

**Conceptual
Framework
2008-2009**

Developing the Well-Educated Teacher

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Conceptual Framework

We seek to prepare the well-educated teacher who possesses a strong foundation in the liberal arts and in pedagogy, and who is disposed to growing as a member of a community of learners. Our conceptual framework and assessment system have been developed with the involvement of the many stakeholders in the preparation of teachers: teacher candidates, the Coker College Council of Chairs, local school district leadership, input from PK-12 teachers across the districts in which we place teacher candidates for clinical internships and student teaching, and the Teacher Education Advisory Committee (TEAC). TEAC, an advisory body of our Teacher Education Program, membership includes unit faculty; professional faculty from other departments on campus (with responsibility, in particular, for advising teacher candidates in their respective program areas and teaching the secondary courses in content areas); school and district level; a representative from the community/business; alumni; and two annually appointed teacher candidates who have been formally admitted to the TEP. All matters of program development, admission to the TEP, student appeals, and departmental initiatives are considered, discussed, and voted upon by TEAC. In cooperation with these various constituencies, we reached consensus in the development of the unit's philosophy, vision, and mission.

The Teacher Education Advisory Committee (TEAC) approved our revised conceptual framework, *Developing the Well-Educated Teacher*. The framework was endorsed by the Council of Chairs and by the Faculty Senate during the 2008-2009 academic year. Unit faculty continue to focus on the improvement of assessment instruments, scoring guides, the unit assessment database, and the overall program of teacher education.

The Mission of Coker College

Coker College is a student-centered, comprehensive, baccalaureate degree-granting college. It is dedicated to providing every student an academic curriculum based upon a uniformly excellent liberal arts core that enhances the structured development of key personal skills. The College's goal is to graduate students with the ability to think analytically and creatively, and to write and speak effectively.

Experiences both in and out of the classroom are focused on active student involvement and the practical application of academic knowledge that lead to lifelong learning. Coker measures its success by the personal and professional accomplishments enjoyed by all members of the academic community.

(<http://www.coker.edu/about/mission.htm>)

Unit Vision and Mission

Vision

Our vision is for Coker College graduates to become distinguished professionals who acknowledge the indestructible dignity of every human being; who recognize that all children possess a capacity to learn; who can assess instructional needs and make informed, fair, and appropriate decisions to meet those needs; and whose understanding of the liberal arts transfers to their work and their lives. Our program will be distinctive for its emphasis on involving children in meaningful learning activities, for involving teacher candidates in the work of education professionals, and for a perspective that embraces an expanding knowledge base of research.

Mission

The Teacher Education Program prepares highly qualified professional educators who have the potential to be successful in the region, state, and nation. This mission can be achieved by preparing well-educated teachers with sound foundations in content knowledge through the liberal arts, pedagogical skills, and a disposition toward growing as members of a community of learners.

In addressing the individual, cultural, and social needs of future educators, the Teacher Education Program (TEP) specifically seeks to meet the following seven goals:

1. Provide opportunities to enhance cultural literacy;
2. Provide programs that address the needs of diverse populations;
3. Foster an atmosphere of fairness, mutual respect, collegiality, and collaboration;
4. Foster highly developed skills of listening, speaking, reading, writing, and creative and analytical thinking;
5. Ensure that teacher candidates demonstrate high levels of competence both in pedagogy and in content;
6. Ensure that our teacher candidates are technologically literate; and
7. Promote collaboration with the educational and business communities.

Shared Vision

The mission of Coker College provides the basis for the shared vision that forms and guides the Teacher Education Program. Our institutional focus is on the broadening experiences of a liberal arts studies program with an emphasis on developing the individual's abilities as an analytical and creative thinker who can express himself effectively in both the spoken and written word: the *well-educated individual*. The conceptual framework of the Teacher Education Program takes those elements and combines them with the knowledge, skills, and dispositions characteristic of *the well-educated teacher*, sound foundations in

content knowledge through the liberal arts, pedagogical skills, and a disposition toward growing as a member of a community of learners. That the mission of the college and the intentions of the unit are so much in harmony is evident in the Vision and Mission statements of the Teacher Education Program as articulated by the unit faculty.

The concept of the well-educated teacher represents perhaps the most practical example of a liberal arts education, and so it is necessary that our program has a collaborative relationship with the practical arena of education, the classroom. Although the Darlington County School District (DCSD) has strong, on-going representation on the Teacher Education Advisory Committee (TEAC), our faculty met with the DCSD Curriculum and Instruction leadership and staff in April of 2007. The occasion provided an opportunity for a mutual exchange of ideas with the intent of improving the knowledge, skills, and dispositions of teacher candidates. Coker College and DCSD leaders meet periodically to explore ways both organizations can further collaborate to satisfy mutual interests and address needs.

Supervising teachers evaluate our candidates, program, and faculty with each clinical internship as part of the continuing effort to maintain a shared vision for teacher education. Guidance in the roles and expectations of supervising teachers is provided by the instructor of record for EDU 415 – Seminar in Student Teaching and the Director of Internship Programs and School Services at a meeting of supervising teachers and teacher candidates prior to the clinical practice semester.

Coherence

The conceptual framework for the preparation of the well-educated teacher provides a basis for coherence among the curriculum, instruction, clinical experiences, and assessments across the candidate's experience in our Teacher Education Program. All courses are designed to address the three learning outcomes specified in our conceptual framework. The knowledge, skills, and dispositions expected of candidates are consistent with the framework and are regularly assessed by a variety of assessment methods which include student course work, experiences, and achievements, standardized tests (Praxis I and II), and two personal interviews. A critical attribute that provides coherence across a candidate's entire experience at Coker College is the dialogical approach to instruction that is characteristic of the institution and of the unit, which particularly emphasizes the expression of candidate dispositions. Teacher candidates enjoy a seamless and consistent pedagogy in the liberal arts, professional education, and specialized program areas.

Dissemination of the Conceptual Framework

The conceptual framework with its emphasis on foundations in the liberal arts and pedagogy is a shared document and a shared responsibility with our colleagues on campus. In addition, it is a shared document with those representatives of the local schools, district, and community who serve on TEAC.

All documents relating to the conceptual framework are made available on the unit's web page (<http://www.coker.edu/educationdept>). This page is housed on the institution's network. It is administered, however, by a faculty member within the unit. Thus, documents such as the Sequence of Events describing the assessment points in the program, forms such as the scoring guides for each assessment, and applications for the Teacher Education Program and for Student Teaching are readily posted and maintained, and update notices are added as necessary without the delay of submitting requests to a separate Information Technology office.

A candidate's first introduction to the conceptual framework is in EDU 102 – Introduction to Education. Candidates who have completed South Carolina's Teacher Cadet program exempt EDU 102 but enroll in EDU 101 – Introduction to the Coker College Teacher Education Program. This course (one hour of course credit) was established specifically to ensure that all teacher candidates receive a thorough explanation of our conceptual framework, expectations, obligations, and procedures. The bulletin is discussed in detail. The full text of TEB is also available on-line in a pdf form at <http://www.coker.edu/educationdept/>. To facilitate greater dissemination of the conceptual framework and its key points, the unit has developed materials that are distributed to the teacher candidates in courses and orientation sessions.

Philosophy, Purposes, Professional Commitments, and Dispositions

Philosophy

Our philosophy is based on the understanding that we bear an ethical responsibility to the children with whom our teacher candidates and graduates will interact. We prepare well-educated teachers who respect the inherent dignity and impressionable nature of children, who appreciate and understand the trust placed in them by the community, and who are prepared to help all children realize their full potential. Our program is structured to provide teacher candidates with 1) a strong liberal arts background, 2) a thorough understanding of both the art and science of teaching, and 3) a disposition toward growing as a member of a community of learners.

The idea that a teacher, as a practical manifestation of a liberal arts education, provides the context for perpetuating a sense of community is given credence by Hirsch's (1987) contention that "To teach the ways of one's own community has always been and still remains the essence of the education of our children, who enter neither a narrow tribal culture nor a transcendent world culture but a national literate culture" (p. 18). The radical changes in telecommunications over the last decade and a half provide a foundation that will facilitate movement from the "national literate culture" to a truly global culture.

Our liberal arts format core provides opportunities for teacher candidates to understand the "sameness" of people and cultures from around the world even as it supports cultural identity. Adler's *Paideia Proposal* (1982) specifically emphasizes the same pedagogical techniques that have been adopted at Coker College, dialogue and maieutic questioning, as the basis for understanding pervasive human concerns. Thus, it is through the broadening experience of the liberal arts that cultural cohesiveness, heritage, and future impact can be considered and appreciated. Such appreciation is integral to the work of those who teach.

Our approach to the art and science of teaching reflects attention to pedagogical technique and "best practice" as well as to introspection and reflection. As Bentley, Ebert and Ebert (2007) assert, providing students with such opportunities for "sense-making" in the context of classroom instruction is consistent with a constructivist approach to education that "provides the teacher with considerable insight about what his/her students know as they enter the classroom, what occurs during instruction, and how to account for the eventual outcomes of instruction" (p. 35). Reflecting a Piagetian (1952) perspective, our candidates are often put in active problem-solving situations and simulations which require that they re-establish a cognitive equilibration through the construction of new knowledge. This is the same process that we encourage them to use with their own students.

We believe that the process of reflecting on one's own thinking should pervade the experience of studying to become a teacher. The notion of reflection as integral to learning and of the necessity for engaging in true problem-solving experiences can be traced back to Dewey's pragmatism as detailed in *How We Think* (Dewey, 1933). We feel that teacher candidates should reflect upon what occurs in class and on their experiences and observations in clinical internships. This contributes to the improvement of writing ability as teacher candidates maintain reflective journals. The art of teaching is further explored through the modeling of various pedagogical principles such as meaningful learning (Ausubel, Novak & Hanesian, 1978), ascertaining what teacher candidates already know as a critical basis for instruction (Ausubel, Novak & Hanesian, 1978), and Bruner's discovery-based learning (1960).

The final aspect of our philosophy, an understanding of the broader educational community, seeks to demonstrate to teacher candidates that schools exist as an integral component of the greater community rather than in isolation. Educators bear a responsibility for ethical conduct, knowledge of the socio-economic realities of the community in which they work, and the need for participation as a member of that community. Teacher candidates are afforded opportunities to work with children in clinical settings as well as in the context of community membership. The student teaching experience, among others, exposes teacher candidates to those activities in which professional educators engage beyond the confines of a classroom.

Purposes - Outcomes for the Teacher Education Program

Coker College's Teacher Education Program reflects Blackwell's (2003) suggestion that the goal of teacher education is to provide high-quality teachers who know how students learn and who structure classrooms to optimize student learning. Carini and Kuh (2003) have noted that the best predictor of student learning and development of the college student is the amount of time and energy spent on educationally fruitful endeavors, and so Coker College faculty emphasize the value of informative experiences for teacher candidates in their course work and through public school internships. The Department of Education faculty, through collaboration with college faculty, public school personnel, and interested leaders from the business community, have developed unit outcomes and teacher candidate performance expectations. These outcomes and proficiencies are linked to the mission, goals, and objectives of Coker College, its teacher education program, and state and national standards. The unit outcomes for our teacher education program are as follows:

1. Develop well-educated teachers with sound knowledge of subject matter.
2. Develop well-educated teachers who understand and practice sound pedagogy.
3. Develop well-educated teachers who are disposed to growing as members of a community of learners.

Professional Commitments

Commitment to Diversity

The conceptual framework reflects the unit's commitment to diversity. Evidence of this can be found in the unit's Vision Statement, the TEP Goals as listed in the unit's Mission Statement, the Unit Outcomes (see Table I.1: Performance Expectations Aligned with Standards and Goals), and as explicit components of several Unit Assessments such as the TEP Interview, the Student Teacher Interview, and the Long Range Plan. Issues of ethnic, physical, cognitive, and socio-economic diversity are discussed in EDU 102 – Introduction to Education and the theme is continued through pre-student teaching course work, with culminating performance expectations during student teaching. Recognizing and

accommodating student differences are addressed specifically in ADEPT Performance Standards 1,2,3,4,5,6,8, and 9 for all program areas. EDU 405 – Classroom Pragmatics, also taken by candidates in all program areas, addresses diversity in terms of designing appropriate classroom assessments and in the design and implementation of classroom management plans. As examples, EDU 211 – Language Arts Methods (Elementary) and EDU 402 – Materials and Methods in Early Childhood Education (Early Childhood) are two program specific courses which address student diversity. EDU 385 – Psychology Applied to Teaching and Learning in the Classroom addresses the topics of diversity and exceptionalities. In addition, pre-student teaching clinical internship placements are monitored to ensure that students are exposed to a variety of educational settings representing the needs of diverse populations.

Commitment to the Concept That All Children Can Learn

We agree with Adler (1984, p. 5) that “all (children) are educable in exactly the same sense of the term, and that all have the human right to become educated in their mature years.” Teachers enable the learning process by guiding the work of learners (Adler, 1984). Our teacher candidates in Education 101 and 102 are introduced to *The Paideia Classroom* (Roberts & Billings, 1999). These candidates understand that the school can be the best environment for the education of the child. Moreover, “schools should be judged on how well they provide such preparation” (Roberts & Billings, 1999, p. 4). Candidates, in the spirit of the Paideia Principles, are committed to providing a nurturing classroom environment for diverse populations. Our dialogic approach to teaching serves as a model for candidates as they practice the art of learner engagement.

Internships in a variety of diverse settings provide candidates with experiences where teachers are dedicated to providing instruction for all students. During student teaching, candidates are assessed on their ability to “establish, communicate, and maintain high expectations for student achievement (ADEPT, 2007, APS 4 A). Additionally candidates are expected to “create and maintain a culture of learning” (ADEPT, 2007, APS 8A).

Commitment to Technology

The conceptual framework for the Teacher Education Program (TEP) is reflective of the unit’s and the institution’s commitment to technology. Coker College has required that all course syllabi include a Library/Technology Checklist that indicates the technology and research skills that will be required for the course. Computer terminals with network access and large monitors have been placed in many classrooms across the campus. The Information Technology department offers tutorials and assistance to faculty, staff, and all Coker students. A new state-of-the-art Library and Information Technology Center opened in January of 2008.

Within the unit, students are required to complete a Technology Checklist that provides evidence of skills with a number of classroom applications of technology. Familiarity with technology and the appropriate and inappropriate uses of technology are discussed with each candidate as part of the TEP interview. EDU 102 – Introduction to Education requires a media/internet evaluation assignment and allots time for the class to visit the Library and Information Technology Center for an orientation to print and electronic resources available to candidates. Candidates in EDU 350 – Science Methods for Teachers, complete an internet research activity on two assigned topics and three additional personally selected topics. Courses such as EDU 385 – Psychology Applied to Teaching and Learning in the Classroom and EDU 405 – Classroom Pragmatics (among others) require PowerPoint presentations of candidates' projects. Further, all candidates and students in other majors use the institution's document distribution and archiving system, Icebox. This system is housed on the institution's network. All students have e-mail accounts provided by the college (or may choose to use their own accounts) that the unit uses to disseminate information. In addition, the unit maintains a web page that posts current notices to students (see <http://www.coker.edu/educationdept> select "Notices") as well as other unit-related information. Candidates enrolled in EDU 415 – Seminar in Student Teaching, visit the Pee Dee Education Center for a technology update.

Dispositions

The conceptual framework of the unit embodies a strong professional commitment to knowledge, teaching competence, and student learning as outlined in the goals of the Teacher Education Program (TEP) and the three unit outcomes associated with our aim of developing the well-educated teacher.

The unique institution-wide use of the dialogical approach to course presentation across the disciplines provides our faculty with a distinct opportunity for fostering and assessing candidate dispositions as a regular function of the education program. In addition, dispositions both of our teacher candidates and of cooperating in-service professionals are assessed in each course that contains a clinical internship component. This allows us to monitor not only the strengths and weaknesses of our program from an internal perspective but also from the standpoint of how our program and candidates are perceived by teachers in the classroom. Dispositions are further explored through the two candidate interview assessments (TEP interview and Student Teaching interview). These two assessments provide insights about dispositions as candidates formally enter the TEP and again as they prepare to enter student teaching. Each of these exercises is documented with scoring guides, and the results are entered into the unit assessment system database for further analysis.

Knowledge Bases

First Unit Outcome

Developing well-educated teachers with sound knowledge of subject matter

Ayers (2001) observes, "Teaching is a human activity, constrained and made possible by all the limits and potential that characterize any other human activity." Our faculty and PK-12 partners embrace the complexity of teaching and accept that preparing highly qualified teachers is the responsibility of all persons involved in teacher education. Collective evidence suggests that teachers' knowledge has substantial influence on student learning. As an example, studies cited by Darling-Hammond & McLaughlin (1999) have shown that increased expenditures on teacher education overshadow other variables as being productive investments.

According to Shulman (1986), an expansive liberal arts education provides teacher candidates with a framework of understanding. Hirsch (2002) defines the liberal arts as "the areas of learning that cultivate general intellectual ability rather than technical or professional skills (p.98)." NCATE (2008) defines general education knowledge as follows: "Theoretical and practical understanding generally expected of a liberally educated person" (p. 87). Furthermore, NCATE (2008) identifies the general education curriculum as the inclusion of the arts, communications, history, literature, mathematics, philosophy, science, and social studies from multicultural and global perspectives. Coker College (2008) provides a student-centered liberal arts context (Liberal Arts Studies Program, LASP) that includes content knowledge as well as the goals to improve each teacher candidate's ability to think analytically and creatively, and the ability to write and speak effectively. These elements form one of the foundations of our teacher education program (see Philosophy).

Sears, Otis-Wilborn, and Marshall (1994) suggest that teacher preparation requires a broad liberal arts base of student experiences with the responsibility shared by all faculty in an institution. Coker College (2008) faculty accept this responsibility as demonstrated by specific liberal arts requirements that are designed to fulfill the mission of the institution and of the teacher education unit. The foundation for lifelong inquiry and learning is provided by core skills, language, science and mathematics, humanities, social sciences, and fine and performing arts, and information technology skills.

The notion of "content knowledge" in today's world must be taken a step further. Goodlad (2003) suggests that the height of folly would be for schools to neglect, as a central mission, educating youth in the democratic ideals. Educators should emphasize the freedoms and responsibilities of citizens in a democracy and the civic understandings and dispositions required of citizenship. Nieto (2002)

reinforces Goodlad's pronouncements by emphasizing the importance of multicultural education: "Multicultural education is a hopeful way to confront the widespread and entrenched inequality in United States schools because its premise is that students of all backgrounds and circumstances can learn and achieve to high levels." Meanwhile, Eisner (2003) proposes that educators have a responsibility to help students to work with others in cooperative endeavors, suggesting that students should learn to work with students whose cultures differ from their own.

Darling-Hammond (1999) also notes that research supports the importance of a teacher's knowledge of content, human growth and development, and teaching methods. Content knowledge and pedagogical knowledge and skills are essential elements in effective teaching. Darling-Hammond (1999) cites over 200 studies that indicate, ". . . teachers who have more background in their content areas and have knowledge of teaching and learning are more highly rated and more successful with students in fields ranging from early childhood and elementary education to mathematics, science and vocational education" (p. 378). Meanwhile, the practice of reflective teaching helps the teacher candidate consider both theory and application of theory (Cruickshank, 1999). Consequently, the teacher candidate, as a reflective teacher, improves his/her decision making and effectiveness (Moore, 2001).

Ravitch (2004) states that education will not become a respected and durable profession without the use of practices founded on solid research: "Education will not achieve the status that it deserves until there is carefully constructed, validated knowledge about how to improve student learning as well as how to measure student learning." Consequently, teacher candidates must have adequate preparation in content and pedagogy based on a liberal arts foundation. Coker College faculty, representing the arts, sciences, humanities, and education, are committed to furnishing teacher candidates with meaningful experiences that provide the knowledge and skills necessary to become successful teachers. A liberal arts foundation, coupled with subject area content knowledge and pedagogical knowledge and skills, gives teacher candidates enriching opportunities in a supportive community environment.

Second Unit Outcome

Developing well-educated teachers who understand and practice sound pedagogy

Knowledge of PK-12 students is necessary for the prospective teacher to acquire and implement effective instructional approaches (Cruickshank, Bainer, & Metcalf, 1999). According to Porter and Brophy (1988), teacher candidates should have knowledge of subject matter, pedagogy, and knowledge of a theoretical base of human growth and development. Additionally, Fasko and Grubb (1995) indicate that effective teachers possess pedagogical skills that

focus on learner-centered and active-learning practices. Brophy and Good (1986) state that effective teachers are characterized by their care in lesson planning, the articulation of learning goals, and careful monitoring of student work.

Well-educated teachers have a deep understanding of content and participate in the cultural life of society. Additionally, these teachers believe that all children can learn. Thus, they should possess a repertoire of strategies and skills in teaching and assessment. Effective teachers also collaborate with colleagues, parents, and community and so must possess effective communication skills. Active learning, professional growth, and leadership are traits that enhance a teacher's effectiveness. Students, in turn, benefit from teachers who model a passion for learning as a result of such traits (Hunt, 2003).

Tomlinson (2003) notes that teachers should practice six basic principles to foster equity and excellence among diverse learners. Among these are issues of delivering a sound curriculum, respect for learners, the value of assessment, and the teacher's role as a guide and provider of support. Our faculty are committed to providing teacher candidates with such skills and experiences to prepare them for working with diverse populations. Diversity-specific issues are addressed throughout the curriculum. Furthermore, clinical internships "are intended to be reflective of diverse cultures, socioeconomic groups, a variety of South Carolina school settings and grade levels, and include interaction with exceptional children" (Coker College, 2007, p. 69).

Technology provides multiple paths to access resources and to experience personal and professional growth. As access to technology increases, educators must determine appropriate ways to use it (Means, 2000). A report by the National Research Council (Bransford, Brown, & Cocking, 1999) explores the potential of technology to provide conditions that are conducive to meaningful learning. Teacher candidates need connections to external experts, tools for analysis, scaffolds for problem solving, and opportunities for reflection. Means (2000) notes that a vision of educational technology depends upon improvement in teacher education and professional development around pedagogy, content, and assessment.

Coker College (2008) teacher education graduates should understand how information technology has altered the course of human events, how it is changing the way tasks are accomplished today, and how it is likely to continue to do so in the future. In part, this means students should know how to harness the power of today's computer technology, understand its limitations, and be familiar with the ethical problems associated with its use. Teacher candidates are required to demonstrate their skills in technology throughout their program of study. A culminating experience takes place when student teachers provide evidence of their competencies in technology during senior seminar.

Third Unit Outcome

Developing well-educated teachers who are disposed to growing as members of a community of learners and to becoming instructional leaders

We believe that teacher candidates with a strong liberal arts background should also have an understanding of the art and science of teaching, and an awareness of the nature of the broader educational community. The manifestation of these efforts will be seen in well-educated teachers who demonstrate the highly developed skills of listening, speaking, reading, and writing, as well as the ability to think creatively and critically, and who seek out and assume leadership roles in the school and community.

Palmer (2007) suggests that, "Good teachers possess a capacity for connectedness among themselves, their subjects, and their students so that students can learn to weave a web for themselves (p.11)." Ayers (2001) notes that teaching is an intellectual and ethical activity, which requires thoughtful reflection and care. Though these traits are being ascribed to teachers, we see them as integral to becoming instructional leaders as well. Stigler and Hiebert (1999), who suggest that teachers who use their knowledge to solve problems collaboratively have a tendency to experience greater job satisfaction, provide the final link between the effective teacher, the instructional leader, and the individual with a commitment to community. The use of reflection, dialogue, and inquiry, all practices consistent with the Teacher Education Program at Coker College, enhances collaborative work in the education community. A teacher candidate, seeking to become a professional educator, is intellectually curious, is passionate about teaching, cares about students and their progress, and is dedicated to professional growth (Schön, 1983). In other words, the well-educated teacher is one who possesses a strong foundation in the liberal arts and pedagogy, and who is disposed to growing as a member of a community of learners.

Performance Expectations Aligned with Professional and State Standards

The conceptual framework is reflective of a shared vision of the stakeholders for the teacher education program, and the conceptual framework incorporates the mission and vision of the institution. The institution's Liberal Arts Studies Program (LASP) serves as the underlying liberal arts foundation for candidate proficiencies. Unit outcomes and their indicators with the Teacher Education Program (TEP) goals are aligned with Interstate New Teacher Assessment and Support Consortium (INTASC) standards, the National Board for Professional Teaching Standards (NBPTS) standards, and South Carolina standards for Assisting, Developing, and Evaluating Performance Teaching (ADEPT) (Table I).

All candidates meet a common set of general and professional education knowledge, skills, and disposition proficiencies; however, additional statements for candidate proficiencies vary by the major area of study for each licensure area. Candidate proficiencies are thus aligned with the institutional standards, the unit's conceptual framework, state teacher preparation standards (ADEPT), and INTASC standards, as well as with the standards of specialized associations for which the unit has programs: the Association for Childhood Education International (ACEI); the International Reading Association (IRA); the National Association for the Education of Young Children (NAEYC); the National Council for Teachers of English (NCTE); the National Council of Teachers of Mathematics (NCTM); the National Science Teachers Association (NSTA); the National Council for Social Studies (NCSS), the National Association of Schools of Music (NASM), the American Association for Health, Physical Education, Recreation and Dance (AAHPERD) and the South Carolina Standards for Art Education. Details of the alignment of candidate proficiencies by program are included in the respective Specialized Professional Association (SPA) reports.

Standards and Unit Goals

Table 1: Performance Expectations Alignment with National and State

Unit Outcomes and Candidate Proficiencies	INTASC ¹	ADEPT ²	NBPTS ³	TEP Goals ⁴
1. Develop well-educated teachers with sound knowledge of subject matter.				
<i>As evidenced by knowledge:</i> The teacher candidate				
1.1 Knows facts and is literate in content areas	1	APS 6	2	2, 5
1.2 Knows important issues in respective disciplines	1	APS 1, 6	2	1, 2
1.3 Knows English grammar	6	APS 4, 6, 10	3	4
<i>As evidenced by skills:</i> The teacher candidate				
1.4 Applies knowledge in solving problems	4	APS 2, 9	3,5	4
1.5 Uses appropriate subject area information in the construction of logical arguments	4	APS 1, 2, 5	3	5
1.6 Speaks and writes standard English	6	APS 4, 6, 10	3	4
<i>As evidenced by dispositions:</i> The teacher candidate				
1.7 Demonstrates confidence with subject matter in classroom interactions	8	APS 6, 8	2	5
1.8 Appreciates the importance of cultural literacy	1	APS 1, 10	1	1
1.9 Exhibits an attitude of reflection and perseverance	9	APS 3, 7, 10	4	1, 4
2. Develop well-educated teachers who understand and practice sound pedagogy.				
<i>As evidenced by knowledge:</i> The teacher candidate				
2.1 Recognizes instructional needs in a classroom situation	4	APS 5	2	5
2.2 Has knowledge of instructional implications of cultural diversity and human growth and development	2, 3	APS 4, 9	1,2	1, 2, 5
2.3 Knows effective classroom management techniques	5	APS 9	3	5
2.4 Recognizes the appropriate and inappropriate uses of technology in the classroom	4	APS 2, 5	2	6
<i>As evidenced by skills:</i> The teacher candidate				
2.5 Uses multiple instructional paths to learning	4	APS 5, 6	2	2, 5
2.6 Selects and establishes management procedures and routines that facilitate learning	5	APS 5, 8, 9	3	5
2.7 Demonstrates multiple approaches to assess learning	8	APS 3	3	5
2.8 Uses current technology effectively	6	APS 2	2,4	6
<i>As evidenced by dispositions:</i> The teacher candidate				
2.9 Commits to ethical and professional values	2	APS 10	5	3, 7
2.10 Appreciates student diversity	3	APS 10	1	2
3. Develop well-educated teachers who are disposed to growing as members of a community of learners and to becoming instructional leaders				
<i>As evidenced by knowledge:</i> The teacher candidate				
3.1 Has knowledge of his/her responsibilities to students, the community, and the profession	7	APS 4, 10	5	7

¹ Interstate New Teacher Assessment & Support Consortium (1992):

<http://www.ccsso.org/content/pdfs/corestrd.pdf>

² South Carolina Department of Education (2006): *Assessing, Developing, & Evaluating Professional Teaching*, http://www.scteachers.org/Adept/evalpdf/adept_guidelines.pdf

³ National Board for Professional Teaching Standards (2002):

http://www.nbpts.org/UserFiles/File/what_teachers.pdf

⁴ Coker College, *Teacher Education Bulletin* (2007):

<http://www.coker.edu/educationdept/Web%20Page%20Documents/Microsoft%20Word%20-%20TEP%20Bulletin%20with%20cover%20and%20%2007.26.07.pdf>

3.2 Has awareness of appropriate professional organizations and understands their purpose	9	APS 10	5	1
3.3 Knows the principles of effective leadership	7, 10	APS 10	5	1, 3, 7
<i>As evidenced by skills: The teacher candidate</i>				
3.4 Sets long and short range achievable goals	7	APS 1, 2	5	1
3.5 Actively listens and considers the opinions of others	5, 7	APS 1, 2, 8, 10	5	1
<i>As evidenced by dispositions: The teacher candidate</i>				
3.6 Is an advocate of students and of the profession	7	APS 8, 10	5	7
3.7 Values life-long learning	9	APS 10	4	1
3.8 Takes the initiative in personal learning and is a member of the community of learners	9	APS 10	4,5	4
3.9 Appreciates and participates in the culture of our society	2	APS 10	1	2, 7

Assessment of Candidate Proficiencies

A detailed description of the unit assessment system, transition points for the regular assessment of candidate performance and the data management system are provided in this document. In addition to course work throughout the program, candidates' performance is assessed at the key transition points of 1) pre-admission to the Teacher Education Program (TEP), 2) program entry, 3) program midpoint, 4) final program stage, and 5) graduate follow-up. Though candidates complete assignments and requirements that are specific to their program areas, common assessment experiences include the TEP Interview, the Student Teaching Interview, the Assessment of Impact on Student Learning, the Long Range Plan requirement, and a series of evaluations based upon the ADEPT instrument.

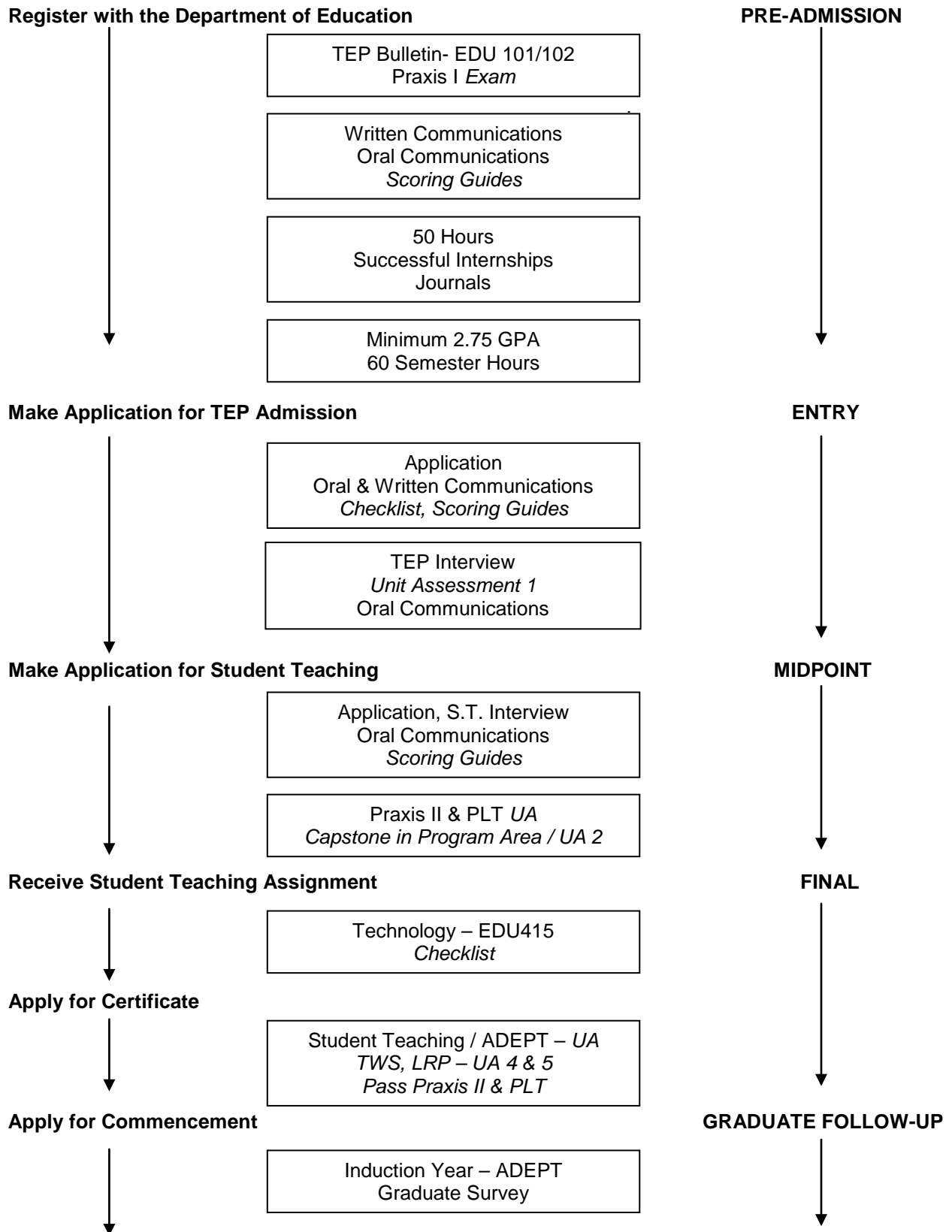
The unit uses an ACCESS-based relational data table system for documenting candidate proficiencies and other data pertaining to the candidate's participation in our program (e.g. contact information, major, advisor, program status). The database is housed on the institution's network, thus allowing us sufficient space to collect extensive data particularly for data-intensive tables such as clinical internship placements.

Because the system is administered by a faculty member within the unit, we have the capability to disaggregate data within and across tables quickly, easily, and while specifying the particular information that we wish to access. For example, the Director of Internship Programs and School Services can track the use of particular school districts and individual schools, and can organize those data to ensure that students are being placed in a variety of educational settings. The data system also provides updated information about the number of candidate placements by candidate and the number of hours of internship completed. Similarly, we now have the capability of examining multi-dimensional assessment items in their disaggregated form to identify areas of strength and weakness within the program to facilitate program improvement.

Data entry activities are distributed within the unit so that information is placed on the database as close to the original assessment source as possible (e.g. assessments germane to the student teaching semester are entered by the professor with responsibility for the student teaching seminar). The unit assessment system is performance-based and provides the means for measuring the candidate's proficiency with identified unit outcomes. The unit assessment plan and scoring guides are provided to the teacher candidates in advance, are available in the unit office, and are also published on the unit's web page (see <http://www.coker.edu/educationdept>).

What follows is a table indicating the incremental procedures and assessments candidates experience as they progress from pre-admission status to program completion.

Table 2: Teacher Education Program: Admission to Completion



Coker College: “Developing the Well-Educated Teacher”

Unit Assessment System

Candidates are assessed throughout the program. The list below details the Unit Assessments which are common to all program areas:

Teacher Education Program (TEP) Pre-Admission

We analyze candidates' oral and written communication skills, content knowledge, pedagogical knowledge, dispositions, commitment to the profession and candidates' engagement in the culture of our society. Candidates pass all three portions of Praxis I or have the SAT or ACT equivalent scores (refer to page 49, *Teacher Education Program Bulletin*). Candidates in EDU 101/102 prepare an intellectual autobiography with a length of two to three pages. **(Entry)***

Content Knowledge & Pedagogy - SC Licensure Examinations (Praxis II) & the Principles of Learning and Teaching (PLT):

We analyze the results of these examinations and modify the program based on accumulated data. **(Midpoint)**

Content Knowledge - Capstone Experience:

We provide a capstone experience in each program area. As an example, elementary education majors in EDU 403 - Materials and Methods for the Elementary Teacher prepare an interdisciplinary unit based on Association for Childhood Education International (ACEI) standards to include a theoretical base, goals, objectives, procedures, materials, and assessments. **(Midpoint)***

Comprehensive Internship - Performance Assessment:

We assess candidates' competency using the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) instrument. Candidates are evaluated by the college supervisor, principal (or designee), and the supervising teacher. **(Final)**

Candidates' Effect on Student Learning (Teacher Work Sample):

We provide candidates with instruction on the preparation of pre- and post-assessments in EDU 405 - Classroom Pragmatics: Assessment and Management. Candidates use that template for the development of an assessment-based unit of instruction during their comprehensive internship: Student Teaching. **(Final)***

Candidates' Ability to Plan Instruction

Long Range Plan (LRP) – EDU 415 (ADEPT):

We evaluate candidates' long-range plans which address demographics, instructional concerns, and communication with stakeholders and include an evaluation of the plan. **(Final)***

Additional Assessments

Each program area, as a minimum, has two additional assessments which have direct links to the respective standards for the area of specialization. Candidates receive feedback on their progress at the conclusion of each unit and program area assessment.

Feedback: Personalization and Assessment

As a demonstration of our culture of assessment, the listing below details our personalized feedback to candidates throughout the program:

Written Communications:

EDU 101/102 – Scoring Guide:

Candidates prepare an intellectual autobiography with a length of two to three pages. This writing sample is filed in candidates' folder for future reference. Faculty will provide candidates with feedback.

A second intellectual autobiography will be prepared under supervision as a part of the TEP admittance process. Candidates will receive their EDU 101/102 autobiographies and will be asked to reflect and comment on their intellectual growth. Additional feedback will be given.

Oral Communications: COM 101

Make classroom presentations and/or lead discussion(s) EDU 101/102 & EDU 385 - *Scoring Guide:* Instructor will provide candidate with feedback.

TEP Application:

Candidates complete the application and receive feedback from their advisors prior to interview. The advisor reminds students of our TEP performance expectations which are categorized by knowledge, skills, and dispositions. Consequently, candidates review their work-to-date, which includes returned papers, internship journals, cultural event reports, and other course materials.

TEP Interview:

Scoring Guide: The Director of Teacher Education will provide formal feedback. If problems emerge from the interview, then candidates will be advised of issues that will prevent a positive recommendation to TEAC. Additionally, candidates will be informed of options for remediation of identified deficiencies.

Student Teaching Interview:

Scoring Guide: The Director of Teacher Education will provide formal feedback by identifying strengths and providing suggestions for improvement.

Capstone Experience:

Scoring Guide: 400 level course. Candidates will receive feedback regarding the level of content knowledge in the respective program area.

Teacher Work Samples (TWS):

Scoring Guide: Introduction will occur in EDU 405 with culmination in student teaching. Candidates will provide teacher work samples as evidence of teaching effectiveness and receive feedback from the supervising professor regarding his/her impact on student learning.

Technology:

EDU 415 - *Checklist:*

Candidates will receive feedback only if evidence indicates areas of immediate concern regarding skills in technology.

Student Teaching:

ADEPT Scoring Guide and Checklist:

Candidates will receive immediate feedback from supervising professor regarding planning skills. Feedback will be provided after each classroom observations by the supervising professor, the supervising teacher, and school administrator.

Other Assessments:

Assessments in each specialized program area will vary. Supervising professors will provide specific feedback regarding candidate performance. EEDA assessment occurs in EDU101/102, 385, and student teaching using ADEPT.

Annually, employers of recent graduates will assess the performance of induction year teachers by completing an employer survey.

Scoring Guides:

Scoring guides are used for candidates' assessment and feedback. Candidates are expected to score a minimum of 2.5 or better on all assessment. Scoring guides are available online at <http://www.coker.edu/educationdept/dnotices.htm>.

U.S. Department of Education Title II Statement for Coker College

Coker College's institutional pass rate in the 2007-2008 academic year was 92% on the Praxis II exam(s).

Summary

The conceptual framework of Developing the Well-Educated Teacher is reflected throughout the curriculum provided to candidates within the unit and in their course work with other departments on campus. The Liberal Arts Studies Program (LASP) which forms the basis for a sound foundation in content areas (Unit Outcome 1) is the same program for our candidates as it is for any individual studying at Coker College. This circumstance thoroughly integrates the Teacher Education Program with the entire institution. Indeed, virtually all departments on campus are engaged in the education of our teacher candidates.

Our second Unit Outcome, a sound foundation in pedagogy, is evident in the breadth of educational opportunities made available to our candidates and is delivered by a dedicated faculty with years of experience in the public schools, credits for state, national, and international presentations, and the authorship of school and college textbooks. Our small class sizes and dialogical approach to instruction provide each candidate with the opportunity to hear and be heard throughout his or her program of study. Our emphasis on a disposition to be a member of a community of learners (Unit Outcome 3) is fostered not only within our own professional course offerings but also as a characteristic of all course work in the liberal arts as well.

The unit assessment system provides candidates with assessment opportunities at key transition points. The assessment formats include nationally and state recognized measures with established validity and reliability (e.g. Praxis and ADEPT). The TEP interview and the Student Teaching interview are two assessments that have been carefully crafted and refined within the unit to provide candidates with an unparalleled opportunity to express themselves, in their own words, in conversation about each of the unit outcomes. These two interviews span the candidate's program experiences from entry to the beginning of clinical practice. The reliability of these instruments has been demonstrated over time. The content and construct validity of these instruments has been repeatedly addressed by the unit as the current form of the scoring guide was developed. It is important that this exercise remains as an open dialogue with the candidate rather than as another "examination," and so the unit faculty take time to discuss the phrasing of questions and the manner in which they are presented.

The clinical experiences of our candidates have been organized to provide opportunities for observation and for practice, and always for reflection. The Director of Internship Programs and School Services maintains records on the data management system to ensure that candidates are provided a variety of placements in diverse settings. Coker College does not use a field service practicum approach to clinical experience, preferring instead to place candidates in schools with every EDU course they take, and beginning with EDU 102 – Introduction to Education. In this way, our candidates are provided clinical experiences over their entire course of study and enjoy multiple internship placements.

Revisiting the Coker College principle reaffirms the faculty's commitment to the teacher candidate: "The highest ethical principle is the indestructible dignity of every human being" (Coker College, 2007, p. 7). As faculty, we value teaching and teacher candidates. Additionally, we recognize the importance of leading and assisting each teacher candidate in his/her growth and development in becoming a well-educated teacher. Classroom experiences, advisement sessions, and community interactions give evidence of our commitment to teacher candidate advancement and performance.

Bereiter (2002) asks the question, "What should it mean to be an educated person in the twenty-first century?" (p.11) He suggests that liberal education is essentially enculturation which brings the young into a culture that transcends social and ethnic backgrounds. The role of teachers is to connect the student to the curriculum and the student to the community, thereby creating an alignment among the learner, knowledge, the community, and assessment-centered learning. In *An Education for Our Time*, Bunting (1998) suggests that the challenge is to provide students with quality experiences in an intimate community environment. Such is the environment we seek to provide at Coker College and within the Teacher Education Program.

The shared vision of the Coker College experience and the Teacher Education Program gives teacher candidates choices for pursuing individual growth opportunities within a supportive, learning community. The result is the well-educated teacher with the knowledge, skills, and dispositions necessary for successful teaching.

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Appendix A

Procedures for Admission to the Teacher Education Program

You will note on the following pages an outline of procedures for pre-admission students. Your goal of becoming a program completer begins with pre-admission, and then you will progress, as a teacher candidate, to student teaching. We encourage you to carefully review these stages as you advance in our Teacher Education Program.

Program Stages

Coker teacher candidates must meet all of the graduation requirements described in the academic catalog to graduate as a teacher education major. Additional requirements of the respective approved teacher education program are described in the Teacher Education Bulletin.

Stage One Pre-Admission

Teacher candidates will:

1. Register with the Department of Education by declaring an education major.
2. Secure and register an e-mail address with the Department of Education.
3. Receive advisement from their assigned advisor.
4. Complete an *exam* on the *TEP Bulletin* (EDU 101/102).
5. Achieve passing scores on all parts of the Praxis I (Candidates will attempt Praxis I or be restricted to no more than 12 hours of Education courses).
6. Demonstrate written communications skills (ENG101/102, ENG102 – intellectual autobiography), and all other courses through written journals and other writing samples (*scoring guide*).
7. Demonstrate oral communication skills (*scoring guide*) (COM101, EDU 101/102, & other courses).
8. Demonstrate knowledge of ADEPT in EDU 101/102, 207, 307, 320, and 385 (*grades and journals*).
9. Earn 60 semester hours.
10. Satisfactorily complete 50 hours of clinical internships in a variety of grade levels and academic settings in SC public schools (*self-evaluation and supervising teacher evaluation*).

11. Maintain a minimum 2.75 GPA overall and in the combined professional education and area of specialization courses.

Faculty will:

1. Collect, score, and file intellectual autobiography (EDU 101/102 - *scoring guide*)
Provide candidates with feedback and suggestions for improvement.
2. Evaluate oral communications (EDU 101/102 & EDU 385 - *scoring guide*) Provide candidates with feedback and suggestions for improvement.

Stage Two – Entry

Application for and admission to the Teacher Education Program comes at the beginning of the junior year but no later than one full semester prior to student teaching.

Teacher candidates will:

1. Attend a TEP orientation conducted by the Department of Education.
2. Consult with and obtain support from their advisor to initiate application procedures.
3. Obtain written recommendations from a minimum of two full-time Coker faculty members (one from general education and one from professional education).
4. Complete a TEP application form that includes responses to questions which probe the candidate's academic skills and progress to date.
5. Schedule an appointment with the Department of Education secretary to complete a written reflection of the two-to-three page intellectual autobiography, previously prepared in EDU 101/102 (for faculty review).
6. Submit the written application to the secretary of the Department of Education on or before the first Thursday in October or the first Thursday in February. Candidates must submit the application in person.
7. Present a 10-minute overview of their work-to-date with reference to their gains in knowledge, skills, and dispositions during an interview with members of the Department of Education and the Teacher Education Advisory Committee (*scoring guide*).
8. Receive approval for admission by the Teacher Education Advisory Committee.

Faculty will:

1. Assist candidates with application procedures (*checklist*).
2. Review the application and provide feedback. Faculty reserve the right to request additional information.
3. Provide candidates with feedback prior to TEP interview (advisor).
4. Conduct an interview to discuss candidates' knowledge, skills, and dispositions (*scoring guide*).

The Director of Teacher Education will:

1. Provide formal feedback. If problems emerge from the interview, then the candidates will be advised of issues that will prevent a positive recommendation to TEAC. Additionally, candidates will be informed of options for remediation of identified deficiencies.
2. Recommend candidates to TEAC for admission to TEP upon acceptable interview performance.

Stage Three – Midpoint

Application for student teaching is made two semesters prior to student teaching.

Teacher candidates will:

1. Attend a pre-student teaching orientation conducted by the Department of Education.
2. Complete an application for student teaching in conjunction with their faculty advisor.
3. Complete an online application for SC Certification.
4. Complete electronic fingerprinting for SLED and FBI criminal background check.
5. Submit the application and related materials in person to the Director of Internship Programs and School Services on or before the announced deadline.
6. Take the appropriate specialty area exams, Praxis II and the Principles of Learning and Teaching (beginning of the senior year).
7. Schedule an interview with the Director of Teacher Education.

The Director of Teacher Education will:

Provide the candidates with written feedback following the student teacher interview. The response will identify strengths and provide suggestions for improvement (*letter and scoring guide*).

Stage Four - Final

Teacher candidates will:

1. Successfully complete EDU 415 (Seminar in Student Teaching).
2. Demonstrate skills in technology (EDU 415, *checklist*).
3. Receive invitation to attend the Coker College Education Career Fair (January).
4. Successfully complete an intensive 12-week internship in a public school (EDU410, EDU430, EDU440, or EDU470).
5. Demonstrate knowledge of ADEPT in EDU 403, 405, 415, and EDU410, EDU430, EDU440, or EDU470 (*ADEPT scoring guide*).
6. Provide student work samples as evidence of teaching effectiveness.
7. Make formal application to the SC Department of Education for licensure after completing all program requirements.
8. Make formal application for a Coker College diploma.

Faculty will:

1. Review submitted student work samples (EDU 405).
2. Furnish feedback on skills in technology (EDU 415 - *checklist*).
3. Provide candidates with immediate feedback after each student teaching observation. Additionally, the candidates will receive feedback from the supervising teacher and school administrator (*ADEPT scoring guide*).

The Director of Teacher Education will:

1. Recognize the candidates as program completers.
2. Recommend candidates to SC Department of Education for a teaching credential.

Summary

Individuals seeking to complete our program must do the following:

Pre-admission:

- Pass all three portions of Praxis I;
You will be exempt from taking Praxis I if you obtain an SAT score of 1100 or greater (1650 for exams taken on or after March 1, 2005) or an ACT score of 24 or greater.
- Demonstrate acceptable oral and written communications skills*;
- Complete 60 semester hours of course work;
- Successfully complete 50 hours of clinical internships;
- Earn and maintain a minimum 2.75 GPA overall and in the combined professional education and area of specialization courses; and
- Attend a TEP orientation.

Entry:

- Submit an application which includes:
 - An acceptable writing sample developed from the autobiography completed in EDU101/102;*
 - Recommendations from faculty advisor and a minimum of two additional professors (one external to the Department of Education);
- Successfully complete an interview with the Teacher Education Advisory Committee;*
- Receive approval for admission by the Teacher Education Advisory Committee.

Midpoint:

- Attend a student teaching orientation;
- Submit an application for student teaching which includes an online application to the SC Department of Education and electronic fingerprinting;
- Successfully complete an interview leading to entry to student teaching;* and
- Take the Praxis II specialty program exam(s) and the PLT.

Final:

- Successfully complete the Seminar in Student Teaching (EDU 415);
- Demonstrate skills in technology (EDU 415);
- Successfully complete an intensive 60-day internship in a public school;
- Demonstrate knowledge of Assisting, Developing, Evaluating Professional Teaching by successfully completing an ADEPT lesson;
- Provide student work samples as evidence of teaching effectiveness; and
- Successfully pass the Praxis II specialty and the PLT exam(s).

*A minimum score of 2.5 or better (on a 4 point scale) is expected on all assessments to include oral and written communications, TEP interview, and Student Teaching interview.

“The Well-Educated Teacher”

