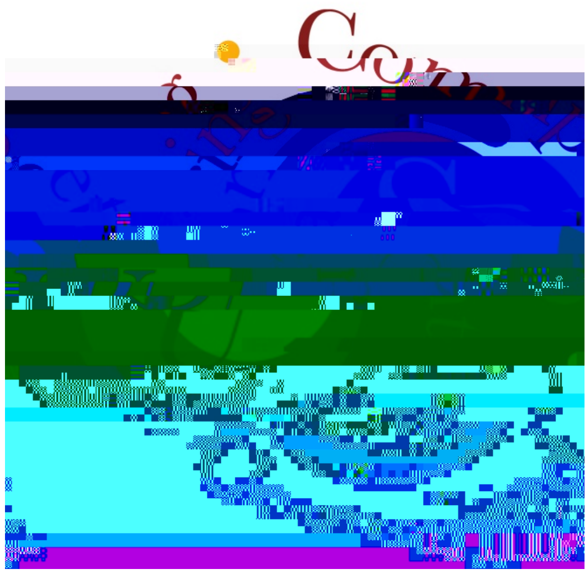
Seidel School of Education and Professional Studies
Professional Education Unit
Conceptual Framework



2013

mission of the University. Revisions to the original conceptual framework occurred regularly to reflect local and national initiatives. In 2003-2004 the conceptual framework was formally revisited and updated. Through faculty discussion the unit reached a consensus to add an organizing theme to better represent the work of Salisbury University teacher education graduates. This theme, Caring, Competent and Committed, replaced the original "A Tradition of Caring" was timely in the sense of educational change related to the social and political context of schooling based on new research and publications in the field, The Redesign of Teacher Education Performance Criteria (2001) and No Child Left Behind (NCLB) legislation (2001). In addition, much of the discussion surrounding the revisions to the original conceptual framework emerged as a result of SU's expanded collaborative relationships with schools. The 2005 version of the conceptual framework was a result of similar discussion with collaborative partners and stakeholders as the original 1999 conceptual framework. Discussions began in 2009-2010 to review the conceptual framework in light of both local and national changes that had occurred since 2005. In 2011, the document was again revisited and revised, in an effort to encompass more recent trends and changes due to the ever changing context of teacher education in the United States and Maryland. In addition, significant changes had been made to advanced preparation of teacher candidates. Faculty were committed to revising the existing framework with advanced candidates in mind. The revised conceptual framework 2013 retains much of the focus of the original document and retains the values of: Informed and Reflective Practice; Enhanced Student Learning; Scholarship; and Collaboration

Revisions to the 2013 conceptual framework were made through a deliberate process that began in 2009 and continued through the fall 2012. The major revision to the conceptual framework was to add more specific outcomes and expectations related to SU's advanced program in Curriculum and Instruction. After intensive conversation regarding advanced preparation of teachers, a full revision of the Masters of Education in Curriculum Instruction program was accepted in spring, 2010. Based on that work and a focus of the program from elective tracks to specialty concentration areas based on Shulman's (1987) "Knowledge Base" categories, the conceptual framework was revised to include these changes. Further, the value Informed and Reflective Pedagogy was altered to better reflect the beliefs in the unit. Informed and Reflective Pedagogy was reworded to become Informed and Reflective Practice.

Role and Purpose of the Conceptual Framework

The philosophy and attributes reflected in the conceptual framework indicate the emphasis that

identified and assessed in our overall assessment of teacher candidates.

The conceptual framework anchors us and insures that curriculum development and program revisions continue meet our values. Yet, while it keeps us true to our mission, it must also evolve in response to a wide range of factors that impact us, including social, political, economic and cultural forces and events. The conceptual framework guides curriculum development and program revision.

and knowledge to reflect and modify instructional practice. At Salisbury University this occurs in a collaborative environment involving candidates, their peers, faculty, mentors, supervisors, and the larger community in various partnership settings.

Salisbury University teacher education initial and advanced programs base decisions on professional and ethical judgment. As a result candidates

- Critically examine teaching practice to make informed decisions which positively impact student learning
- Apply pedagogical theory, continuous reflection, and assessment to enhance instruction for diverse populations in various educational settings including high poverty schools
- Reflect on culturally relevant and globally informed pedagogy
- Utilize technology to foster critical thinking, inquiry, teaching, collaboration, and communication to enhance learning for all students
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organizations of schooling (Estler, 1988; Senge, Cambron-McCabe, Lucas, Smith, Dutton & Kleimer, 2000). Educational leaders must possess skills in analyzing organizations, existing contexts, and national, state and local standards. Recognizing decision making as an essential element of teaching, our programs provide candidates with the knowledge and experience to become reflective decision makers.

Excellence in education is not routine and cannot be scripted. Salisbury University initial program candidates learn to observe classroom interactions and reflect on the appropriateness and outcomes of these interactions. Early pedagogy courses with accompanying field experiences require candidates to engage with students and reflect on the instructional actions in classroom settings. As candidates progress through the program they are increasingly required to justify what and how they are teaching. Candidates are strongly encouraged to ask themselves "Why would I employ a particular classroom procedure or methodology? How will I engage and motivate my students? When is it most appropriate to do so?" Candidates are required to reflect continuously on teaching events and to assess the effectiveness of their instruction. A key focus of the required 100-day internship is continuous self reflection.

day internship. Candidates have multiple opportunities to practice selection and delivery of instruction for a rich variety of teaching situations and to adjust that instruction for varying profiles of students. With class assignments and internship experiences, SU candidates are urged to ask themselves, “What am I teaching? Why am I teaching this content or process? How might I teach this? What are my students learning? What did I learn about myself based on my teaching? How might I adjust my instruction?” As Donovan et al. (2003) point out, “To provide a knowledge-centered classroom environment, attention must be given to what is taught (information, subject mastery), why it is taught (understandy equation of the informed and reflective practitioner. Educators must consider the role of technology

- Advocate for positive educational change to increase student learning
- Direct their own professional learning and development as master educators

The candidate’s ability to teach “all” students -- Enhanced Student Learning -- is fundamental to the preparation of effective educators and school professionals. The Carnegie Task Force (1989), Goodlad (1991), and the Holmes Group (1986) identified the ability to teach all students as fundamental to effective teaching. Currently, student learning has become increasingly paramount. A recent NCATE report states: “P-12 student learning must serve as the focal point for the design and implementation of clinically based teacher preparation, and for the assessment of newly minted teachers and the programs that have prepared them” (NCATE, 2010, p. ii). The No Child Left Behind Act (2001) challenged educators to address the needs of all children learning and achieving. The more recent Race to the Top (RTT) initiative increases this challenge by focusing on students’ achievement through results oriented pedagogy inherent in Common Core State Standards (Common Core State Standards Initiative, 2012). Race to the Top’s initiative to turn around failing schools and to improve the use of data to improve instruction for at-risk students, articulates a national policy aimed at results for all children, including those whose learning is adversely affected by poverty, linguistic difference, or disability.

Well prepared teachers, ready for their first year or advancing their skills through advanced degrees, can understand and respond to the complexities inherent in teaching in order to produce student learning (NCATE, 2010). Teaching is complex work done in uncertain conditions (Skrtic, 1995). Ball and Forzani (2009) articulate the complexities of the profession as they define its work: “The work of teaching includes broad cultural competence and relational sensitivity, communication skills and the combination of rigor and imagination fundamental to effective practice. Skillful teaching requires appropriately using and integrating specific moves and activities in particular cases and contexts, based on knowledge and understanding of one’s pupils and on the application of professional judgment” (p. 497). At Salisbury University, we prepare our teacher candidates to know and apply sound learning theory, to appreciate the developmental characteristics of their students, to deeply understand their content disciplines, to appreciate the diversity of school children and to commit to learning how to effectively teach all learners. Effective teaching occurs when teachers possess the attitudes and teaching methods to facilitate the devel -0.0043(ei)2.7(r)14( )]TJ 5.6 (k)-5.r0.6(s)plB2(e)-3(10043(ei(ef)2. Td-3

understand others also benefit themselves (Cazden & Mehan, 1989), it is our goal at Salisbury University to enable candidates to connect positively to other cultures, to other social classes, to other family structures and to other races and ethnicities. Furthermore, we believe that quality instruction must go beyond recognition and acceptance of diversity; it must result in high quality learning and student achievement. Student-centered learning results in successful achievement when students are engaged in active learning, problem solving, and exploration. Therefore, professional programs emphasize preparation grounded in the conviction that educators must foster a climate conducive for inquiry and active construction of knowledge (Brooks & Brooks, 1993; Bransford, Brown and Cocking, 2000). Teacher candidates at SU learn the knowledge, skills and dispositions to enable them to enact both culturally responsive and inclusive practices as described by Banks, Cochran-Smith, Moll, Richert, Zeichner, LePage & Darling-Hammond (2005).

At Salisbury University, initial candidates observe and work in the field in early foundations and human development courses, typically taken in the freshman or sophomore year. Following admission to the Professional Teacher Education Program, candidates register for field experience in conjunction with professional program methods course work. The focus of assignments in the field experiences has been expanded from the traditional question of "*What* have I learned?" to "*What* did my students learn because of my teaching and instructional interventions?" This dual theme of candidate learning and student learning continues and is strongly emphasized during the last two semesters of the program when candidates are completing the 100-day internship in a PDS classroom. A student learning emphasis continues in advanced programs through the field experiences associated with each graduate program.

Program preparation allows candidates to develop skills in planning, assessing and modifying instruction based on student progress. The notion of linking pre-professional candidate performance to P-12 student learning is has become an expectation for candidates in professional programs (ATE, 2004; Pankrantz, 2001; Wiseman and Knight, 2003). In Maryland, the annual Teacher Performance Improvement Plan provides examples of student learning outcomes achieved through a collaborative school-intern-faculty Professional Development School (PDS) action plan. In Maryland PDS schools, intern performance through a co-teaching model allows student achievement to be linked to intern performance. Prior to internship, teacher candidates are engaged in on-going formative and summative assessment to inform instruction, in early field experiences as well as clinical practice through professional program field placements. Candidates analyze P12 student data to inform the teaching

teachers and other professional educators. Grossman, Schoenfeld & Lee (2005) argue, "We believe that a grounding of inquiry in a particular discipline will help prospective teachers create inquiry-oriented classrooms for their students" (p. 230). Research indicates that teachers must have deep knowledge of the disciplines they teach in order to create effective instruction (Hill, Rowan, & Ball, 2005).

Bransford, et al. (2000) stated that, "To develop competence in an area of inquiry, students must a) have a deep foundation of factual knowledge, b) understand facts and idea in the content of a Conceptual framework, and c) organize knowledge in ways that facilitate retrieval and application" (p. 16). Deep interconnected content knowledge consists of:

- Integration among disciplines
- Cross-cutting themes – e.g.,
  - Writing across the curriculum
  - Environmental Decision making
  - Reading in the content areas
  - Financial literacy
  - Careers
  - Technology & digital literacy
  - Knowledge of diverse cultures

Elementary Education and Early Childhood teacher candidates at Salisbury University take a broad array of carefully selected general education courses in the Arts and Sciences, which include the study of Composition and Literature, History, Geography, Biology, Physical Science, Earth Science, Art, Communication and Mathematics as well as additional selected course work from the social sciences. In addition, each teacher candidate must declare a minor area of study with a minimum of 15-18 credit hours of concentration. Candidates may select from more than forty minors, but are encouraged to select a minor in a subject area that is taught in PK-8 schools. Secondary education candidates major in a content area such as English, mathematics, biology, earth science, chemistry, physics, Spanish, French, or history. Candidates in K-12 programs choose majors in health, physical education, music or T-ESOL. Advanced candidates are required to select courses that develop content knowledge as part of the program of study they plan in conjunction with their advisors.

Implementing effective strategies based on scholarly research, students' learning needs, and the instructional context.

Although disciplinary knowledge is a necessary component of the knowledge base for teaching, it is not sufficient. Candidates must also develop general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, and knowledge of education contexts (Shulman, 1987). Each of these aspects of the knowledge base for

as part of the development of content knowledge (Ladson-Billings, 1994). It has the potential to address existing inequities in schooling and other social contexts. Students of teachers who employ culturally diverse pedagogy have shown encouraging growth in their knowledge of content (Gutstein, 2003). At Salisbury University, initial candidates become familiar with diverse cultures in education foundations courses and in their general education courses in history, humanities, and social sciences. They learn to connect that knowledge to teaching strategies as part of their teaching methods courses. Advanced candidates study diversity in education as part of the required core for a master's degree. Candidates at the undergraduate and graduate levels complete field experiences in the diverse local public schools in the region. The strong commitment to teacher preparation in the area of diversity aligns well with the overall goal of the university to encourage individuals to understand and value diverse cultures.

Committing to a lifelong process of scholarly learning across the domains of professional knowledge

We also believe that those who are preparing for a career in education should value the idea of what it means to be a scholar and to possess passion and enthusiasm for learning. Goodlad (1991) identified four dimensions of teaching 1) facilitating enculturation 2) providing access to knowledge 3) building an effective teacher-student connection and 4) practicing goal stewardship.

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Thus scholarship serves as the foundation of teacher education and builds a base for reflective practice and ultimately student achievement. We also believe that candidates are more likely to learn from teachers who ao v4(l)-3.3(e)4 teacher education does not exist in isolation; rather, it is a reciprocal process which ultimately should result in the improvement of schools. The professional collaboration and develop processes embedded in the work of preparing teachers and other educational professionals at Salisbury University stems from a clear and thoughtful conception of high expectations for candidates that involves

- Establish productive relationship with ed their program.

Perhaps the most distinctive manifestation of collaboration is found in Salisbury University's leadership in developing a co-teaching model for interns and mentors during the extensive 100-day internship required of all pre-service teacher candidates. This approach, which began as a single-classroom experiment conducted by an SU faculty member and a local cooperating teacher in 1998, eventually became the established norm for intern-mentor collaboration throughout SU's network of 34 professional development schools. In the SU model, mentor teachers are asked to remain engaged in instruction throughout the internship, to co-plan lessons with their interns, and to use a variety of co-teaching strategies to deliver instruction. Gradually, the lead voice in the classroom shifts from mentor to intern, while the joint efforts of two teachers allows for more ambitious lessons and increased differentiation of instruction. As Bacharch, Heck and Dalhberg (2010) point out, this model depends on the development of collaborative te3(l81c)1.1(h)5.2(i)2.8(n)5.2(g)5.6( )]TJ -0.001 Tc 0.001 Tw 5.098 0 Td classrooms where

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example is the emphasis on collaborative planning and teaching during internships. Collaboration across programs occurs particularly in professional courses, where candidates engage in group-oriented activities and projects and collaborative teaching is modeled by course instructors. Second, candidates in both pre-service and advanced programs collaborate to create and implement learning activities within a constructivist framework. Skills learned in initial and advanced programs are translated to collaborative relationships in schools, including teaming and serving on school improvement teams and committees. Collaboration among teachers at school sites and the University are manifest in the creation and development of Professional Development Schools. What undergirds all of these activities and examples of collaboration is the notion that we learn best in cooperation community that culminate in a c

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