



# Conceptual Framework

Developing the Well-Educated Teacher

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## The Mission of Coker College

Coker College is a student-centered, comprehensive college. It is dedicated to providing every student enrolled in the Day Program and in the Adult Learners Program for Higher Achievement 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 (Coker College, 2011, p.1).

## 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.

### 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 him/herself

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, sound foundation in pedagogical skills through coursework and application, 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.

## Goals/Outcomes

Coker College's Teacher Education Program reflects Blackwell's (2003) suggestion that the goal of teacher education is to prepare 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 community, have developed unit goals/outcomes and teacher candidate proficiencies. These goals/outcomes and proficiencies are linked to the mission, vision, and objectives of Coker College, its teacher education program, and state and national standards. The unit goals/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.

## 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. 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.

## Collaboration and 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 among many, and it has 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, PK-12 teachers across the districts in which we place teacher candidates for field experiences 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, school and district level personnel, a representative from the community, alumni, and two annually appointed teacher candidates who have been formally admitted to the Teacher Education Program (TEP). All matters of program development, admission to the TEP, student appeals, and departmental initiatives are considered and discussed by TEAC. In cooperation with these various constituencies, we reached consensus in the development of the unit's philosophy, vision, and mission.

The concept of the *developing 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. Our faculty met with the Darlington County School District (DCSD) Curriculum and Instruction leadership personnel 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. School-based clinical faculty continue to evaluate our candidates, program, and college faculty as part of the continuing effort to maintain a shared vision for teacher education.

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.

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 and is administered by a member within the unit. Thus, documents 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 where the bulletin is discussed in detail. The full text of the Teacher Education Bulletin is also available 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

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 inherent value of each individual and the importance of the human community. Freire's (1993) dialogic pedagogy emphasizes the same pedagogical techniques that have been adopted at Coker College. The *Round Table* approach emphasizes the active role of the learner in the educational process and encourages dialogue. Engaging in dialogue as a process of learning and knowing makes a critical difference in shaping the emotional, social, and intellectual lives of students. 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 that 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.

## Knowledge Bases

### First Unit Goal/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 & Sykes (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.

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 and Sykes (1999) cite 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, Bainer, & Metcalf, 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 Goal/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, 2011, p. 10).

Technology is providing our society with a new global vision and affecting education for the children now born as “digital natives” (Prensky, 2006, p. 8). Teacher

candidates are responsible for understanding the appropriate use of technology to enhance learning as well as the inappropriate/unethical use of technology. As research in technology integration increases, findings show that a teacher's belief structure is a critical component in whether or not a teacher adopts appropriate instructional practices (Becker, 2001). Teacher candidates are knowledgeable about base philosophies of B.F. Skinner's behaviorism, which transfers to an ideal of "learning from" technology, and Jean Piaget's constructivism, which transfers to an ideal of "learning with" technology (Reeves, 1998, p. 4). We hope to provide the teacher candidates with multiple learning opportunities that will result in appropriate technology use in the classroom.

Teacher candidates are learning ways to use media to support their analysis and understanding of student diversity. Multimedia applications offer a wide variety of ways for students to demonstrate what they have learned, providing teachers with alternative means of assessments and examining student learning/achievement (NREL, 2005).

Coker College teacher education graduates should understand how technology has altered the course of human events, how it is changing the way tasks are accomplished today, and how it is likely to do so in the future. In part, this means students should know how to access the power of today's evolving digital resources such as assistive technology and the Universal Design Theory as well as 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 the student teaching seminar.

### **Third Unit Goal/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.

We believe that instructional leaders must be willing and able to bridge the gaps between theory and practice. Part of this practice is recognizing the inherent role culture plays in the development of our individual and collective theories of schooling (Sergiovanni, 1996). Our teacher candidates, therefore, are acquainted with multiple theories and are challenged to explore and identify their own theories so as to become leaders who cultivate a culture built upon moral and ethical principles.

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 that 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.

## **Professional Commitments**

### ***Commitment to Diversity***

The conceptual framework and the unit’s Diversity Plan reflect 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 1), 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 where recognizing and accommodating student differences are addressed specifically in ADEPT Performance Standards. EDU 385 – Psychology Applied to Teaching and Learning in the Classroom addresses the topics of diversity and exceptionalities, and EDU 405 – Classroom Pragmatics addresses diversity in terms of designing appropriate classroom assessments and in the design and implementation of classroom management plans. 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, and the placement for EDU 385 is specifically a placement in exceptionalities.

### ***Commitment to the Concept That All Children Can Learn***

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 Performance Standard 4A). Additionally candidates are expected to “create and maintain a culture of learning” (ADEPT Performance Standard 8C). ADEPT Performance Standard 5C, “uses instructional strategies effectively,” requires that “all students receive opportunities to experience success,” and ADEPT Performance Standard 6C, “structures the content to promote meaningful learning,” requires that the teacher “ensures that students are provided with opportunities to acquire the knowledge and to use the cognitive processes that are necessary for successful problem solving” (South Carolina Department of Education, 2010, pages 64-69).

### ***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. Familiarity with technology and the appropriate and inappropriate uses of technology are discussed with each candidate as part of the TEP and Student Teaching interviews. 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 and other unit-related information (see <http://www.coker.edu/educationdept> select “Notices”). Furthermore, all candidates use the institution’s online classroom management system, CLAM. 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 is aligned with ISTE standards and provides evidence of skills with a number of classroom applications of technology. Candidates, therefore, incorporate technology throughout their course of study. Candidates enrolled in EDU 415 – Seminar in Student Teaching, participate in an interactive seminar to receive up-to-date instruction in the classroom application of instructional media and technology.

### ***Dispositions***

The conceptual framework of the unit embodies a strong professional commitment to knowledge, skills, and dispositions as outlined in the goals/outcomes of the Teacher Education Program (TEP) 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 of our teacher candidates 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. Candidates complete a self-assessment of dispositions in EDU 102, in the TEP application, and during the student teaching interview process. Dispositions are further explored through the two candidate interview assessments (TEP and Student Teaching interviews). 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.

## **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 goals/outcomes and candidate proficiencies are aligned with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards, the State Standards for South Carolina Educator Preparation Units, and the unit's key assessments.

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, 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); National Council for Social Studies (NCSS); the National Council for Teachers of English (NCTE); the National Council of Teachers of Mathematics (NCTM); the National Science Teachers Association (NSTA); the National Association of Schools of Music (NASM), the National Association of Schools of Art and Design (NASAD); the American Association for Health, Physical Education, Recreation and Dance (AAHPERD); and the National Association for Sport and Physical Education (NASPE). Details of the alignment of candidate proficiencies by program are included in the respective Specialized Professional Association (SPA) reports.

## Standards and Unit Goals/Outcomes

Table 1: Performance Expectations Alignment with National and State Standards and Key Assessments

Three Unit Goals/Outcomes with Candidate Proficiencies	InTASC <sup>1</sup>	SC Standard 2 ADEPT <sup>2</sup>	SC Standards 4,5,6,7,12,16 <sup>3</sup>	Key Assessments
<b>1. Develop well-educated teachers with sound knowledge of subject matter. (NCATE 1, 3, 4)</b>				
<i>As evidenced by knowledge:</i> The teacher candidate				
1.1 Knows facts and is literate in content areas	4	APS 6	4, 7	1, 2, 6, 7
1.2 Knows important issues in respective disciplines	4,5	APS 1, 6	7	1, 6
1.3 Knows English grammar	4	APS 4, 6, 10	7	4, 6
<i>As evidenced by skills:</i> The teacher candidate				
1.4 Applies knowledge in solving problems	5	APS 2, 9	4, 6, 7	2, 5, 7
1.5 Uses appropriate subject area information in the construction of logical arguments	4, 5	APS 1, 2, 5	4, 7	1, 6, 7
1.6 Speaks and writes standard English	4	APS 4, 6, 10	7	4
<i>As evidenced by dispositions:</i> The teacher candidate				
1.7 Demonstrates confidence with subject matter in classroom interactions	4	APS 6, 8	7	2, 3
1.8 Appreciates the importance of cultural literacy	4, 5	APS 1, 10	12	3, 6
1.9 Exhibits an attitude of reflection and perseverance	9	APS 3, 7, 10	5	3
<b>2. Develop well-educated teachers who understand and practice sound pedagogy. (NCATE 1, 3, 4)</b>				
<i>As evidenced by knowledge:</i> The teacher candidate				
2.1 Recognizes instructional needs in a classroom situation	1, 2, 6, 7	APS 5	4, 7, 12	2, 7
2.2 Has knowledge of instructional implications of cultural diversity and human growth and development	1, 2	APS 4, 9	4, 12	1, 7
2.3 Knows effective classroom management techniques	3	APS 9	6, 12	2, 5, 9
2.4 Recognizes the appropriate and inappropriate uses of technology in the classroom	8	APS 2, 5	16	8
<i>As evidenced by skills:</i> The teacher candidate				
2.5 Plans and uses multiple instructional paths to learning	6, 7, 8	APS 5, 6	4, 12	2, 7
2.6 Selects and establishes management procedures and routines that facilitate learning	3	APS 5, 8, 9	6, 12	2, 5
2.7 Demonstrates multiple approaches to assess learning	2, 6	APS 3	4	2, 7
2.8 Uses current technology effectively	8	APS 2	16	2, 8
<i>As evidenced by dispositions:</i> The teacher candidate				
2.9 Commits to ethical and professional values and treats all students fairly	9	APS 10	5	3, 6
2.10 Appreciates student diversity and believes all students can learn	2	APS 10	4, 12	2, 3, 7
<b>3. Develop well-educated teachers who are disposed to growing as members of a community of learners and to becoming instructional leaders. (NCATE 1, 3, 4)</b>				
<i>As evidenced by knowledge:</i> The teacher candidate				
3.1 Has knowledge of his/her responsibilities to students, the community, and the profession	9, 10	APS 4, 10	5	6
3.2 Has awareness of appropriate professional organizations and understands their purpose	9, 10	APS 10	7	6
3.3 Knows the principles of effective leadership	9, 10	APS 10	5	6
<i>As evidenced by skills:</i> The teacher candidate				
3.4 Sets long and short range achievable goals	9	APS 1,2, 10		2, 6
3.5 Actively listens and considers the opinions of others	10	APS 8, 10	12	1, 2
<i>As evidenced by dispositions:</i> The teacher candidate				
3.6 Is an advocate of students and of the profession	9, 10	APS 8, 10	6, 12	3, 5, 6
3.7 Values life-long learning	9	APS 10		3, 6
3.8 Takes the initiative in personal learning and is a member of the community of learners	9, 10	APS 10	12	3, 6
3.9 Appreciates and participates in the culture of our society	10	APS 10	12	3, 6

<sup>1</sup> Interstate Teacher Assessment & Support Consortium (2010): <http://www.ccsso.org/content/pdfs/corestrd.pdf>

<sup>2</sup> South Carolina Department of Education ADEPT(2006): *Assessing, Developing, & Evaluating Professional Teaching*, <http://www.scteachers.org/Adept>

<sup>3</sup> South Carolina Standards for Educator Preparation Programs (2010)

## Assessment of Candidate Proficiencies

In addition to course work throughout the program, candidates' performance is assessed at the key transition points or phases of 1) pre-admission to the Teacher Education Program (TEP), 2) program entry, 3) program midpoint, 4) student teaching, and 5) alumni follow-up. Candidates are assessed in the program using the following key unit assessments. These assessments align with our unit goals/outcomes, candidate proficiencies, and state/national standards (see Table 1). The unit records, analyzes, and discusses the data from these assessments in order to make programmatic changes. A minimum score of 2.5 (on a 4.0 scale) is expected on most assessments not including the Praxis series or alumni follow-up surveys.

### 1. Content Knowledge & Pedagogy

#### **SC Licensure Examination – Praxis Series**

#### **Praxis I, Praxis II, & the Principles of Learning and Teaching (PLT)**

Each candidate must pass the Praxis I before entering the Teacher Education Program and must take Praxis II specialty exam(s) and the PLT exam before student teaching.

#### **Content Knowledge – Course Grades**

Candidates must maintain a minimum GPA of 2.75 overall and in combined professional education and area of specialization courses for entry into the Teacher Education Program and throughout program of study.

#### **Content Knowledge – Capstone Experience**

Each candidate completes a capstone experience related to his/her program of study. In each capstone experience, candidates review, analyze, and synthesize in-depth content in order to learn how to apply such content to teaching. Each program of study has developed a capstone experience assessment that targets critical content, pedagogical skills, and candidate dispositions.

### 2. Student Teaching Assessments

#### **ADEPT: SAFE-T: ET3: Adapted: ADEPT Formal Evaluation Summary Assessment of Classroom-Based Teaching**

The South Carolina evaluation instrument for classroom-based teachers is the SAFE-T (Summative ADEPT Formal Evaluation of Teachers). According to state legislation, teachers seeking professional certificates must demonstrate their proficiency in meeting the South Carolina ADEPT Performance Standards (APSS). Teacher Education Programs are required to include ADEPT training in their curriculum. Candidate competency is assessed using the ADEPT: SAFE-T: ET3: Adapted: ADEPT Formal Evaluation Summary instrument as evaluated by the college supervisor, principal (his/her designee), and the supervising teacher.

**ADEPT: SAFE-T: TT2 Adapted: Unit Work Sample (UWS)  
Candidate's Effect on Student Learning**

The Unit Work Sample evaluates each candidate's ability to design and interpret appropriate assessments that have positive effects on the learning and development of students. Candidates receive instruction in the preparation of pre- and post-assessments in EDU 405 – Classroom Pragmatics. Candidates use these guidelines for the development of an assessment-based unit of instruction in EDU 415 – Seminar in Student Teaching and complete the unit work sample during student teaching.

**ADEPT: SAFE-T: TT1 Adapted: Long Range Plan (LRP)  
Candidate's Ability to Plan Instruction**

The long range plan is the candidate's blueprint for teaching a specified subject. It provides a description of the intended outcomes/goals for the students, the content/instructional units and anticipated timelines, the ways in which the outcomes will be measured, and the criteria for judging student progress and achievement. The goal for this assessment is mastery in order that candidates perform this task correctly during their induction year.

**3. Dispositions**

Candidates are instructed on the Teacher Education Program's expectations related to the dispositions of a well-educated teacher. Students in EDU 102 – Introduction to Education complete a Self-Assessment of Dispositions as a baseline assessment of their ability to reflect on their own strengths and weaknesses. During the entry process for the TEP, candidates complete a second self-assessment, which is discussed with faculty advisors and noted on the TEP application. During the TEP presentation/interview, dispositions are assessed by Teacher Education Advisory Committee (TEAC) members participating in the interview. Before the student teaching interview, candidates complete a third self-assessment, and evidence of candidates' dispositions is discussed with the Director of Teacher Education during the interview. Additionally, throughout a candidate's course of study, faculty have opportunity to observe dispositions, and if concerns arise, they are discussed at department meetings or unit assessment reviews. During clinical practice, school-based faculty complete a midterm and final evaluation where they assess student teachers' dispositions.

**4. Written and Oral Communication**

In EDU 102, candidates respond to writing prompt that asks them to describe their thinking that has led them to consider teaching as a career. Candidates respond to a second reflective autobiography prompt as part of the TEP admittance process and a third reflective autobiography prompt as part of the student teaching interview process. One faculty member in the field of English Language Arts assesses all of the writing prompts for consistency, and the feedback is returned to each candidate. If a candidate scores below 2.5, a second faculty member assesses the same prompt before the candidate is called in to discuss options.

Candidates make classroom presentations and/or lead discussion in many classes. Faculty members at the end of each course complete a Faculty Assessment of Core Skills (FACS). The *ability to speak effectively* is one of the core skills that is assessed college-wide over many years; therefore, growth can be analyzed for each candidate. Additionally, unit faculty assess candidates' oral skills during TEP and Student Teaching interviews.

## **5. South Carolina Safe Schools Climate Act**

In EDU 385 – Psychology Applied to Teaching and Learning in the Classroom, candidates discuss the following: statistics on bullying and aggression among children, characteristics of bullies and victims, common programs for addressing bullying, adults' and children's roles and responsibilities, what they have seen in field experiences related to bullying and victimization, and the purpose of the Safe Schools Climate Act. For the assessment, candidates complete an independent case scenario analysis in EDU 385 and a follow-up case scenario analysis in EDU 415.

## **6. Candidate Interviews**

### **Teacher Education Program Entry Interview**

The Teacher Education Program Presentation/Interview is one of the unit's unique assessments. It is *authentic assessment* in that it simulates the process all candidates will go through when they are applying for a position with a school district. Before an interview team of members of the Teacher Education Advisory Committee, the candidate presents a ten-minute overview with supporting evidence for meeting the unit's performance expectations; this presentation is followed by questions from the Committee. This assessment is able to analyze the candidate's content knowledge, pedagogical knowledge, dispositions, commitment to the profession, and engagement in the culture of our society. This is a reasonable expectation because the candidate has completed half of his/her degree coursework as well as fifty (50) hours of field experience. The interview team members must come to consensus on each element addressed on the scoring guide. The Director of Teacher Education will provide formal feedback. If problems emerge from the interview, the candidate will be advised of issues that will prevent a positive recommendation to TEAC. Additionally, the candidate will be informed of options for remediation of identified deficiencies.

### **Student Teaching Interview**

At the beginning of the semester prior to student teaching, the candidate must complete an interview with the Director of Teacher Education who assesses each candidate's knowledge, skills, and dispositions in order to recommend the candidate for student teaching. After the interview, the Director of Teacher Education provides formal feedback by identifying strengths and providing suggestions for improvement based on the unit's goals and required candidate proficiencies.

## **7. Education and Employment Development Act (EEDA)**

Candidates learn information on the seven EEDA Performance Standards through common courses and put these standards into practice during student teaching. Candidates are assessed on EEDA Standards 1, 2, and 3 through a Web-Quest and quiz in EDU 102; Standard 4 by a quiz in EDU 385; and Standards 5, 6, and 7 during ADEPT evaluations by the supervising professor during student teaching. All seven standards are assessed through a test during the student teaching interview process.

## **8. Technology**

Candidates have a technology requirement in each Education class. In addition, candidates participate in an interactive seminar during the EDU 415 – Seminar in Student Teaching, to receive up-to-date instruction in the classroom application of instructional media and technology. In addition, candidates must complete a Technology Checklist that is aligned with ISTE standards.

## **9. Alumni Follow-up Assessments**

Graduates receive our *Teacher Education Alumni Survey*, which asks them to reflect upon their experience in the Teacher Education Program at Coker. Employers receive our *Employer Survey for Graduates* where they reflect on the knowledge, skills, and dispositions our graduates are showing in their work. The unit also receives ADEPT evaluations for graduates in their Annual-Formal 1 contract year from the South Carolina State Department of Education.

Following is an outline indicating the incremental procedures and assessments that candidates experience throughout the program:

**Phase I – Pre-admission:**

- Declare Education as a major course of study
- Complete TB test and SLED background check
- Complete EEDA quiz and self-assessment of dispositions in EDU 102
- Pass all three portions of Praxis I or SAT/ACT equivalent scores
- Demonstrate acceptable oral and written communication skills
- Complete 60 semester hours of course work with a minimum 2.75 GPA overall and in the combined professional education and area of specialization courses; a 2.75 GPA must be maintained throughout the program
- Successfully complete 50 hours of field experience internships
- Attend a TEP orientation

**Phase II – Entry:**

- Submit an application which includes:
  - A writing sample
  - A Self-Assessment of Dispositions
  - Recommendation from faculty advisor (including discussion of candidate's dispositions) and a minimum of two additional professors (one external to the Department of Education)
- Successfully complete a presentation/interview with the Teacher Education Advisory Committee
- Receive approval for admission by the Teacher Education Advisory Committee

**Phase III – Midpoint:**

- Attend a student teaching orientation
- Submit to a SLED and FBI criminal background check
- Submit a Student Teaching application
- Clear a SLED and FBI criminal background check
- Complete a writing sample, EEDA assessments, South Carolina Safe School Climate Act assessment, and Self-Assessment of Dispositions
- Successfully complete a student teaching interview
- Take the Praxis II specialty program exam(s) and the PLT
- Successfully complete 100 hours of field experience
- Successfully complete capstone experience

**Phase IV – Student Teaching:**

- Successfully complete the Seminar in Student Teaching (EDU 415)
- Successfully complete the requirements on the Technology Checklist
- Successfully complete the intensive 60-day student teaching experience in a public school
  - ADEPT: SAFE-T Requirements

**Phase V – Alumni Follow-up:**

- Graduates complete the Coker College Teacher Education Alumni Survey
- Employers complete the Employer Survey for Graduates
- State Department provides ADEPT evaluation results for graduates in their Annual-Formal 1 contract year

## Unit Assessment System

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.

The administration of the data management system is retained within the unit and administered by a member of the unit. Because of this control, members of the unit can query the database for specific information as needed and disaggregate data within and across tables quickly. For example, the Director of Education Internship Programs 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, the unit has 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. 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 is provided to the teacher candidates in advance, is available in the unit office, and is also published on the unit's web page (see <http://www.coker.edu/educationdept>).

## Evaluating Unit Operations and Candidate Performance

The unit has fully developed the evaluations in the unit assessment system; however, the unit faculty also uses the data from the assessments in practice to refine the assessment instruments. A strength of our college is that the entire unit faculty come together routinely to discuss, revise, and refine elements of the program. The unit not only makes changes when relationships in the data indicate the need, but also studies the effects of any changes to assure that the intended program strengthening occurs and that there are no adverse consequences.

Throughout a candidate's program of study, the unit gathers data from key assessments and other internal and external sources. We do this to ensure that candidates are meeting our and their expectations and to provide evidence of progress toward completion. This continual review of progress enables us to address weaknesses and concerns that occur along the way, instead of at the end of a candidate's program of study when it may be too late to rectify. Occasionally, the weaknesses or concerns are such that the unit must recommend candidates not be officially admitted into the

Teacher Education Program or that they be removed from the program. We have put into place policies to help guide us, and inform candidates, of the conditions under which admission denial or removal from the program can occur, and the steps in the process for both.

## 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.

A sound foundation in pedagogy (Unit Outcome 2) 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 books and scholarly articles. 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 clinical experiences of our candidates have been organized to provide opportunities for observation, for practice, and for reflection. The Director of Education Internship Programs maintains records on the data management system to ensure that candidates are provided a variety of placements in diverse settings. The Department of Education places candidates in schools with every Education course they take 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, 2011, 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.

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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