



Conceptual Framework

Developing the Well-Educated Teacher



Department of Education

"Developing the Well-Educated Teacher"

May 18, 2010

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Dear Ms. Nowinski,

Thank you for your e-mail dated April 27, 2010, regarding the Preconditions Report for Coker College. In response to concerns of the Annual Report and Preconditions Audit Committee, we are resubmitting Precondition 4 with the following changes:

4.1: The committee stated that a single report should be submitted rather than a series of excerpts and links; thus, we are submitting a single report for Precondition 4, our Conceptual Framework.

4.2: The committee stated that the institution's mission is not clearly identified. The mission of Coker College may be found on page 3. The statement has been divided into paragraphs to reflect the original mission statement.

4.5: The committee stated that the goals of the Teacher Education Program (TEP) are not clear. The unit's goals were originally listed under the unit's mission statement. The three goals are now clearly listed in Precondition 4.3 on page 9 and as previously, the goals are still explained in Precondition 4.4 beginning on page 10. Thus, to address the concerns for Precondition 4.5, the three goals and individual candidate proficiencies under each goal are clearly aligned with professional and state standards as found on pages 13-17. The NBPTS standards have been eliminated and all of the appropriate state standards have been aligned.

4.6: The committee stated that the key assessments are fragmented and not described clearly. A more robust description has been given for each of the six key assessments found on pages 21-22.

In becoming Department Chair and NCATE Coordinator for the Department of Education on January 4, 2010, I was unfamiliar with the *Checklist for Submission of Conceptual Frameworks*. In responding to the feedback for additional information needed, I clearly see why the aforementioned areas needed clarity. I appreciate the helpful suggestions, and I hope this resubmission clarifies information needed.

Best Regards,

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Chair, Department of Education
Director, Teacher Education Program

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Precondition 4.1 – Conceptual Framework Introduction

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), an advisory body of our Teacher Education Program (TEP). TEAC 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.

Precondition 4.2 – Vision and Mission of the Institution and Unit

The Mission of Coker College

The mission of Coker College is to graduate students with the ability to think analytically and creatively, and to write and speak effectively. It is dedicated to providing every student enrolled in the Day Program and in the Evening and Extended Studies Program an academic curriculum based upon a uniformly excellent liberal arts core that enhances the structured development of key personal skills.

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>)

The Vision and Mission of the Unit

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 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.

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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 goals/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, 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 where the TEP bulletin is discussed in detail. The full text of TEP bulletin 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

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has developed materials that are distributed to the teacher candidates in courses and orientation sessions.

Precondition 4.3 – The Unit’s Philosophy, Purposes, and Goals

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.

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/Outcomes, the Candidate Proficiencies within each goal (see Table 4.5: Candidate Proficiencies Aligned with Standards), 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 (Early Childhood/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 EDU 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

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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 and proficiencies of the Teacher Education Program (TEP) 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.

Purposes – Goals/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 goals/outcomes and teacher candidate proficiencies. These goals/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 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 and to becoming instructional leaders

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These three unit goals/outcomes are further developed into specific candidate proficiencies that are addressed through the knowledge, skills, and dispositions of each candidate. These proficiencies may be found in Table 4.5 on page 16.

Precondition 4.4 – 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 & 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, 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

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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 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, 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 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.

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 Coker College Teacher Education Program, 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 and to becoming instructional leaders.

Precondition 4.5 – Candidate Proficiencies Aligned with Professional, State, and Institutional Standards

Professional Standards

The three unit goals/outcomes and candidate proficiencies of general and professional education knowledge, skills, and dispositions have been aligned with the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). Additional standards for candidate proficiencies vary by the major program of study for each licensure area. In each Specialized Professional Association (SPA) report, candidate proficiencies are aligned 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), the National Association for Sport and Physical Education (NASPE), and the South Carolina Standards for Art Education.

State Standards

The state of South Carolina has nine standards for teacher education programs. The three goals for the Teacher Education Program and the candidate proficiencies are aligned with six of the nine state standards. The South Carolina Standards for Educator Preparation Programs include the following:

I. State Standard One: **Assisting, Developing, and Evaluating Professional Teaching (ADEPT)**

All teacher educator programs must develop and implement a plan for preparing, evaluating, and assisting teacher candidates relative to the South Carolina Board of Education-approved ADEPT standards. The ten ADEPT Performance Standards (APS) are as follows:

APS 1: Long-Range Planning

APS 2: Short-Range Planning of Instruction

APS 3: Planning Assessment and Using Data

APS 4: Establishing and Maintaining High Expectations for Learners

APS 5: Using Instructional Strategies to Facilitate Learning

APS 6: Providing Content for Learners

APS 7: Monitoring, Assessing, and Enhancing Learning

APS 8: Maintaining an Environment that Promotes Learning

APS 9: Managing the Classroom

APS 10: Fulfilling Professional Responsibilities

II. State Standard Two: **PreK-12 Academic State Curriculum Standards**

All teacher education candidates must know, understand, and demonstrate the use of the South Carolina state student academic achievement standards for all certification areas in which they will be certified to teach. Teacher education units must provide assessment data to indicate that candidates know, understand, and can apply the appropriate South Carolina PK-12 Academic Curriculum Standards.

III. State Standard Three: **Education and Economic Development Act (EEDA)**

All educator preparation units must provide assessment evidence to indicate that all candidates enrolled in educator preparation, school guidance counseling, and education administration programs possess the knowledge, skills, and dispositions to integrate the following into the PK-12 curriculum: career guidance; the use of the cluster study curriculum frameworks; the use of individual graduation plans; the instruction of students with diverse learning styles; the elements of the career Guidance Model; contextual teaching; cooperative teaching; and character education. Institutions must also prepare

and assess all candidates in the use of applied methodologies in PK-12 academic courses.

IV. State Standard Four: **Commitment to Diversity**

The State Department of Education is committed to having a teacher population that reflects the diversity of students being served in this state. It is the expectation that all teacher education units will recruit teacher candidates from culturally diverse backgrounds. The SDE also expects all graduates of teacher preparation institutions to possess a strong knowledge of cultural diversity issues that include a global and multicultural perspective. Graduates must also be able to teach all students regardless of exceptionalities or backgrounds.

V. State Standard Five: **Professional Development Courses**

This standard does not apply to Coker College.

VI. State Standard Six: **National Board Certification**

This standard does not apply to Coker College.

VII. State Standard Seven: **PADEPP Performance Standards**

This standard does not apply to Coker College.

VIII. State Standard Eight: **South Carolina Safe School Climate Act**

All educator preparation units must provide assessment evidence to indicate that candidates in all certification programs as well as graduate students in counseling and education administration programs possess the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools.

IX. State Standard Nine: **Adherence to “Policy Guidelines for South Carolina Educator Preparation Units”**

Units should insure that they are in compliance with the following:

- A. Admissions Policies
- B. S.C. Standards of Conduct
- C. Assessment Practices
- D. Annual Reports
- E. Field and Clinical Experiences
- F. Alignment with ISTE Standards
- G. Recent State Statutes, Regulations, and Provisos
- H. Recent Amendments to the Policy Guidelines

Institutional 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 of the institution. The institution's Liberal Arts Studies Program (LASP) serves as the underlying liberal arts foundation for candidate proficiencies. The College's mission is to graduate students with the ability to think analytically and creatively, and to write and speak effectively. The goals and candidate proficiencies of our unit directly align with the mission of our institution.

Table 4.5, which follows, presents the unit's three goals and candidate proficiencies for knowledge, skills, and dispositions aligned with professional and state standards.

Table 4.5: Candidate Proficiencies Aligned with Professional and State Standards

Three Unit Goals/Outcomes with Candidate Proficiencies	INTASC¹	SC Standard I ADEPT²	SC Standards II, III, IV, VIII, IX³
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	II, III
1.2 Knows important issues in respective disciplines	1	APS 1, 6	II
1.3 Knows English grammar	6	APS 4, 6, 10	II
<i>As evidenced by skills:</i> The teacher candidate			
1.4 Applies knowledge in solving problems	4	APS 2, 9	II, III
1.5 Uses appropriate subject area information in the construction of logical arguments	4	APS 1, 2, 5	II, II
1.6 Speaks and writes standard English	6	APS 4, 6, 10	II
<i>As evidenced by dispositions:</i> The teacher candidate			
1.7 Demonstrates confidence with subject matter in classroom interactions	8	APS 6, 8	II
1.8 Appreciates the importance of cultural literacy	1	APS 1, 10	IV
1.9 Exhibits an attitude of reflection and perseverance	9	APS 3, 7, 10	III
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	II, III, IV, VIII
2.2 Has knowledge of instructional implications of cultural diversity and human growth and development	2, 3	APS 4, 9	III, IV
2.3 Knows effective classroom management techniques	5	APS 9	IV, VIII
2.4 Recognizes the appropriate and inappropriate uses of technology in the classroom	4	APS 2, 5	IX
<i>As evidenced by skills:</i> The teacher candidate			
2.5 Uses multiple instructional paths to learning	4	APS 5, 6	III, IV
2.6 Selects and establishes management procedures and routines that facilitate learning	5	APS 5, 8, 9	IV, VIII
2.7 Demonstrates multiple approaches to assess learning	8	APS 3	IX
2.8 Uses current technology effectively	6	APS 2	IX
<i>As evidenced by dispositions:</i> The teacher candidate			
2.9 Commits to ethical and professional values	2	APS 10	III, IX
2.10 Appreciates student diversity	3	APS 10	III, IV
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	II, III, IV, VIII, IX
3.2 Has awareness of appropriate professional organizations and understands their purpose	9	APS 10	IX
3.3 Knows the principles of effective leadership	7, 10	APS 10	IV, VIII, IX
<i>As evidenced by skills:</i> The teacher candidate			
3.4 Sets long and short range achievable goals	7	APS 1, 2	II
3.5 Actively listens and considers the opinions of others	5, 7	APS 1, 2, 8, 10	IV
<i>As evidenced by dispositions:</i> The teacher candidate			
3.6 Is an advocate of students and of the profession	7	APS 8, 10	II, IV, VIII
3.7 Values life-long learning	9	APS 10	III
3.8 Takes the initiative in personal learning and is a member of the community of learners	9	APS 10	IX
3.9 Appreciates and participates in the culture of our society	2	APS 10	III, IV

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/ADEPTStandards.pdf>

³ South Carolina Standards for Educator Preparation Programs

Precondition 4.6 – Unit Assessment System

The unit uses an ACCESS-based relational data table system for documenting candidate proficiencies and other data pertaining to each 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 internships 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. The unit assessment system is performance-based and provides the means for measuring the candidate's proficiency with identified unit goals/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>).

Precondition 4.6.1 – Transition Points

In addition to coursework throughout the program, each candidate's performance is assessed at the key transition points which are described by four phases. These phases are Phase 1 – Pre-Admission; Phase 2 - Entry; Phase 3 – Midpoint; Phase 4 - Final.

Phase 1, Pre-Admission, is when candidates register with the Department of Education and officially declare education as their major. During this phase, candidates take their foundations course, EDU 102, where they are introduced to the Coker Teacher Education Program and the South Carolina Standards for Educator Preparation Programs. During this course, each candidate is assessed on his/her oral and written communications skills. During this first phase, candidates must pass Praxis I, complete 50 hours of internships/field experiences, and maintain a 2.75 minimum GPA for 60 semester hours of coursework. Upon successful completion of Phase I, candidates may begin Phase 2.

Phase 2, Entry into the Teacher Education Program (TEP), requires candidates to submit a formal application for TEP admission. This phase includes a second written communications assessment as well as a TEP presentation/interview where oral communications are assessed. Once officially accepted into the TEP, candidates are then eligible to take their 400-level education courses. Candidates must be accepted into the TEP at least one full semester before student teaching.

Phase 3, Midpoint of the Teacher Education Program, requires candidates to submit their student teaching application. After the application has been processed, candidates must pass their EEDA assessment (South Carolina Standard III), score 2.5 or better on a third written communications assessment, and successfully complete their student teaching interview where oral communication skills are assessed. During this phase, candidates must also take their Praxis II exams and their PLT exam.

Phase 4, the Student Teaching Phase, is the final phase of the program. During this phase, candidates must pass their South Carolina Safe School Climate Act assessment (South Carolina Standard VIII) and successfully complete all of their EDU 415 Seminar requirements.

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

Four Phases of Coker's Teacher Education Program

Register with the Department of Education



Introduction to Coker TEP and
South Carolina Standards (EDU102)
Oral & Written Communications
Assessment

Pass Praxis I

Internships/Field Experiences
50 Hours with Journals

Minimum 2.75 GPA
60 Semester Hours

Application for TEP Admission



Application
Written Communications Assessment

TEP Presentation/Interview
Oral Communications Assessment

Application for Student Teaching



Application

EEDA Assessment
Written Communications Assessment
Student Teaching Interview
Oral Communications Assessment

Praxis II & PLT
Capstone in Program Area

Student Teaching



South Carolina
Safe School Climate Act Assessment
EDU415 Seminar
Requirements Completed
(i.e., ADEPT TT1, TT2, ET3)

PRE-ADMISSION (Phase 1)



ENTRY (Phase 2)



MIDPOINT (Phase 3)



FINAL (Phase 4)



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Precondition 4.6.2 – Key Assessments

Candidates are assessed throughout the program. The list below details the six key unit assessments which are common to all program areas.

Teacher Education Program (TEP) Presentation/ Interview Process

The Teacher Education Program Presentation/ Interview is one of the Unit's unique, common 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, the candidate presents supporting evidence for meeting the Unit's teacher candidate performance expectations. The interview team is composed of members of the education faculty, teacher candidate representatives, liberal arts studies program faculty, and district and community representatives. 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 not an unreasonable expectation because the candidate has completed half of his/her degree coursework and has also completed fifty (50) hours of field service. Since the interview team members must come to consensus on each element addressed on the scoring guide, this instrument has inter-rater reliability and is free from bias.

Content Knowledge - Capstone Experience

Each candidate completes a capstone experience related to the specific program of study. In each capstone experience, candidates review, analyze, and synthesize in-depth content in order to learn how to apply such content in the teaching experience.

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

Each candidate must take the Praxis II specialty exams and the PLT exam before student teaching. Once a semester, the education faculty analyze the test data in order to identify teacher candidates' strengths and weaknesses and to improve the program.

Assessment of Student Teaching:

ADEPT: SAFE-T: ET3: Adapted: ADEPT Formal Evaluation Summary

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. In Spring 2007, the new state instrument was implemented.

Candidate's Effect on Student Learning:

ADEPT: SAFE-T: TT2 Adapted: Unit Work Sample (UWS)

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: Assessment and Management. Candidates use these guidelines for the development of an assessment-based unit of instruction in EDU 415 – Seminar in Student Teaching as well as in EDU 410, 430, 440, or 470 - Comprehensive Internship which demonstrates and documents the teacher's effectiveness in promoting student achievement.

Candidate's Ability to Plan Instruction:

ADEPT: SAFE-T: TT1 Adapted: Long Range Plan (LRP)

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. Candidates must amend any of the ADEPT: SAFE-T: TT1 Adapted: Long-Range Plan (LRP) categories that receive a score less than three (3).

Precondition 4.6.3 - Ensuring that Assessments are Fair, Accurate, Consistent, and Free from Bias

Ensuring that assessments are fair, accurate, consistent, and free from bias is an obligation that the unit recognizes and addresses. The validity of internally generated assessments is derived directly from the course work that candidates complete. In fact, a number of assessments represent either required projects in particular courses or are based upon activities from a specific course (e.g., the Assessment of Candidate's Effect on Student Learning, which is based on work done in EDU 405 – Classroom Pragmatics).

The unit engages in a number of practices that serve to make candidates aware of the assessment challenges they will face and to prepare them to meet those challenges. The unit web site provides links to Praxis information, and the unit posts announcements of Praxis workshops. ADEPT is addressed in EDU 405 – Classroom Pragmatics as an example of a performance test format and is discussed in detail in EDU 415 – Seminar in Student Teaching. Scoring guides for all unit assessments are

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available to candidates in the Teacher Education Program Assessment Plan packet, on the unit's web site (<http://www.coker.edu/educationdept/dnotices.htm>) and in the unit's main office; therefore, there is no surprise element in expectations and in how assessments will be evaluated. For the six key assessments as well as all additional assessments, candidates received personalized feedback which helps each candidate see individual strengths and weaknesses.

Precondition 4.6.4 – Policy When Candidates Do Not Meet Unit's Expectations

Candidates are notified in writing when admitted into the Teacher Education Program. This letter includes insightful information regarding the candidate's perceived strengths and weaknesses. If rejected, candidates are also informed in writing and will be given specific reasons as to why.

If rejected, candidates have the right to address an appeal before the full Teacher Education Advisory Committee. Requests to appear before the committee should be made in writing, should address the main points of appeal, and should be submitted to the Director of Teacher Education within two weeks of receiving the notice of rejection. If the committee sustains the appeal, the candidate will be admitted to the Teacher Education Program. If rejected again, the candidate has the right to appeal directly to the Provost and Dean of the Faculty.

- If accepted, the candidate may pursue teacher education at Coker and is eligible for student teaching after one full semester if all other prerequisites are met.
- If rejected, the candidate should discuss candidly with the faculty advisor the probability of admission. The candidate may apply again when the deficiencies have been corrected but may not enroll in 400-level courses offered by the Department of Education.

Each candidate's progress in the Teacher Education Program will continue to be monitored by the faculty advisor, the Director of Teacher Education, and the Teacher Education Advisory Committee after admission. Each candidate must maintain the same standards of scholarship, interpersonal skills, enthusiasm, and continued growth that were required for entry into the program. Evaluations from internship supervisors will be reviewed to assess growth.

If a candidate falls below the standards for admission to the Teacher Education Program, the candidate may be removed from the Teacher Education Program. This is only done by a majority vote of TEAC after all of the factors pertaining to the situation have been considered. A candidate will have the opportunity to present his/her case to the committee, and any actions by the committee and reasons for those actions will be

communicated in writing. A candidate will have the opportunity to appeal the decision as described above or to reapply for admission when the deficiencies no longer exist.

Precondition 4.6.5 – Evaluating Unit Operations

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 a small college such as ours is that the entire unit faculty can 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.

With regard to candidates, after the data from a scoring guide have been entered into the data management system, a hard copy of the evaluation is placed in the candidate's file in the unit. Though a candidate could review this at any time, these documents are typically reviewed with the academic advisor when the two meet to register for the next semester/term. In addition to meeting for semester/term registration purposes, advisors meet with their advisees to examine the candidate's application and supporting documents for admission to the Teacher Education Program and again to prepare the application for student teaching. Individual candidate needs are addressed at these times as well as in less formal discussions between advisors and advisees throughout the semester/term.

The administration of the data management system is an assigned responsibility of one faculty member within the unit. This allows the unit to have control of the data management system and thus to be able to make changes and improvements easily, as well as to query the database for information as needed (without processing a request through an IT department).

Unit Assessment Retreat (UAR)

With the increasing sophistication of the unit assessment system and the increased data with which to work, the unit faculty began in the spring semester of 2006 to schedule a day in the first two weeks of each semester for the Unit Assessment Retreat (UAR). The first Unit Assessment Retreat (UAR) focused on making the entire unit aware of the evolving structure of the data management system, its capabilities for analyzing the data, and its capabilities for providing useful reports to the unit. Aggregated and disaggregated data compiled as of the close of the previous semester are discussed in terms of what the data indicate along with the implications for the identified assessments and the program. Initial ideas for program and assessment improvement are discussed at this retreat. A report of the retreat is made at the next scheduled meeting of the Teacher Education Advisory Committee (TEAC) for additional comment and discussion. Further development is carried out through the semester.

Precondition 4.6.6 – Summary of Candidate Performance for Admission

In summary, to be admitted into Coker's Teacher Education Program, candidates must

1. Pass all three portions of Praxis I or have SAT/ACT equivalent scores (SAT 1650 or ACT 24);
2. Demonstrate acceptable written communication skills;
3. Complete 60 hours of course work;
4. Successfully complete 50 hours of clinical internships;
5. Earn and maintain a minimum 2.75 GPA overall and in the combined professional education and area of specialization courses; and
6. Earn a minimum of 2.50 on the TEP Presentation/Interview.

For a summary of candidate performance on assessments conducted for admission into the program, see Appendix A.

Precondition 4.6.7 – Summary of Candidate Performance for Exit

In summary, for students to exit Coker's Teacher Education Program, candidates must

1. Take their Praxis II exams and their PLT exam;
2. Successfully complete their capstone assessment as specified by their content area;
3. Complete three SAFE-T (Summative ADEPT Formal Evaluation of Teachers) evaluations;
4. Complete a Long Range Plan for teaching a specified subject which shows proficiency in the ability to plan instruction; and
5. Create and complete a Unit Work Sample which shows proficiency in designing and interpreting assessments which have positive effect on student learning.

For a summary of a sample of candidate performance at exit, see Appendix B.

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 Goal/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 Goal/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 Goal/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 goals/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, 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 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: Summary of candidate performance on assessments conducted for admission into programs

Fall 2009 Teacher Education Program Applicants

	Overall GPA	Education GPA	PRAXIS I			TEP Interview	Writing Prompt	Clinical Internship Hours
			Reading	Writing	Math			
1	3.902	4.000	185	174	184	3.71	3.25	61.75
2	3.738	3.430	184	181	173	3.54	3.75	61.75
3	3.476	3.440	185	173	175	3.84	4.00	111.25
4	3.250	3.200	181	179	177	3.05	4.00	113.50
5	3.893	3.850	183	180	187	3.07	3.63	61.00
6	2.832	2.875	177	174	172	3.33	4.00	168.00
7	3.673	3.673	178	178	172	2.98	3.50	93.75
8	3.432	3.100	184	174	173	3.30	2.75	70.00
9	3.140	3.020	185	180	172	3.21	3.75	101.00
10	3.226	3.000	185	178	184	3.46	3.50	69.00
11	2.760	3.220	183	177	178	3.52	3.50	50.75
12	2.865	3.260	177	178	173	3.42	3.50	45*
13	3.667	3.750	183	176	179	3.46	4.00	74.00
14	3.330	3.400	177	176	179	3.29	3.50	35*

Spring 2009 Teacher Education Program Applicants

	Overall GPA	Education GPA	PRAXIS I			TEP Interview	Writing Prompt	Clinical Internship Hours
			Reading	Writing	Math			
1	3.684	3.280	176	177	176	3.55	3.00	143.25
2	4.000	4.000	2040 SAT (new)			3.46	4.00	50.25
3	3.625	3.860	180	176	183	3.38	3.50	60.00
4	3.093	3.140	177	173	172	3.23	2.75	73.50
5	3.239	3.030	182	174	177	3.55	4.00	64.50
6	2.796	2.769	182	173	178	2.79	3.25	121.75
7	3.213	3.110	175	173	172	3.55	2.88	80.00
8	3.525	3.480	183	177	183	3.63	3.75	108.75
9	2.948	3.000	180	174	175	3.43	3.30	90.00
10	3.654	3.520	1110 SAT (old)			3.60	3.50	46.50*
11	3.750	3.800	177	173	180	3.10	2.50	30.50*
12	2.919	2.750	181	175	175	2.84	2.75	21.00*
13	3.265	3.500	178	175	172	3.40	2.63	40.00*
14	3.394	3.000	175	176	172	3.20	3.10	102.00
15	3.432	3.432	176	178	185	3.18	4.00	48.00*

* These students fulfilled their required field service hours by the end of the semester.

Appendix B: Summary of a sample of candidate performance at exit

Spring 2009 Program Completers

	Praxis II & PLT				Capstone	ADEPT	Effect on Student Learning	Long Range Plans
	Content	Other	EYC	PLT				
1	155	166		170	3.75	MET	2.50	3.60
2	152	164		175	3.90	MET	2.40	3.60
3	148	168	181	177	3.50	MET	3.00	3.80
4			176	176	3.90	MET	4.00	4.00
5	154	164		173	3.00	MET	3.20	3.60
6			200	189	3.30	MET	3.80	2.70
7	720			180	4.00	MET	4.00	4.00
8			187	184	3.20	MET	3.80	2.80

Fall 2009 Program Completers

	Praxis II & PLT				Capstone	ADEPT	Effect on Student Learning	Long Range Plans
	Content	Other	EYC	PLT				
1	159	179	162	176	3.94	MET	3.80	4.00
2	151	174		168	3.94	MET	3.90	4.00
3	160	162		172	2.00	MET	3.60	3.90
4	157	183	176	168	4.00	MET	4.00	4.00
5			167	168	3.72	MET	3.80	4.00
6	150	170		176	2.50	MET	4.00	3.80
7	159	167		176	3.75	MET	3.20	3.80
8	146	169		177	3.88	MET	3.70	3.90
9	151	186		178	3.94	MET	3.50	4.00
10	163	185		191	3.50	MET	2.10	3.70
11	154	164	167	175	3.90	MET	3.80	4.00
12	170	180		183	4.00	MET	4.00	4.00