

## Unit Conceptual Framework



### ***Educators Engaged in Growth***

***Mission Statement - The mission of the Indiana University Southeast School of Education is to develop high quality, caring professionals who stimulate continuous renewal of schools within a multicultural society. (Adopted 2001)***

Indiana University Southeast School of Education (SOE) prepares candidates to work in schools as teachers and as other professional school personnel through the following programs: Bachelor of Science in Education with majors in elementary education, secondary education and special education and the Master of Science in Education with concentrations in elementary education, secondary education and counseling. The Unit currently prepares candidates for initial licensing for elementary and secondary education, educational leadership, special education, and school counseling under the Indiana Professional Standards Board (IPSB) licensing patterns, “Rules 46/47.” \* The Unit has transitioned to NCATE 2002 standards and IPSB’s 2001 content and developmental standards.\*\*

\*The Unit also complies with Kentucky Statutes for the preparation of Kentucky candidates qualifying under the Memorandum of Understanding between Indiana and Kentucky Regarding Tuition Reciprocity.”

\*\* The CF was adopted September 19, 2001. Most recent modifications were approved April 2004. (See attached Conceptual Framework Timeline document for specific information on the CF modifications.) The CF is further delineated in the Long-Range Strategic Plan, Five-Year Unit Assessment Plan, and Diversity Plan.

## I. Overview

“Educators Engaged in Growth” is used by the unit to denote both commitment and reflective action. This descriptor highlights the proactive expectations established for unit candidates: to engage in life-long professional growth aimed at bringing about renewal of schools within a multicultural society.

“Educators Engaged in Growth” Unit Conceptual Framework (CF) and underlying knowledge base are aligned with the IUS Campus and SOE mission statements. The IUS campus mission calls for a “challenging, innovative, supportive learning community, committed to the intellectual and social growth of students” (IUS Bulletin, 2003-2005, p. 7). The IUS campus mission and the SOE unit mission support each other because of the intricate relationship between the quality of higher education provided to teachers and other school personnel and the youth that are prepared by these educators in area schools. The unit conceptual framework articulates our professional commitments to knowledge, professional practices, teaching competence, and student learning.

The unit conceptual framework describes the benchmark for high-quality, challenging and innovative programs. Unit programs provide opportunities for candidates to gain skills, knowledge and dispositions for growth and success as they strive to meet the changing needs in our communities. The complex endeavor of learning the work of schools is embodied in our programs. High quality educators are shaped and reshaped by their continuous preparation, educational practices and teaching environment. IUS teacher education programs reflect best practice knowledge about teaching and learning, view teaching as complex, as contingent on students’ needs and instructional goals, and as continually shaped and reshaped by students’ responses to learning events as described by Darling-Hammond (1999).

The unit conceptual framework incorporates the SOE themes, SOE disposition statements, and individual program standards. The beliefs of the unit are explicit, pervasive and evident within instructional practices. The CF is a shared vision developed and reviewed in collaboration with our professional community composed of unit faculty (tenure-track, lecturers, and part-time) unit professional staff, content faculty, P-12 faculty and administrators, program candidates, and program alumni. The CF provides a system to ensure coherence among curriculum, instruction, field experiences, clinical practice and assessment as candidates progress through programs. The CF is integrated into the UAS design and implementation. The CF outlines the dispositions that faculty value in teachers and other professional school personnel. The School of Education believes that high quality educators cannot separate sound educational decision making from the dispositions associated with “caring.” The CF is a commitment to preparing candidates to support learning for all students and integrates diversity across curriculum, instruction, field experiences, clinical practices, assessments and evaluations. The CF includes a commitment to the use of technology to help all students learn and for educators through curriculum, instruction, field experiences, clinical practice, assessments, and evaluations. Candidate proficiencies are aligned with professional and state standards, including Indiana Professional Standards and with the learned societies aligned with NCATE.

A. Unit Goals (Adopted January 2001)

The Indiana University Southeast School of Education prepares candidates to meet six goals to prepare high quality educators who:

- 1 value and respond appropriately to diversity and to the needs of all students, and promote educational success and positive personal change in themselves and others
- 2 use effective methods, including contemporary educational technology, and appropriate data, to achieve diverse educational goals aligned with professional standards and make decisions based on data and information
- 3 create safe and effective learning environments aligned with the concerns, needs, and resources of individual students, their families, the school, and the community
- 4 demonstrate mastery of subject content, appropriate professional practices, and the processes of critical thinking, creative thinking, and problem solving
- 5 engage in continuous self-improvement and professional growth, support the professional development of others, and display positive professional behaviors and disposition for effective practice
- 6 communicate effectively with students, their families, other professionals, and the community, and project a coherent vision of education as a personal and professional activity

B. Unit Conceptual Framework Dispositions (Adopted 2001)

The following dispositions are assessed behaviorally at various points in each program to ensure that the unit prepares high quality educators who:

- respect the legal and ethical norms and values of education
- effectively interact and collaborate with others and foster similar behaviors among students
- are committed to diversity through equitable treatment and respect for all individuals
- exhibit personal management behaviors valued by the professional education community
- are committed to inquiry and application of the knowledge base of education
- exhibit enthusiasm and respect for education as a practice and a profession
- are committed to database decision-making and fair practices
- are committed to continuous self-evaluation and personal improvement

Adherence to unit standards is monitored in various ways by program teams, advisory boards, and quality teams (Quality teams: Diversity, Faculty Performance and Development/Student Support and Recognition, Unit Governance and Resources, Program Assessment and Unit Evaluation, Curriculum Development, Field Experiences and Clinical Practice. Program teams: Elementary, Secondary, Special Education, Counseling, Educational Leadership, Master's). The following sections describe each theme in depth and how the themes are integrated into the unit, programs, courses, assessments and candidate experiences.

### C. Unit Conceptual Framework Themes

The unit framework themes are derived from the SOE Mission and are aligned to the SOE Goals. Each of the four themes incorporates a set of assumptions about learning, teaching, and professional competence. The themes signify our commitment to professional education at Indiana University Southeast and guide our work in the unit. These themes and corresponding SOE goals (in parentheses) are:

- High Quality Educators (SOE Goals 2,3,4)
- Caring Professionals (SOE Goals 3,5)
- Continuous Renewal of Schools (SOE Goals 1,2,4,5,6)
- Multicultural Society (SOE Goals 1,6)

## II. **High Quality Educators**

High Quality Educators is the first Conceptual Framework theme. High quality is defined as commitment to best professional practices as identified in standards and to candidate and program assessment. The unit conceptual framework theme of High Quality Educators is supported by a knowledge base developed from standards as outlined by the Indiana Professional Standards Board (IPSB). The initial licensing programs of Elementary, Secondary and Special Education include standards for knowledge, skills and dispositions established by the Interstate New Teacher Assessment and Support Consortium (INTASC) as well as content and developmental standards developed by IPSB and informed by national professional organizations. For example, in addition to INTASC standards, Special Education candidates meet IPSB Exceptional Needs content standards informed by standards from the Council for Exceptional Children, whereas candidates in the Master's in Elementary and Secondary programs meet standards established by the National Board of Professional Teaching Standards (NBPTS). The Educational Leadership standards align with the Interstate School Leaders Licensure Consortium Standards while school Counseling standards use the American School Counselor Association as guidelines. Program standards align and incorporate IPSB's developmental standards with guidelines from learned societies.

Based on the standards identified by learned societies and other professional organizations, we have identified two particular strands which, when woven together, create a high quality educator who represents our mission and vision. The first strand describes effective educators who know and can teach their content. The second strand is an assessment system that provides feedback to candidates and programs at multiple points as candidates prepare to become high quality educators.

### A. Standards to Ensure Effective Educator Strand

High Quality Educators know and can teach their content. They have general and discipline-specific teaching knowledge and apply best practices differentially when working with different learning needs. Standards-based reformers have argued that teacher education is improved by establishing national benchmarks of high expectations against which candidates' performances can be measured. The unit has established

standards in accordance with IPSB guidelines. Program standards delineate key aspects of professional practice and incorporate planning and preparation, creating a multi-cultural learning environment, effective instruction, leadership qualities, and professional responsibilities.

Initial candidates demonstrate general education knowledge related to the arts, communications, history, literature, mathematics, the natural sciences, and the social sciences. Candidates in the unit understand the central concepts, tools of inquiry and structure of the discipline(s) they teach and plan and create educational experiences that make these aspects meaningful for students. Unit standards include specific program content standards developed by specialized professional organizations: Council for Exceptional Children (CEC), International Reading Association (IRA), International Society for Technology in Education (ISTE), National Association for the Education of Young Children (NAEYC), National Council for the Social Studies (NCSS), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Middle School Association (NMSA), National Science Teachers Association (NSTA), and Teachers of English to Speakers of Other Languages (TESOL).

The effective educator not only understands the discipline she/he teaches but must also possess the teaching knowledge necessary for creating environments where students can learn. Darling-Hammond (1992) warned that more rigorous achievement standards will not yield better schools unless instructional and delivery standards receive equal attention. The unit ensures that candidates blend content knowledge with teaching knowledge to understand how children learn and develop, incorporating IPSB Developmental Standards at appropriate levels.

Unit candidates meet standards regarding how and why instructional variety is important to motivation, management, and learning and provide opportunities to support intellectual, social, and personal development. Candidates use their understanding of intellectual, cultural, social, emotional, physical and psychological development to make informed decisions about which techniques to use in a particular context. By understanding how students think, why they tend to do what they do and how their needs and desires change, educators can facilitate instructional success. Effective educational professionals are attuned to students—listening to them and observing how they learn. Effective educators create learning environments that encourage positive social interaction, active engagement in learning, and nurturing social environments that lead to increased student motivation to learn and take responsibility for their actions.

Candidates demonstrate mastery of subject content, appropriate practices, and the processes of critical thinking and creative thinking, and problem solving. Candidates use effective methods, including Instructional Technology, to achieve diverse educational goals aligned with professional standards and make decisions based on data information. Candidates create safe and effective learning environments aligned with the concerns, needs, and resources of individual students, their families, the school, and the community.

## B. Assessing Candidate Performance Strand

The second aspect of preparing quality professionals is a systematically evolving assessment system that incorporates candidate proficiencies established from program standards. Assessment tasks are linked to program standards and situated in real-world problems or activities that are intended to be highly relevant to authentic experiences of educators in the field. Decisions about candidate performance are based on assessments made at multiple points before program completion. Valid and reliable assessments are used to systematically evaluate how well students' performances match program expectations.

Comprehensive assessment of candidate performance on standards is done in sequential clinical experiences. Candidates are immersed in school communities and develop and demonstrate competence in the professional roles for which they are preparing. Early field experiences offer opportunities to assess prospective teachers' contextual awareness which in later clinical work facilitates teaching techniques and learning processes (Staton and Hunt, 1992). Later field and clinical experiences include designing lesson plans and assignments, and observations by university and school faculty. Additionally, students prepare videotapes, collaborate with others on projects, compile samples of student work, and write reflectively to address goals, effectiveness, intentions, and analyses of student learning.

Candidate performance emphasizes specific ability and skills rather than the accumulation of course credit or other input measures. Assessments of teacher education students by means of standardized tests and grade point averages are used as one set of indicators of professional competencies. Performance data are also derived from a wide variety of other sources such as projects, essays, tests that demonstrate subject content mastery, portfolios, audio and video tapes of field and clinical experiences, reflections, and other evidence of proficiencies, including licensure tests. Unit candidates evaluate textbooks and materials; analyze teaching events, case studies and vignettes; assess student learning and needs; and defend decisions based on knowledge of learning, curriculum, students, and pedagogy. In addition to authentic field experiences, cases and narratives illuminate the concerns and dilemmas of teaching and serve to link these issues to broad principles of knowledge (Bliss and Mazur, 1997).

Performance-based assessment tools are used to describe what candidates should know and be able to do. Scoring rubrics are used in both initial and advanced programs to assess and improve candidate learning. Formative assessments are used for individual candidate performance in specific coursework. Summative assessments of individual candidates are conducted at crucial decision points in each program. Best practices are heavily reliant on the use of scoring rubrics (Arter and McTighe, 2001; Campbell, Melenyzer, Nettles, and Wyman, 2000).

The unit values portfolios as both a process and product. Portfolio development provides candidates with opportunities to explore, extend, and reflect on their own and students' learning (Tracz, Sienty & Mata, 1994). Assessment and evaluation are dynamic, ongoing processes that can be meaningfully and authentically assessed through portfolios. The portfolio, utilized for review at various stages in the candidate's

professional development, stimulates and strengthens reflection and practice (Athanases, 1994; Dietz, 1995; Wolf and Dietz, 1998). Portfolios are learner-specific documents which when viewed against criteria for evaluation give evidence of self-reflection, growth and development towards becoming educational professionals (McLaughlin, 1995).

Reflection is used in portfolio assessments, research assignments, essay writing, journal keeping, discussion groups, and debate. Candidates' abilities to reflect on personal and professional beliefs and practices are also assessed through written teaching philosophies and position papers on topics such as inclusion, cultural diversity, classroom motivation, and assessment. Reflection is valued as a retrospective analysis, synthesis and evaluation of experiences that lead to informed changes in practice and enables educators to frame and reframe learning and formulate new plans of action (Schon, 1991).

Delandshire (1996) argues that candidates must play an important role in defining and discussing their own knowledge during the assessment process. SOE candidates also engage in self-assessment by examining and reflecting on personal successes and areas of needed growth at various points in their program. When possible, programs incorporate individual conferencing with candidates to further assess the accuracy level of candidate self-assessment.

The development of program assessment involves the expertise of various members of the professional community. Practitioners in the field are consulted in the design of assessments that are related to authentic school experiences. Program assessments undergo pilot testing, revisions and field trials. Initial and advanced programs compile benchmark descriptions and examples of candidate performances that serve as standards of comparison for judging and evaluating quality performance. Assessment measures used at summative decision points are reviewed by program teams to ensure consistency and fairness. Rater training is utilized when multiple raters engage in "high-stakes" decision making.

The major assessment components for judging performance regarding degrees of success are clearly defined for candidates at various points in each initial and advanced program and incorporate a common rating system. Candidates are informed of standards and assessments through printed materials accompanying application packets, pre-admission advising sessions, course syllabi, unit website, and the IUS Bulletin.

Candidates receive feedback regarding their progress at major summative decision points. Evaluations are designed to encourage students to engage in continuous improvement by providing opportunities for remediation where appropriate to maintain the highest standards for the unit. Additionally, the unit provides a mechanism for candidates to appeal decisions at the course and program levels. The unit assessment interventions promote excellence in the programs.

Systematic evidence of candidate progress is compiled, stored, and retrieved electronically. Program and unit evaluations are compiled and analyzed to determine overall program success and areas needing attention. The Council on Preparing

Education Professionals (COPEP, formed in Spring 2004) assists with assessment reviews. Other stakeholder groups convened by program teams also engage in assessment reviews. Data from Praxis and Educational Leadership testing and beginning educator documentation further assess respective programs. These analyses along with other feedback data are used to direct program revisions. (See Five Year Assessment plan for further assessment information.)

High quality school personnel must also exhibit the second theme of the SOE mission: Caring Professionals. A high quality educator, who is effective in and out of the classroom with students, other professionals, parents/guardians and the community will demonstrate the types of attributes of a caring professional. High quality is meaningless without positive affective attributes.

### **III. Caring Professionals**

The second unit theme that is indicative of high quality and assessed at various times within each program is Caring Professionals. The unit is mindful that there is no prototypical “teaching personality” but believes that standards would be incomplete without attention to dispositions. Unit dispositions are used as indicators of this theme.

#### **A. Dispositions Strand**

The SOE firmly believes that high quality educators cannot separate sound educational decision making from the dispositions associated with “caring.” The values found in the theme of “caring” are crucial to educators engaged in growth (Noddings, 1987). The common threads that run through this theme include the roles educators play in the lives of their students, in the welfare of the community, and in the ethics of personal and professional accountability (Ladson-Billings, 1995).

A caring professional:

- 1 respects the accepted legal and ethical norms and values of education
  - a) maintaining confidentiality of student records, parent communications, and private professional communications
  - b) using language free of profanity and derogatory statements toward any individual or groups
  - c) knowing and employing legal requirements of the education profession
  - d) adhering to high standards of truthfulness and honesty
  - e) showing respect for the ethical and moral values and concerns of the school, students and community
- 2 effectively interacts and collaborates with others and fosters similar behaviors among students
  - a) willingly and actively participating in group assignments, projects or activities
  - b) contributing positively and equitably to projects involving others
  - c) seeking membership on collaborative projects
  - d) leading projects or activities in a fair and equitable manner
  - e) facilitating the functioning of all group members in a shared project
  - f) designing and using collaborative activities and assessment
- 3 is committed to diversity through equitable treatment and respect for all individuals

- a) being sensitive to the varying needs and dispositions of others
  - b) accepting and adapting to differences in learning styles and individual capabilities
  - c) facilitating learning by those with disabilities or with exceptional capabilities
  - d) examining diverse values, languages, and traditions in a respectful manner
  - e) giving thoughtful consideration to alternative and contradictory opinions
- 4 exhibits personal management behaviors valued by the professional education community,
- a) being present and punctual for professional activities and assigned duties\
  - b) being prepared for professional engagements
  - c) completing assigned work on time
  - d) showing leadership, self-respect and a willingness to take responsibility
  - e) fostering a sense of self-respect and self-control in others
  - f) respecting the intellectual property of others
  - g) maintaining the confidentiality of private records and meetings
- 5 is committed to inquiry and application of the knowledge base of education
- a) adopting contemporary modes of practice based on research and demonstrated best practices of the profession
  - b) maintaining an analytical openness to new ideas expressed in the professional literature
  - c) reading and learning continuously from the professional literature and professional development activities
  - d) participating regularly and enthusiastically in professional development activities
- 6 exhibits enthusiasm and respect for education as a practice and a profession
- a) expressing positive attitudes and a commitment to quality education
  - b) seeking opportunities to build positive relationships with others in the profession
  - c) participating in the meetings and activities of local, state and national professional associations and organizations
  - d) pursuing personal goals for professional development
  - e) exhibiting care for quality in the preparation and implementation of educational activities
  - f) being energetic and proactive in professional activities
  - g) listening and responding to others with enthusiasm and care
  - h) exhibiting positive leadership in professional activity
- 7 is committed to data-based decision making and fair practices
- a) using data based assessments to improve practice
  - b) engaging in action research to test and evaluate new ideas and recommendations
  - c) sharing the results of research with others
  - d) collecting data to understand a situation before taking or commending action
  - e) ensuring that all problems are addressed in due process for all
  - f) listening to children and families to ensure that their ideas and opinions are considered
- 8 is committed to continuous self-evaluation and personal improvement
- a) engaging in meaningful continuous reflective self-assessment and showing such assessment leads to plans for change

- b) demonstrating positive changes in educational practices or personal behaviors over time
- c) responding analytically and proactively to assessments by supervisors or others and making changes to address legitimate concerns
- d) actively seeking ways to solicit feedback for purposes of making quality improvements in practice

The unit supports values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and that affect candidate learning, motivation, and professional growth. Candidates engage in continuous self-improvement and professional growth, support the professional development of others and display positive professional behaviors and dispositions as further evidence of caring professionals engaged in effective practice. Service learning is used to support this strand in several programs within the unit.

## B. Caregiver Strand

Too often there is an absence of an explicit relationship between moral judgment and moral action (Sokkett, 1992). Just because people reason at higher levels of development does not guarantee that they will behave in moral and ethical ways. Educators are caregivers, models, and mentors and must treat students with respect, set good examples, and support positive social behavior (Lickona, 2001). Teacher education programs must strive to create educators who are nurturers, who do not doubt the capacity of their students and respect the cultures in their community (Hilliard, 2001). Brophy and McCaslin (1992) report that 'successful educators' demonstrate more willingness to become personally involved with students and show confidence in their abilities to help students improve their behaviors. "As we close out a turbulent century and ready our schools for the next, educating for character is a moral imperative if we care about the future of our society and our children" (Lickona, 2001, p. 96).

Various cohort configurations within the unit provide opportunities for candidates to learn in cooperative learning settings, to appreciate others' perspectives, and provide collegiality to one another. The Counseling program prepares candidates in a "closed cohort model" in which selected students take all their coursework together in a prearranged sequence. The Elementary program uses an "open cohort model" in which students enroll in a core set of classes but take additional coursework on an individual basis to fulfill their professional needs and university requirements. The remaining programs are more "fluid" and allow flexibility for students to join at different stages rather than at a single entry point. Collaborative projects are used in efforts to strengthen socialization and provide faculty with greater insights into candidate ability to work with others.

A caring professional is concerned about students, colleagues, and the community. This means that a high quality caring professional will step forward and assume a leadership role in making sure that the school and community engage in activities that support the concept of teaching to the whole child. The third theme of the conceptual framework requires a high quality, caring professional who is prepared and willing to be involved in the Continuous Renewal of Schools.

#### **IV. Continuous Renewal of Schools**

Continuous Renewal of Schools is defined as having knowledge of schools as organizations, knowledge about central issues that are at the center of school change, and skills to analyze and revise new approaches proposed in reforms (Holmes Group, 1986). Systematic reform takes into consideration the interrelatedness of all components that function together in the education system. As one component changes, so must the others in order to maintain the integrity, unity, continuity, and consistency of the entire system (Slick and Burrett, 1995).

Change involves learning to do something new. Interaction is the primary basis for social learning (Fullan, 2001). “New meanings, new behaviors, new skills, and new beliefs depend significantly on whether teachers are working as isolated individuals or are exchanging ideas, support, and positive feelings about their work” (Fullan, 2001, p. 84).

Renewed schools can rise to new challenges and find better ways to meet the needs of all students. Unit graduates must be equipped with the skills necessary to learn from the past and envision the future rather than be paralyzed by it. Considerations of change in education will be superficial if new teachers and other newly prepared school personnel lack well-developed visions about successful school practices.

Contemporary school change calls for systematic reforms that emphasize high levels of achievement for all students, interconnectedness, active learning, and shared decision making (Anderson, 1993). “In educating teachers, we can provide no formulas, only an induction to the kind of thinking and practice that good teaching involves, and the continued support of such thinking and practice” (Proefriedt, 1994, p. 75). The theory of school change clearly points to the importance of peer relationships in schools.

A caring, high quality, educator is well positioned to participate in the continuous renewal of schools. SOE preparation includes attention to four key knowledge and skill areas needed for renewing schools: effective communication, knowledge of assessment, Instructional Technology, and professional development. Knowledge and skills addressing these areas are imbedded in unit and program standards and assessments.

##### **A. Effective Communication Strand**

Restructured schools begin with the premise that student learning is central (Henn-Reinke and Kies, 1998). Therefore, the ability of the educator to communicate effectively about student learning becomes crucial. Renewal of schools calls for educators who can communicate effectively with students, their families, other professionals and the community.

The communication contexts of schools and the educational process are complex. Educational settings are orchestrated around particular ways of speaking; asking for and/or displaying information and knowledge; working with, for and against others as both individuals and members of groups; critiquing, contesting and connecting information; and interpreting all of these behaviors and events (Cochran-Smith, 1997).

Candidates in the unit learn communication techniques that foster active inquiry, collaboration, and supportive interaction.

An essential characteristic of the educator intent on school renewal is the ability to reflect critically on one's practice and to communicate to others the insights from that process (Erickson, 1986). Candidates have many opportunities to develop reflective thinking throughout their programs. Portfolios are utilized to create habits of the mind that foster continual professional growth in educators, especially valuable in the first years of teaching (Anderson and DeMeulle, 1998; Grant and Huebner, 1998; Stone, 1998; Tierney, 1992).

Schooling is increasingly dependent upon collaboration between and among students, families, professionals and community members. Candidates in the unit are given many opportunities to work collaboratively with other candidates in course-related projects, K-12 teaching communities, and higher education faculty. Candidates are also encouraged to engage in collaborative teacher renewal through the various professional organizations.

#### B. Knowledge of Assessment Strand

A second area crucial to school renewal centers on assessment that provides data needed for making professional decisions. Creating or selecting appropriate techniques and interpreting data collected require a thorough understanding of developmental levels and individual differences in P-12 students.

An understanding of the potential and limitations of various assessment techniques is crucial for school renewal to happen (Gardner, 1993; Gilligan, 1982; Kohn, 2000). Taking an active role in the continuous renewal of schools means making comparative decisions with regard to the effectiveness of strategies such as cooperative learning (Johnson and Johnson, 1991; Marshall, 1998) versus behavioral master learning models. Candidates learn to plan and orchestrate instructional opportunities for P-12 students based on state standards and to assess progress through basic assessment concepts and skills; examine social and political issues associated with assessment; and learn how to relate decisions to assessment data. In addition, candidates learn about program assessment through their own involvement in the unit assessment system.

#### C. Instructional Technology Strand

Instructional technology offers much potential for school renewal efforts. "Not only is the encroachment of information technology into children's lives inevitable, but it is critical to their future—and ours" (Snider, 2001, p. 356). Educators must be prepared to make appropriate decisions about the use of technology (Gillani, 2000). Accessibility to information and resources, individualization for student learning needs, ability to receive specific and immediate feedback, ability to experience real-world problems in the classroom and the potential to extend beyond the classroom are all initiatives that hold promise or invite misuse in school reforms. Teachers who receive professional development in the use of instructional technology are more likely to use computers in the classroom for projects such as student work that involves corresponding with

experts, authors, or students from other schools as opposed to using the computer primarily for practice drills (U.S. Department of Education, 2000).

Candidates learn about instructional technology for: 1) planning, development, delivery, and assessment of instruction, 2) problem solving, 3) school and classroom record keeping and administration, 4) educational research, 5) electronic information access and exchange that serves to enhance worldwide communication between youth, and 6) personal productivity. The unit is committed to preparing candidates who are able to use instructional technology to help all students learn. Instructional technology builds on information processing models and constructivist theories that encourage inquiry and discovery learning whereby students inquire into subjects and seek to discover knowledge for themselves. Instructional technology is integrated through standards for curriculum, field and clinical experiences, assessments and evaluations.

Faculty model the uses of instructional technology through e-mail, listserv discussion groups, Oncourse, Power Point, video conferencing, Internet searches, research projects, and on-line and distance education courses. Distance learning has been implemented in the master's programs in off-campus workshops and educational leadership coursework. The unit also utilizes instructional technology to monitor the UAS through the use of a campus-wide Scantron data collection system.

#### D. Professional Development and Scholarship Strand

Continuous renewal of schools calls for quality professional development of current educators. For example, the undergraduate programs utilize research conferences, the Science Olympiad, and professional conferences. The advanced programs in the unit incorporate the National Board of Professional Teaching Standards (NBPTS) propositions to prepare master teachers and administrators who:

- are committed to students and their learning
- know the subjects they teach and how to teach those subjects to students
- are responsible for managing and monitoring student learning
- think systematically about their practice and learn from experience
- are members of learning communities

The "Teacher as Researcher" process has become a vehicle for candidates in the Master's in Elementary and Secondary Education to reflect about and improve the teaching and learning process. This research process values inquiry, collaborative work and proactive involvement from educators (Louis, Marks and Kruse, 1996). Through teacher-based research, practitioners reframe their understanding of teaching and learning in meaningful ways, and their voices contribute to the creation of the knowledge surrounding school renewal (Ulichny and Schoener, 1996). The summative decision points for the master's program ensure that master educators can analyze and reflect on their practice and formulate school change.

The unit prepares school administrators to act as the catalyst and creator of conditions of excellence so staff work together to implement academic goals. Candidates in the program learn the role of instructional leadership through study of curriculum, assessment and school reform (Beach and Reinhartz, 2000; Bennett, 1986; Bondi and

Wiles, 2000). Fundamental to being an effective principal is having a compelling vision of leadership (Covey, 1994; Lambert, 1998; Fullan, 1997). Following state and national standards, school administrators are prepared for visionary leadership needed for school renewal through knowledge, skills, and dispositions involving: 1) visionary leadership (Bennis and Goodsmith, 1997; Costa and Kallick, 2000), 2) instructional leadership/school reform (Acheson and Gall, 1997; Arnold & Stevenson, 1998; Beach and Reinhartz, 2000), 3) organizational leadership (Razik and Swanson, 1995), 4) collaborative leadership/diversity (Delgado, 1995; Eagleton, 2000; Kozol, 1992; Persell, 1997), 5) ethical leadership (Bradley, 2000; Covey, 1991; LaMorte 1996), and 6) systemic leadership/change (Bredesen, 1993; Daresh and Playke, 1992).

The unit prepares school counselors to facilitate the support of academic achievement of students along with the social and personal skills that candidates need to be successful in school renewal efforts. The Education Trusts Foundation (1998) has identified the school counselor as one of the key players in a school who can help close the achievement and opportunity gap for poor and minority students. Candidates in the school counseling program must understand the educational system and work for continuous renewal of that system in the service of students. The Counseling program prepares candidates in knowledge, skills and dispositions for the following areas: professional identity, social and cultural diversity, students and the learning process, education and learning systems and organizations, career development, intervention assessment, family and community, and program development/implementation/evaluation.

In addition, SOE candidates and alumni take an active role in the School of Education unit assessment process. Candidates are encouraged to participate on committees in charge of developing and reviewing unit standards and assessments. In these roles, educators analyze the practice of exemplary educators as they create benchmarks and professional development materials.

Faculty engage in continuous renewal of schools through consulting and school improvement initiatives with K-12 schools as well as professional activities both within the unit and at the campus level via the Institute for Learning and Teaching Excellence (ILTE). Grants such as the National Writing Project and the Scott County Partnership provide opportunities for collaborative projects involving school renewal (See School Activities Document.)

The essential element uniting all the strands of the high quality caring educator is the understanding and demonstration of effectively working and living in a diverse world. Diversity is the final theme of our conceptual framework.

## **V. Multicultural Society**

The high quality, caring professionals who focus on stimulating continuous renewal of schools cannot be successful unless they are mindful of our multicultural, diverse society. The unit defines diversity as the multiplicity of identities such as culture, race, ethnicity, socioeconomic status, language, gender, religion, sexual orientation, geographic origin, and exceptionalities in accordance with NCATE (2000). The Multicultural Society theme stresses the central human values of social justice, equal

opportunity, and respect for the dignity of all, regardless of their backgrounds and individual characteristics. “All students of all backgrounds bring talents and strengths to their learning and as educators we need to find ways to build on these” (Nieto, 2001, p. 121). This fourth theme is operationalized through a diversity plan that includes program curricula, diverse field experiences, and faculty and staff development. Each objective is corroborated by suggested strategies, assessment options, a timeline, and stakeholder and responsible parties. (See Diversity Plan.)

#### A. Diversity Goals Strand

The Diversity goals cover four areas impacting the work of the unit and include:

- 1 Curriculum and Instruction: All curriculum, instructional resources, and clinical experiences utilized by the SOE will reflect and support the development of the individual student with specific attention to the inclusion of diversity, pluralism, and multicultural and global perspectives and strategies.
- 2 Educational Assess, Recruitment, Participation, and Retention: The SOE will examine, address, and remove all barriers within the SOE environment in order to create access, opportunity, and fairness for all students, faculty, and staff.
- 3 Culture, Climate, and Community Outreach: The SOE will improve the educational climate for students, staff, faculty and the surrounding community by fostering an environment that is pluralistic and inclusive.
- 4 Professional Development: All SOE faculty and staff will participate in continuous professional development on a variety of issues relating to multicultural education, diversity, and global awareness.

#### B. Pluralistic Perspectives Strand

The SOE Diversity Plan is a commitment to and a structure for developing educators who demonstrate proficiencies representative of pluralistic perspectives. This is vital to improving teacher quality, expanding multicultural education, and increasing global awareness. The SOE Diversity Plan is based on several beliefs:

- The future of society depends on the valuing and success of each person.
- Education is a life-long process that includes the creation of new avenues for learning, access, and opportunities for all people.
- Student success is possible when educators, stakeholders, and communities provide support, and address varied learning needs, as well as create an environment that values diversity, multicultural, and global educational.
- As educators, we are more effective and productive when we respect and value cultural differences, and accept multicultural and global education as valid perspectives

The unit understands that attitudes and beliefs about diversity affect decisions about student standards and assessment. The unit provides candidates with opportunities to reflect on their own membership in multiple groups (e.g., ethnicity/race, class, gender) access to power and privilege (hooks, 1994; Ladson-Billings, 1994; Zeichner, 1993). Richardson (1995) suggests that there is a continual interaction among knowledge, belief and practice and that effective professional development can include efforts to

change teacher beliefs. Print and video materials are used for awareness training, discussion guides, and for fostering and promoting tolerance throughout the SOE curriculum. “Given the tremendous diversity in our society, it makes eminent good sense to educate all our students to be comfortable with differences” (Nieto, 2001, p. 121).

Proefriedt (1994, p. 74) warns, “Preparing teachers to work in a multicultural society is clearly not as simple as identifying a definable learning style for each group and inventing assignments, motivational strategies, and other aspects of educational environment in response to it.” The unit assesses candidate dispositions as they explore the interconnectedness between issues of race, class, and gender; power and privilege; and equity and equality.

The unit helps prospective teachers deconstruct the “magic bullet” myth and learn that pedagogical knowledge, like other forms of knowledge, must be socially constructed to take into account the specific group of students and other contexts, such as location and resources. With the proliferation of Internet sites, the old excuse, “I can’t find materials on different cultures” can no longer be used (Gorski, 2001). “While no teacher can understand all of the reality of any other culture, much less the many different cultures represented in some of today’s classrooms, every teacher can develop a series of critical skills and perhaps most important, attitudes of curiosity and respect, which will foster a sense of engagement, for the students and for the teacher” (Fraser, 2001, p. viii).

Candidates in the unit learn knowledge, skills, and dispositions to respond appropriately to diversity and to the needs of all students, and promote educational success and positive personal change in themselves and others. Candidates familiarize themselves with a broad range of literature on multicultural issues (Ackerman, Bowen, Beier, & Kanfer, 2001; American Association of University Women, AAUW, 1991; Aronson, Lustina, Good, Keough, Steele, & Brown, 1999; Asante, 2001; Association for the Gifted, 2001; Ausubel, 1977; Avramidis, Bayliss, & Burden, 2000; Bandura, 1977; Banks, 1995, 1997; 2002; Basow & Rubin, 1999; Bennett, 1999; Bhatia & Ritchie, 1999; Boutte, 2002; Brannon, 2002; Brice, 2002; Canter, 1989; Charles, 2002; Clark, Anderson, Clark & Williams, 1999; Delpit, 1995; Diaz-Rico & Weed, 2002; Erikson, 1968, 1980, 1985; Garcia, 2002; Gersten, 1996, 1997; Glasser, 1986, 1990; Goldenberg, 1996; Goleman, 1995; Gurian & Henley, 2001; Hallahan & Kauffman, 2003; Halpern, 2000; Hamm, 2000; Hirsch, 1987; Irvine & Armento, 2001; Jarrett, 1995; Kohn, 1991, 1993; Kounin, 1970; Manning & Baruth, 1996; Marcia, 1980; Maslow, 1970; McCarthy and Crichlow, 1993; McClelland, 1985; Mead, 1950; Nieto, 1992; Ogbu, 1991; Piaget, 1963; Schlesinger, 2001; Skinner, 1971; Sleeter and Grant, 1993; Spring, 2001; Tatum, 1994; Vygotsky, 1978;1987; Wallerstein, 1987; Weiner, 1986; Woolfolk, 2004).

Instructional strategies promote multiple perspectives on subject matter, presented in ways that take into account students’ life experiences and circumstances. Motivational and instructional strategies that run counter to a cultural group’s values are identified. Successful candidates learn to recognize and avoid what Grant (2001) calls “false understandings” with regard to phrases like “at-risk” which can lead to inaccurate knowledge and the miseducation of diverse learners. Candidates learn that unless

youth are given multiple educational opportunities, higher standards will victimize students already harmed by gross inequities in the educational system (Ysseldyke, 2001).

Culturally relevant teachers are also passionate about subject matter (Ladson-Billings, 1994; Meier, 1995). High quality culturally competent educators place emphasis on the strengths of children and on using those strengths to build content knowledge (Day-Vines, 2000).

The number of English as a New Language (ENL) students is growing and schools must focus on effective teaching practices. While large numbers of students are not yet in our service area, these groups are growing and state initiatives are focusing on how these children are taught. Teachers must be knowledgeable about effective classroom practices that include a wide range of grouping practices, communication strategies, assistive technologies, and reinforcement initiatives (Carter, 2000; Center for Equal Opportunity (2000); Haver, 2003; Krashen & Terrell, 2000).

The unit is exploring effective pedagogy based on new understanding of second language learners advocated by the Center for Research on Education, Diversity & Excellence (CREDE, 2002). Second-language literacy instruction recognizes the value of initial instruction in the mother tongue and acknowledges that schooling in the official language and the home language are not mutually exclusive. Primary language is a valuable asset for second-language acquisition (Dutro, 2001; Goldenberg 2001; International Reading Association, 2001).

Program candidates learn that language must be developed across the curriculum, that meaning is connected to students' personal lives, and that learning a second language involves teaching through various modalities. "The child brings into the classroom his or her personal inventory of intellectual, cultural, and linguistic resources, developed within the structures of his family, home, and community—and these resources are replenished on a continual basis throughout his academic career" (Garcia & Beltran, 2003, p. 206).

A child's development cannot be understood without examining the external, social and historical world in which the individual's life develops (Bronfenbrenner, 1960; Vygotsky, 1978, 1987). Development is a collaborative enterprise between the members of the society and the child. Each member of the society assists the child by providing a learning environment that promotes the child's cognitive development. Candidates learn to work in inclusive settings and seek assistance from other institutions that shape the values of the young, such as families, and community organizations and other resources (Davern, 1999).

On the surface, diversity and disability approaches share a common goal, that of access. However, several features of the relationship between the two demonstrate that they are not the same (Pugach and Seidl, 1998). Successful candidates must also show evidence of their ability to plan and teach the student with exceptional needs.

All candidates must have the knowledge about student differences and care about the learning of all children. Candidates in the unit are prepared to take an active role in making sure that all children receive an excellent high quality education.

## VI. Conclusion

The unit conceptual framework provides the basis for the unit's intellectual philosophy that distinguishes IUS graduates from other institutions. The framework establishes a shared vision for unit efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, and field experiences as well as faculty scholarship, service, and unit accountability.

The conceptual framework portrays an image of the teacher as a caring intellectual rather than a technician, and a knowledge generator rather than simply an implementer. The Indiana University Southeast School of Education conceptual framework is not permanent, and will undergo continuous development and systematic management and change. The unit is "engaged in growth."

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## Conceptual Framework Timeline

### Fall 1999

- The unit begins the process of revising the Conceptual Framework.
- The Danielson model is piloted with the undergraduate programs and based on INTASC standards.
- The NBPTS outcomes are adopted for the Master's in Elementary and Secondary Education program and aligned with INTASC standards.
- Counseling, Ed. Leadership and Special Ed. evaluate their programs for IPSB content standards.
- The Danielson model is reported to not be working for the secondary team.

### Spring 2000

- Fields, Gilbert and Wall are designated to draft Unit Dispositions. (1/19/00)
- A Conceptual Framework Survey is conducted with SOE faculty and analyzed.
- Stakeholder groups provide SOE with feedback on dispositions.
- Dispositions are adopted by the SOE. (4/19/00)
- Spring Retreat focuses on development of unit Belief Statements. (5/4/00)

### Fall 2000

- Goals and Beliefs are reviewed by stakeholder groups and reviewed by SOE program teams.
- Belief Statements are approved by SOE. (9/20/00)
- SOE Dispositions are included in course syllabi and advising sessions.
- SOE designates Wall, Bailey and Hottman to work on Mission Statement. (10/16/00)
- Goals and Belief statements are aligned with INTASC, IBSB and approved by SOE. (10/16/00)

### Spring 2001

- Refined Mission Statement approved by SOE. (1/17/01)
- Beliefs, Goals and Dispositions are shared at Superintendents Breakfast. (2/1/01)
- Quality Teams created: Diversity, Unit Assessment, Faculty Development, Governance/Resources. (2/00)
- The unit assessment team begins to monitor UA progress.
- Feedback from stakeholder groups is provided to SOE.
- Program teams develop Knowledge Base to support Conceptual Framework.
- IUS Office of Institutional Research collaborates with unit to develop electronic data collection.
- A unit assessment coordinator is assigned to direct the transition to IPSB 2001 standards.
- Summative Decision Point descriptors and rating categories are finalized by the SOE.

### Summer 2001

- Coordinators are provided with release time and meet weekly to refine unit assessment.
- Coordinators identify four themes taken from mission statement to organize the Conceptual Framework. (6/15/01)
- Coordinators assure the unit that INTASC/ IPSB standards are included in program standards. (6/30/01)

- Coordinators provide a Program Knowledge Base to form the basis of the CF. (6/30/01).
- School Council reviews first draft of CF.
- Faculty and stakeholder groups receive written notice from the SOE dean indicating that a draft of CF is on the SOE website for review.
- CF is discussed at SOE Fall Retreat (9/21/01).
- Faculty and stakeholders provide additional changes to CF.
- Program coordinators meet individually with Office of Institutional Research to share program-specific information for electronic database.

#### **Fall 2001**

- SOE dean holds orientation meetings with Fall 2001 adjuncts to review new standards, CF, assessment and licensure changes, and syllabus.
- Program coordinators finalize how data from dispositions will be aggregated and reviewed.
- The Office of Institutional Research creates a common electronic application for all undergraduate programs.
- Draft of CF is placed on the website for final review by adjuncts and full-time faculty. (9/5/01).
- Final draft of SOE CF is approved (9/19/01).
- Unit assessment team begins 2000-2001 data collection and review process as outlined in CF.
- The unit assessment team establishes plans for monitoring the unit assessment system for compliance, modifications, changes, and revisions and bringing these changes through the unit procedures for review.

#### **Spring 2002**

- The unit assessment team reviews CF to ensure that INTASC and IPSB standards are embedded (12/01).
- Draft of minor modifications to CF is sent to SOE and stakeholders via e-mail for review.
- Modifications to CF are approved by SOE (4/17/02).

#### **Spring 2003**

- UAT reviews CF and asks programs for any suggestions on changes. No modifications were made.

#### **Spring 2004**

- PAUE Quality Team (Formerly referred to as UAT) reviews ENL as addition to CF under diversity theme.
- The knowledge base sources are updated to reflect texts and readings used in programs by Babione, Morganett, and Murray.
- Drafts of the proposed changes are shared at Faculty Meeting 3/18/04 and 4/16/04 and wording modifications are incorporated into CF.
- The Executive Summary of the CF is reviewed to ensure that it continues to reflect the full CF document.

#### **Spring 2005**

- No changes recommended. Technology in CF recommended to study in 05-06. The dean will convene an ad-hoc study group.