

School of Education Conceptual Framework

PREPARING EFFECTIVE TEACHERS FOR DIVERSE LEARNERS

The conceptual framework of Dalton State College's School of Education (hereinafter referred to as the "unit") consists of its vision, mission, philosophy, and commitment to the preparation of effective teachers for diverse learners. The unit's framework serves as a blueprint for the development of future teachers, providing the foundation for the knowledge, skills, and dispositions which we believe are integral to the achievement of our mission and outcomes. The Dalton State College faculty, along with public school partners, work collaboratively to prepare teachers to effectively teach students from diverse populations.

HISTORY

A partnership was initiated in 1983 between West Georgia College (now the University of West Georgia) and Dalton Junior College (now Dalton State College) to offer a teacher education program in Early Childhood Education designated as the Dalton External Degree Program. In September 1998, Dalton State College was authorized to begin developing its first bachelor's degrees, and in November the institution's name was changed to Dalton State College.

The conceptual framework model that was adopted and implemented in fall 1998 for both the University of West Georgia in Carrollton and the Dalton program was reviewed by the Education faculty. In order to adjust to the difference in governance, the Education faculty refined the conceptual framework. In 2006, recognizing that the framework guides the assessment system, the faculty reviewed assessments to ensure alignment with the framework and agreed to modification and refinement in the design of the assessment system. The faculty continually evaluates and assesses the conceptual framework and the assessment system.

Dalton State College received developmental approval for the Early Childhood Program and ESOL Endorsement in March 2007, and at that time a decision was made by the faculty to change the conceptual framework. The unit and representatives from Dalton State College's Schools of Liberal Arts and Science and Mathematics met in spring 2007 to develop the mission, beliefs, and unit goals as part of the conceptual framework. A "summary conceptual framework" was written by the unit to submit with the new secondary mathematics and biology programs to the Georgia Professional Standards Commission in fall 2007.

Beginning in fall 2008, the unit began the process of further analyzing and revising the conceptual framework. Input was gathered from school partners, faculty from the Schools of Liberal Arts and Science and Mathematics, to determine what the unit believes is critical to the success of beginning teachers and what proficient teacher candidates should exhibit upon program completion. The revised conceptual framework emphasizes candidate knowledge of content and pedagogy as well as skills in the areas of caring, reflection, and collaboration. The works of Banks, Cummins, Friend, Gardner, Glasser, Marzano, Nieto, Nodding, Piaget, Spring, and Vygotsky are a few among those that have guided the development of the model.

SCHOOL OF EDUCATION VISION

The unit's vision is to become a 21st-century regional teacher education preparation program of choice. We firmly believe that our teacher candidates, as they enter the classroom, will have the self-efficacy to appropriately apply their professional content and pedagogical knowledge in a variety of teaching contexts (Gorrell & Capron, 1990). The unit will accomplish this vision by closely working with our public school partners. Through sharing in the preparation of teacher candidates, we will produce teachers who are ready to enter the teaching field demonstrating competence, collaboration, caring, and reflection (each concept will be defined within the Conceptual framework) to build effective classrooms environments to support all learners (Costa & Kallick, 2000; Eisner, 2005; Gardner; 1985; Lezotte, 1997; Stiggins, 1997).

MISSION STATEMENTS

Dalton State College's Mission

The mission of Dalton State College consists of the following core commitments:

1. selection, support, and development of a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment; excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and
2. providing a range of educational and student life opportunities and appropriate academic support services;
3. public service through continuing education, economic development, and cultural activities that address the needs and improve the quality of life of the region;
4. continuous improvement in all aspects of its operations through the use of inclusive, participatory planning and meaningful assessment.

In fulfilling its mission, Dalton State College seeks to prepare and inspire its students to be active members within their profession and communities. As Dalton State College looks to the future and its place in a competitive, global society, it seeks to build upon its strengths as one of the most academically respected, student-oriented, and community-centered institutions of its kind. (From Dalton State College 2008-2009 *Undergraduate Catalog*, p. 9)

Unit's Mission

The unit's mission is to prepare future educators who will challenge a new generation of students to reach their highest potential, acquire a love for learning, and become productive citizens in a 21st century democracy. Through exemplary teaching, service, and scholarship, the unit is committed to preparing educators for a diverse community of learners.

SCHOOL OF EDUCATION PHILOSOPHY, PURPOSES, AND GOALS/OUTCOMES

The unit's philosophy is built on the fundamental belief that all school-aged students can learn. This belief incorporates the idea that these learners are unique and capable students who reach success in a safe learning environment where the instructional focus is on building learning communities. These learning communities reflect collaborative and experiential inquiry with students, parents, colleagues, administrators, and community members. The unit is guided by this fundamental belief which integrates the knowledge of best practices for preparing teacher candidates, focusing on state and national standards. To this end, the unit's faculty developed

four goals/outcomes for the professional programs in the unit. These goals are expressed as professional outcomes: **competent, collaborative, caring, and reflective**. Teacher candidates must exhibit these outcomes upon program completion and are assessed throughout the program on the unit's assessment instruments.

The unit's teaching philosophy aligns with constructivist learning theory. Jonassen (1994) proposed seven tenets of constructivist learning environments that best describe the unit's understanding:

- represent the natural complexity of the real world
- focus on knowledge construction, not reproduction
- present authentic tasks, contextualizing, rather than abstracting instruction
- provide real-world, case-based learning environments, rather than predetermined instructional sequence
- foster reflective practice
- enable context and content-dependent knowledge construction
- support collaborative construction of knowledge. through social negotiation, not competition among learners for recognition. (p. 35)

The unit recognizes the complexity of constructivist theory. We use and integrate cognitive and social branches of constructivist learning theory in order to best meet the diverse learning styles of our teacher candidates. A brief overview of the unit's understanding of cognitive and social constructivism is provided.

Based on the work of Piaget (1952), cognitive constructivism focuses on the individual learners' need and not the learner in a social context (Oxford, 1997). Piaget's work centered on the processes of the individual's understanding: "we must study its {knowledge} formation rather than examining only the end product" (Kamii & Ewings, 1996, p. 260). On the other hand, social constructivism brings together the work of Piaget with that of Bruner and Vygotsky. Social constructivism views each learner as a unique individual with diverse needs and backgrounds that are shaped by the social context of the learning situation (Bruner, 1997; Phillips, 1995; Wertsch, 1997; Wood, 1998).

Based in the unit's philosophy, unit's faculty developed four professional outcomes for the professional programs: **competent, collaborative, caring, and reflective**. The four outcomes are what we believe our candidates must demonstrate upon program completing and are supported by our research based disused below.

KNOWLEDGE BASE

Research supports the belief that effective, competent teachers make a significant difference in student achievement relatively independent of any other factors in the schools (Marzano, 2003; Nye, Konstantopoulos, & Hedges, 2004). The unit believes that competent teachers have a strong, flexible content knowledge base integrated with appropriate pedagogical content knowledge that allows teacher candidates to support the diverse learning needs of student (Bransford, Darling-Hammond, & LePage, 2005; Cummings, 1989; Delpit, 1995; Krashen, 1987). Furthermore, teacher candidates need to be introduced to the complexity of teaching.

Competent teachers use and draw from multiple knowledge pockets to plan and deliver instruction including both content knowledge and pedagogical content knowledge.

Content knowledge is mastery of the essential skills of math, science, reading, writing, communications, social sciences, literature, and humanities. The first two years of the college's degree requires rigorous core coursework in each of the previous areas with specific levels of mastery as determined by grade point average. Advanced content knowledge is delivered through our Block I and II semesters.

Pedagogical content knowledge is defined as knowledge about how to effectively teach a particular discipline (Schoenfeld, 1989). The unit's understanding of pedagogical content knowledge is preparing teachers who understand that each content area may require specialized pedagogy knowledge to plan and deliver effective lessons to all students.

Decision-making skills. It is vital that educators are able to demonstrate knowledge and skills in effective decision making, as making decisions with increased student learning in mind empowers educators to allocate resources effectively to programs and students (Hartman & Boyd, 1998). In the role of a child advocate, the competent educator's decision-making skills will be utilized to the fullest. It is our belief that the ability to make decisions is a critical component because the decision-making process plays an integral role in the teaching and learning cycle.

Lesson design. Competent educators create powerful learning experiences to make subject matter meaningful to students while actively engaging students in the learning process. Effective teaching involves an effective design planned to accomplish the final goals (Wiggins & McTighe, 1998). Wiggins and McTighe refer to this process of designing curriculum and teaching as "backward design." Competent teachers are effective designers who use curriculum as a means to an end. We believe that instruction should be standards driven with the needs of the students taken into consideration when designing the curriculum and instructional plans.

Knowledge of assessment. Competent teachers understand that assessment drives instruction. The meta-analysis by Black and Wiliam (1998) strongly supports this claim that students who are taught by teachers who use formative assessments learn more than their counterparts who are taught by teachers who do not use formative assessment. Popham (2008) also stresses the importance of using formative assessment effectively before and during instruction to enhance student achievement. Moreover, critical to the development of competent educators is the ability to make data-driven decisions leading to positive student learning. Multiple forms of formative and summative assessments guide instruction and interactions with students in a competent teacher's classroom.

Differentiated instruction. Competent educators understand that every student displays unique learning needs. Therefore, competent educators comprehend the importance of differentiated instruction for learners who have different learning needs. They challenge all learners by providing materials and tasks on standards at varied levels of difficulty, with varying degrees of scaffolding, through multiple instructional groups, and with time variations (Tomlinson, 2000). The unit requires teacher candidates to develop lessons and lesson plans that require planning for diverse learners needs.

Understanding diversity. The unit is committed to preparing teachers to afford all students a quality education. DSC teacher candidates are assessed on their ability to work with diverse individuals and demonstrate equality in the classroom for all students (i.e., gender, ethnicity, religion, learning abilities, socioeconomic status and English language learners). In addition, a manifestation of the belief that all children can learn must be apparent. Teacher candidates are also rated on their consistency in planning and using a variety of appropriate instructional methods, making content appropriate for diverse learners.

Technology. The unit values the role that technology plays in teacher preparation programs and in the public school classrooms. We are committed to the development and preparation of professionals who are able to use technology to enhance teaching and learning. To that end, all teacher candidates in all initial teacher preparation programs are required to complete 50 hours of intensive educational technology training based on National Educational Technology Standards (NETS) developed by the International Society for Technology in Education (ISTE) and designed to meet the state requirements for a renewable certificate. An Educational Technology Center (ETC) is housed on the campus of Dalton State College, and the ETC staff conducts this PowerPoint training for all teacher candidates. Teacher candidates receive instruction and practice in the use of ActivBoard®, SMART Board®, classroom response systems, United Streaming, WebQuest, LiveText®, and other applications and instructional strategies for integrating technology into classroom instruction and classroom management. Appropriate use of technology and resources is an important component in the Teacher Candidate Observation Instrument, which is used to assess teacher candidates' planning and delivering of instruction in all field placements and internship. Public school partners frequently report that Dalton State College teacher candidates serve as leaders in the public schools in the area of technology during field placements, internship, and in-service years.

Caring Educator

The unit strives to prepare educators who understand the role and importance of motivating students to excel and to be self-confident in a caring, risk-free environment. Gordon (2008) purposes that creating an effective learning environment is multidimensional. A teacher must give equal footing to both instructional delivery system and connecting with students. By connectedness, Gordon describes a teacher who is self-confident in her/his pedagogical content knowledge all the while understanding the importance of fostering caring relationships with students in the context of the learning environment. The unit recognizes that caring plays a major role in building an effective classroom learning environment, but we also celebrate the multiple ways to demonstrate caring in a classroom context. Wentzel (1996) reports that students always remember teachers who care, make class interesting, and teach in a special way.

We define the multiple ways that caring can take shape in a positive classroom environment. Caring teachers ensure that their students understand that the reason for learning is to nurture their intellectual talents for the construction of our society into a more democratic, just, and caring place to live (Ayers & Miller, 1998; Brooks & Thompson, 2005). Caring teachers make sure that their strategies are in tune with students' culture and needs (Trumbull & Rothstein-Fisch, 2008). The caring educator values differences and exhibits understanding and appreciation of diversity by developing awareness, understanding, and appreciation of individual

and group differences. It is important that our candidates be culturally sensitive to issues of gender, ethnicity, culture, socioeconomic status, language, and race. The caring educator pays attention to issues of discrimination related to exceptionality and is supportive and sensitive to students with special needs (Glasser, 1986, 1993; Kokaska & Brolin, 1985; Noddings, 1986). Affirming caring and diversity demands empathy, and educators with high levels of empathy create a positive school climate that correlates with high student achievement (Danielson, 1996, 2007).

The unit supports Glasser's (1993) belief that a quality school teacher is one who is friendly and caring, while fostering a supportive relationship with students. Schools and teachers play a vital role in positively impacting the performance and achievement of students (Patrick, Ryan, & Kaplan, 2007). The atmosphere and attitudes within the school and classroom create a deep and lasting effect on the mind-sets that children develop toward lifelong learning (Gordon, 2008; Wolk, 2008). Wessler (2008) states that teachers who acknowledge their students' emotional experiences send the message that they understand and respect their students. Teachers who care about students are able to assist learners in becoming self-confident. A teacher who is caring will provide an environment for their students that is comfortable and ideal for productive learning while giving positive support to students without being coercive and authoritarian in nature (Glasser, 1990). Consequently, the caring educator should be a student-centered facilitator of personal growth and self-esteem. Caring educators value respect and trust and reflect a humanistic orientation to students and other members of the community.

Teacher candidates should be prepared to advocate for the removal of barriers that impede lifelong learning and hinder student progress by actively promoting social justice and equity in their classrooms, schools, and communities. Noddings (2005) states that learners are better able to become competent human beings when others care for them. The unit is committed to preparing teacher candidates who are caring and who focus on changing instructional practices and methodologies to meet students' needs (Fullan, 2000).

It is critical that our candidates embrace multicultural and global perspectives (Gollnick & Chinn, 2001) and reflect upon their personal attitudes and beliefs about diverse groups in today's classrooms. They understand that throughout their teaching careers they will be expected to be proactive and culturally sensitive in constantly adapting their teaching styles and strategies to create educational environments that are truly equitable (Banks, 1994; Nieto, 2004).

Upon completion of the professional program teacher candidates will demonstrate, through their understanding of individual and group differences, a positive effect on student learning. We believe our candidates should demonstrate understanding of and compassion for the diverse learning community in which they will teach.

Collaborative Educator

The roles and responsibilities of teachers in school settings are changing; we have seen a shift from the expectations of educator competence in the individual setting toward professional, collaborative community expertise whereby educators jointly define goals and take responsibility for all students' progress (Anderson, Rolheiser, & Gordon, 1998). It is imperative that educators develop collaborative skills to work effectively with various stakeholders involved in the

educational process (Friend & Cook, 2003). Through collaboration and supportive interaction within the classroom, school, and community, the collaborative educator influences positive student achievement.

Collaboration with other professionals provides the support for continuous development of the teacher educator and the consistent delivery of instruction to students. The collaborative educator uses interpersonal skills to structure educational environments to improve practice and holds a vision of settings that foster efficacy and excellence, while communicating this vision to stakeholders. It is our expectation that as our candidates assume the role of collaborative educators, their skills as collaborators will prove beneficial as they seek to bring children to high levels of achievement. Collaboration is a systematic process in which teachers work together to analyze and improve their classroom practice. Collaborative educators know how to work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process leads to higher levels of student achievement (DuFour, 2004).

Educators who are collaborative facilitate effective communication, cooperation, and coordination with other school professionals, parents, and families (Dettmer, Dyck, & Thurston, 1999). The collaborative teacher educator understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being (Kampwirth, 2003).

Because professional educators work in interdisciplinary, subject, and grade-level teams, we expect our teacher candidates to develop and demonstrate an attitude of collaboration in developing interventions to meet the educational needs of diverse learners (Turnbull & Turnbull, 1997). Upon completion of the professional programs, teacher candidates will have multiple opportunities to collaborate with mentor teacher, clinical faculty, professional faculty, and students that will provide the foundation for their future collaborative endeavors.

Reflective Educator

Boud, Keogh, and Walker (1985) define reflection as an activity in which people recapture their experience, think about it, mull it over, and evaluate it. We believe reflective educators consider the experiences in which they are engaged, recalling or detailing salient events, and then evaluate the experiences to constantly refine and improve their teaching skills. The reflective educator reflects and revises practice based upon a commitment to continual growth. We believe our teacher candidates will be able to self-assess their abilities to analyze their work through careful consideration and to use the experiences to effect student learning and achievement.

Like Schon (1987), we believe that reflection skills are essential to lifelong learning and continuous improvement. Schon's theories on reflection include the notions of reflection-in-action and reflection-on-action. Reflection-in-action involves educators "thinking on their feet." In these situations, educators assess a current situation that they find to be uncertain or unique. Based upon prior knowledge and understandings, they are required to think through the new situation and generate a new understanding of the situation as well as a change in the situation. Reflection-on-action occurs after the encounter or specific situation. Educators may use journals to record their thoughts on the event or discuss the situation with a supervisor or colleague. This process allows the reflective educator to spend time exploring why he/she acted as they did and

what factors were involved in the situation. In so doing, educators develop sets of questions and ideas about their practices and activities and build a repertoire of ideas, examples, and actions that they can draw upon in future situations. Schon (1987) states that this process is central to reflective thought.

Our unit's commitment to the preparation of professional educators for a diverse community of learners, who are competent, collaborative, caring, and reflective educators, is rooted in professional and research-based theory. Reflective educators must understand the multiple contexts in which schools function and the diversity in which in schools exist. We believe educators should reflect continuously on all aspects of their teacher experiences to enhance their own improvement and ultimately to improve learning for their students. We believe it is critical to the success of beginning teachers to become reflective educators as they diagnose and prescribe instruction for learners. We believe there must be a connection between practitioners and the educators of practitioners in terms of dialogue, critical inquiry, and reflective practices (McIntyre & Byrd, 1996).

CANDIDATE PROFICIENCIES

The unit adopted the 10 INTASC principles and 6 diversity principles (from the Georgia framework for teaching and DSC Assessment of Professional Behaviors) as the proficiencies that all teacher candidates in the initial teacher preparation programs must meet. The INTASC and diversity proficiencies are aligned with the unit's professional outcomes, coursework, and state standards. These proficiencies are assessed in courses through critical assignments which are housed in the teacher candidate's early childhood e-portfolio.

The unit adopted the nine state ESOL standards as the proficiencies required for teacher candidates seeking the English to Speakers of Other Languages (ESOL) endorsement. These proficiencies are assessed by critical assignments in the ESOL courses and are housed in the ESOL e-portfolio.

The National Educational Technology Standards (NETS) developed by the International Society for Technology in Education (ISTE) were adopted by the unit as the technology proficiencies required for all teacher candidates in the initial teacher preparation programs. These proficiencies are assessed through the InTech training conducted by ETC staff. Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

Proficiencies and dispositions for all initial teacher preparation programs are listed below.

INTASC Proficiencies for Initial Teacher Preparation Programs

1. Making content meaningful: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

2. Child development and learning theory: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
3. Learning styles/diversity: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. Instructional strategies/problem solving: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. Motivation and behavior: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Communication/knowledge: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Planning for instruction: The teacher plans instruction based upon knowledge of the subject matter, students, community, and curriculum goals.
8. Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Professional growth/reflection: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. Interpersonal relationships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

Diversity Proficiencies

1. Teacher candidate displays the ability to work harmoniously and effectively with diverse individuals.
2. Teacher candidate demonstrates fair treatment for all students (i.e., gender, ethnicity, religion, learning abilities, socioeconomic status, and English language learners).
3. Teacher candidate demonstrates the belief that all children can learn.
4. Teacher candidate is sensitive, alert, and responsive to the specific intellectual, social, physical, and personal developmental needs of all students.

5. Teacher candidate exhibits consistent and appropriate management of time, space, and learning resources for diverse students' learning; active/equitable engagement of students.
6. Teacher candidate uses a variety of appropriate materials and resources to enhance instruction for diverse learners.

ESOL Endorsement Proficiencies

1. The program shall prepare candidates who know about the nature of language; language varieties; and the phonology, morphology, syntax, semantics, and discourse of the English language.
2. The program shall prepare candidates who are able to listen, speak, read, and write in standard English on technical, abstract, and non-technical or general topics.
3. The program shall prepare candidates who understand the principles of first and second language acquisition across age levels.
4. The program shall prepare candidates who understand the effects of cognitive, affective, and socio-cultural variables on language learning.
5. The program shall prepare candidates who can apply language assessment techniques and instruments in the evaluation of students.
6. The program shall prepare candidates who can plan ESOL curriculum and implement a variety of instructional methods and assessment strategies for teaching English as a second language.
7. The program shall prepare candidates who understand socio-cultural systems and characteristic features of linguistic/minority cultures.
8. The program shall prepare candidates who are familiar with current educational trends, issues, policies, and practices, and their relationships to program planning, instruction, and assessment of ESOL students.
9. The program shall prepare candidates who can use technology, particularly multimedia and computer and software, and can evaluate software for ESOL instruction.

Technology Proficiencies

1. Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
3. Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
4. Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
5. Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Dispositions for all Initial Teacher Preparation Programs and ESOL Endorsement

In addition to the proficiencies listed above, the unit has chosen 18 professional attitudes, beliefs, and dispositions that are associated with becoming a highly effective professional educator. These dispositions are aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles and the unit's professional outcomes. The dispositions for effective teaching include the following:

1. The teacher candidate will exhibit sound judgment and moral reasoning, especially in relating to and safe-guarding students.
2. The teacher candidate interacts appropriately and positively with others.
3. The teacher candidate treats others with courtesy, respect, empathy, and open-mindedness.
4. The teacher candidate displays the ability to work with diverse individuals.
5. The teacher candidate displays maturity and independence by following appropriate protocol when seeking solutions to problems.
6. The teacher candidate accepts and uses constructive criticism.
7. The teacher candidate demonstrates enthusiasm, confidence, and initiative.
8. The teacher candidate demonstrates appropriate self-monitoring and control of emotions and behavior.
9. The teacher candidate demonstrates professional appearance and uses appropriate hygiene.
10. The teacher candidate maintains confidentiality of records, correspondence, and conversations.

11. The teacher candidate prepares thoroughly and consistently.
12. The teacher candidate exhibits a strict code of honesty related to tests and assignments.
13. The teacher candidate demonstrates punctuality and good attendance.
14. The teacher candidate demonstrates fair treatment for all.
15. The teacher candidate expresses self orally using Standard English in order to communicate effectively with diverse audiences.
16. The teacher candidate expresses self in written format using Standard English in order to communicate effectively with diverse audiences.
17. The teacher candidate reflects upon own behavior, instruction, and student learning.
18. The teacher candidate demonstrates belief that all children can learn.

School of Education
Alignment of Courses with Conceptual Framework Professional
Outcomes, INTASC Principles, and State Standards

Course Title & Number	Conceptual Framework Professional Outcomes	INTASC Principles	State Standards
EDUC 3101 Teaching Students At-Risk, Diverse (3)	Competent, Caring	1,2,3	
EDUC 3271 Classroom Management (3)	Competent, Caring	2,5,6	2.1i, ii, iii, iv; 2.2iii, xv, xvi, xviii, xix, xxiii
EDUC 3287 Curriculum & Assessment (3)	Competent, Reflective	1,7,8	2, 4
EDUC 3263 Teaching Lang. Arts (3)	Competent, Collaborative	1,7,9	2.2i, ii, iv, xii
EDUC 4263 – Teaching Math (3)	Competent, Reflective	1,4,7,9	2.2vi, 6
EDUC 4251 – Assessment of Math (3)	Competent, Reflective	1,4,7,8,9	4, 6
EDUC 4261 Teaching Social Studies (3)	Competent, Reflective	1,4,6,7	2.2i-xv
EDUC 3214 Exploring Activities: PE/Art/Music (3)	Competent, Caring, Collaborative	1,2	
EDUC 4262 Teaching Science (3)	Competent, Reflective	1,4,6,7	2.2i-xv
READ 3262 Teaching Reading (3)	Competent, Reflective	1,4,7	
READ 4251 Assessment of Reading (3)	Competent, Reflective	1,2,4,8,9	
READ 3251 Children’s Literature (3)	Competent, Reflective	3,5,7,9	2, 3, 4
ESOL 4240 Applied Linguistics (3)	Competent, Reflective	1,8,9	1vi
ESOL 4242 Culture & Education (3)	Competent, Caring	1,3	IV, vii
ESOL 4241 Methods of Teaching ESOL (3)	Competent, Reflective	1,7,8,9	1v, vii
EDUC 3285 – Prof. Seminar & Fld. Exp. I (1)	Competent	1,6	5i, iii, vi 6i, ii, iii, iv
EDUC 3286 Prof. Seminar & Fld. Exp. II (1)	Competent, Caring, Collaborative, Reflective	10	3 v, vi, viii; 5ii; 6i, ii, iii, iv
EDUC 4284 Professional Seminar & Fld. Exp. III (1)	Competent, Caring, Reflective	10	5i, ii, iv; 6ii, iii, iv; 2.2xxiii
EDUC 4286 Internship (8)	Competent, Caring, Collaborative, Reflective	1,2,3,4,5,6,7,8,9, 10	
EDUC 4289 Professional Seminar IV (1)	Competent, Collaborative, Reflective	9	

ASSESSMENT SYSTEM

The unit's assessment system is a systematic, evaluation system that is linked to the vision, mission, and purposes of the education unit and Dalton State College. The conceptual framework's four core tenets, competence, collaborative, reflective, and caring characterize the framework for our assessment system. The unit continuously measures our teacher candidates' development of these key skills: competence, collaborative, reflective, and caring throughout the program. Our assessment system is organized by these three key areas:

- to collect and analyze data on the applicant qualifications,
- to collect and analyze data on candidate performance, and
- to collect and analyze data regarding unit operations to evaluate and improve the unit and its programs.

Input was gathered from key stakeholders through multiple focus groups meetings. As the unit adds secondary teaching certifications, we have shared our assessment system with these departments for feedback.

Teacher candidates are assessed through instruments that gather multiple data sets. First, the five domains of the Teacher Candidate Observation Instrument (TCOI) assess the teacher candidate's ability to plan for and to engage students in meaningful and appropriate learning opportunities following the constructivist view of learning. It also assesses the candidate's content knowledge; competency in written and spoken language; competency in working with diverse student populations; effective use of instructional technology; appropriate use of assessment; and responsiveness to the intellectual, social, physical, and personal developmental needs of all students. Then, the Professional Behaviors and Dispositions (APB) includes elements to assess the candidate's dispositions of caring (treats all with respect, treats all students with fair treatment of all, believes that all can learn), and being reflective (reflects upon own behavior, instruction, and student learning). Candidates' skills are evaluated through items included on both the TCOI and APB (ability to work collaboratively with others and to work with diverse individuals). The electronic programs used to house the unit's data collection are Microsoft Access®, Microsoft Excel®, and LiveText®.

Important aspects of the unit's assessments system are the procedures for continuous collection, analyses, and improvement of the assessment system. Faculty and school partners are key stakeholders to review and provide feedback to data collected. The unit uses faculty meetings, focus groups, and electronic resources as means to work towards continuous improvement of the unit and individual programs. The following table illustrates the assessment system elements, the types of data collected, the time frame for data collection, and the uses of data.

Data Collection Chart

System Elements	What Is Collected	When Collected	By Whom	Implementation Date	How Used
Banner® Data (transferred to Microsoft Access®)	1. Teacher Candidate Demographics	1. Prior to Program Entry	Assessment Data Entry	Fall, 2006	Diversity Data
	2. Teacher Candidate Transcript Information	2. Program Entry and End of Each Semester	Assessment Data Entry	Fall, 2006	Eligibility for Entry and Retention in Program
Microsoft Access® Data	1. School Demographics	Each semester	Assessment Data Entry	Fall, 2007	Ensure Diversity of Placement
	2. Site Teacher Data	Each Semester	Assessment Data Entry	Fall, 2007	Ensure Licensure/ Experience/Expertise; Demographic Data
	3. Teacher Candidate Demographics	Prior to Program Entry	Assessment Data Entry	Fall, 2006	Diversity Data
	4. Teacher Candidate Placements	Fall and Spring Semesters	Assessment Data Entry	Fall, 2007	Ensure Diversity of Placement
	5. Regents' Test	Program Entry	Assessment Data Entry	Fall, 2007	Eligibility for Program Entry
Microsoft Excel®	1. GACE® Basic Skills	Program Entry	Assessment Data Entry	Fall, 2007	Eligibility for Program Entry
	2. GACE® Content	Program Completion	Assessment Data Entry	Fall, 2007	Program Improvement
LiveText®	1. Teacher Candidate Observation Instrument (TCOI)	Blocks II, III, and IV: Mid-term and Final	Assessment Data Entry	Fall, 2007	Provide Verification of Teacher Candidates' Meeting Professional Goals 1-6; Program Evaluation; Eligibility for Program Retention
	2. Assessment of Professional Behaviors/ Dispositions (APB)	Blocks II, III, and IV: Mid-term and Final	Assessment Data Entry	Fall, 2007	Verification of Candidates' Meeting Required Behaviors; Eligibility for Program Retention
	3. Assessment of Advisement	Program Entry & End of Block I, II, III, & IV	Assessment Data Entry	Fall, 2008	Program Quality
	4. Assessment of Site Teacher	End of Block I, II, III, & IV	Assessment Data Entry	Spring, 2008	Program Quality

System Elements	What Is Collected	When Collected	By Whom	Implementation Date	How Used
	5. Assessment of DSC Supervisor	End of Block II, III, & IV	Assessment Data Entry	Spring, 2008	Program Quality
	6. Course Evaluations	End of Block I, II, III, & IV	Assessment Data Entry	Spring, 2008	Program Quality
	7. Completer Exit Survey	End of Block IV	Assessment Data Entry	Spring, 2008	Program Quality
	8. Employer Survey	Spring of Teacher Candidate's First Year of Employment	Assessment Data Entry	Spring, 2008	Program Quality
	9. First Year Teacher Survey	Spring of Teacher Candidate's First Year of Employment	Assessment Data Entry	Spring, 2008	Program Quality
	10. ESOL Portfolio	End of Block III – prior to Internship	ESOL Coordinator	Fall, 2008	Determine Candidates' Meeting ESOL Standards

Key Assessments at Transition Points – Early Childhood and ESOL Endorsement

Assessment	Transition Point # 1: ECE and ESOL Program Entry	Transition Point #2: Interim Assessments	Transition Point #3: Admission to Internship	Transition Point #4: Program Completion
Transcript	2.7 Cumulative GPA	2.7 Cumulative GPA	2.7 Cumulative GPA	2.7 Cumulative GPA
Transcript	Successful Completion of Core curriculum – Areas A through F	Grade of C or above in Professional Education Block Courses	Grade of C or above in Professional Education Block Courses	Completion of approved ECE Program with 2.7 or above GPA
Transcript	Grade of C or above in all A and F courses	Satisfactory Completion of each ESOL Course with grade of C or above (if seeking ESOL Endorsement)	Satisfactory Completion of each ESOL Course with grade of C or above (if seeking ESOL Endorsement)	Satisfactory Completion of each ESOL Course with grade of C or above (if seeking ESOL Endorsement)
Transcript	Grade of C or above in COMM 1110 and PSYC 1101			
Transcript	Post-Baccalaureate only: Completion of six required pre-requisite courses with a grade of C or above			
Georgia Board of Regents' Exam	Successful completion of Reading and Writing Exams or exemption			
GACE® Scores or SAT/ACT	GACE® Basic Skills Assessment Scores or SAT/ACT exemption			
Assessment of Professional Behaviors Instrument (APB)		Performance rating scores 3 or higher for each indicator of Professional Behaviors	Performance rating scores 3 or higher for each indicator of Professional Behaviors	Performance rating scores 3 or higher for each indicator of Professional Behaviors
Teacher Candidate Observation Instrument (TCOI)		Performance ratings that average a minimum of 2.0 for Block II, and 2.5 for Block III	Performance ratings that average a minimum of 2.0 for Block II, and 2.5 for Block III	Performance ratings with a minimum of 3.0 for Block IV
Internship Teaching Unit				Performance rating scores 3 or higher for each indicator on Teaching Unit Rubric
Professional Growth Plan (PGP) - if applicable		Specific competencies and behaviors as outlined on PGP	Specific competencies and behaviors as outlined on PGP	Specific competencies and behaviors as outlined on PGP

Key Assessments at Transition Points: Secondary Biology Program

Assessment:	Transition Point #1: Program Entry	Transition Point #2: Interim Assessments	Transition Point #3: Admission to Internship	Transition Point #4: Program Completion
Transcript	2.7 Cumulative GPA	2.7 Cumulative GPA	2.7 Cumulative GPA	2.7 Cumulative GPA
Transcript	Grade of C or above in Area F Courses, EDUC 2110, 2120, and 2130; and BIOL 1107 and 1108	Grade of C or above in Professional Education Courses	Grade of C or above in Professional Education Courses	Completion of approved Biology Education Program with 2.7 GPA
Transcript		Grade of C or above in 12 hours of Biology prior to PES II and 20 hours of Biology prior to PES III	Completion of 24 approved hours in Biology with a grade of C or above	
Transcript		Grade of C or above in major curriculum courses taken	Grade of C or above in major curriculum courses taken	
Transcript			Meet field experience requirements in PES I, II, and III	
Georgia Board of Regents' Exam	Successful completion of Reading and Writing Exams or exemption			
GACE® Scores or SAT/ACT	GACE® Basic Skills Assessment Scores or SAT/ACT exemption			
Biology Teaching Unit				3.0 or higher rating on each dimension of the Teaching Unit Rubric
Assessment of Professional Behaviors (APB)		Performance rating scores 3 or higher for each indicator of Professional Behaviors	Performance rating scores 3 or higher for each indicator of Professional Behaviors	Performance rating scores 3 or higher for each indicator of Professional Behaviors
Teacher Candidate Observation Instrument (TCOI)		Performance ratings that average a minimum of 2.0 for PES II and 2.5 for PES III	Performance ratings that average a minimum of 2.0 for PES II and 2.5 for PES III	Performance ratings with a minimum of 3.0 for PES IV
Professional Growth Plan (PGP) - if applicable		Specific competencies and behaviors as outlined on PGP	Specific competencies and behaviors as outlined on PGP	Specific competencies and behaviors as outlined on PGP

Key Assessments at Transition Points: Secondary Mathematics Program

Assessment:	Transition Point #1: Program Entry	Transition Point #2: Interim Assessments	Transition Point #3: Admission to Internship	Transition Point #4: Program Completion
Transcript	2.7 Cumulative GPA	2.7 Cumulative GPA	2.7 Cumulative GPA	2.7 Cumulative GPA
Transcript	Grade of C or above in Area Courses, EDUC 2110, 2120, and 2130; and MATH 3101	Grade of C or above in Professional Education Courses	Grade of C or above in Professional Education Courses	Completion of approved Math Education Program with 2.7 GPA
Transcript		Grade of C or above in 9 hours of Mathematics prior to PES II and 15 hours of Mathematics prior to PES III	Completion of 28 approved hours in Mathematics with a grade of C or above	
Transcript		Grade of C or above in major curriculum courses taken	Grade of C or above in major curriculum courses taken	
Transcript			Complete field experience requirements in PES I, II, and III	
Georgia Board of Regents' Exam	Successful completion of Reading and Writing Exams or exemption			
GACE® Scores or SAT/ACT	GACE® Basic Skills Assessment Scores or SAT/ACT exemption			
Assessment of Professional Behaviors (APB)		Performance rating scores 3 or higher for each indicator of Professional Behaviors	Performance rating scores 3 or higher for each indicator of Professional Behaviors	Performance rating scores 3 or higher for each indicator of Professional Behaviors
Teacher Candidate Observation Instrument (TCOI)		Performance ratings that average a minimum of 2.0 for PES II and 2.5 for PES III	Performance ratings that average a minimum of 2.0 for PES II and 2.5 for PES III	Performance ratings on TCOI with a minimum average of 3.0
Professional Growth Plan (PGP) - if applicable		Specific competencies and behaviors as outlined on PGP	Specific competencies and behaviors as outlined on PGP	Specific competencies and behaviors as outlined on PGP
Mathematics Teaching Unit				3.0 or higher rating on each dimension of the Teaching Unit Rubric

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