

The Teacher Education Conceptual Framework

The Teacher as a Responsive, Reflective Professional: A Partner in Learning

A Conceptual Framework for Undergraduate and Graduate Teacher Education Programs at Cleveland State University, College of Education

INTRODUCTION

This conceptual framework was developed in response to a faculty desire for a clearly articulated knowledge base underpinning the teacher education program. Over a six month period in 1997 the MTV ("Making the Vision") Committee, composed of faculty, administrators, staff, students, and school professionals examined program outcomes, professional organization and state department standards, professional literature, and good practice. Copies of committee deliberations were distributed to the faculty, departmental level discussions were held, and a college wide feedback session was conducted. See Appendix A for "MTV Committee Members."

The committee addressed key elements in this presentation of a conceptual framework: its name, the knowledge bases that compose it, and possible applications to the program. This report contains an explanation of the overall conceptual framework and how its components interact as well as a brief summary of each knowledge base including scholarly references. A more extensive treatment of each knowledge base is available from the committee. In addition, the committee has provided examples of how the conceptual framework can be applied to various aspects of the program.

Since 1997 the conceptual framework has served well as a basis for the reorganization of the curriculum according to new Ohio licensure requirements, conversion from an academic year quarter to semester system, development of a five-year College Strategic Plan 2000-2005 and Annual College Goals, and the refinement of the College of Education Assessment System. Its usefulness and currency has been tested in many ways. Faculty and students in each class have discussed its relevancy to the course they are completing each semester). Faculty and staff have used the conceptual framework as a reference in preparing new programs, grants, special projects, and other endeavors and have drawn out new significance as college centers have been created. The conceptual framework is used for new faculty orientation, community meetings, and the College of Education promotional video and College of Education Newsletter. Most recently the conceptual framework was one of the seminal college documents used in determining whether the School of Nursing should join the college. The research base of the conceptual framework is current given a recent revision by the faculty.

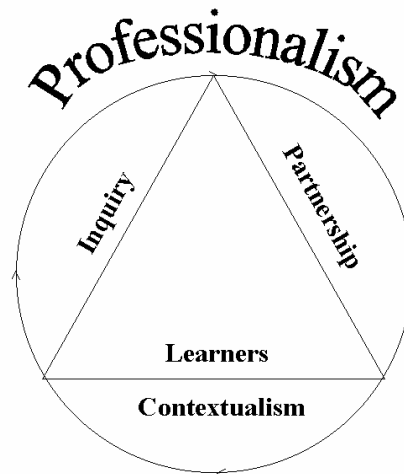
THE CONCEPTUAL FRAMEWORK

The Cleveland State University (CSU) conceptual framework for Teacher Education is "The Teacher as a Reflective Responsive Professional - A Partner in Learning." CSU teacher education graduates are known for distinctive abilities that reflect the four knowledge bases that

compose this conceptual framework: inquiry, partnership, contextualism, and professionalism. As Figure 1 indicates, the four elements of the conceptual framework are related and emanate from our common beliefs about learners and the teaching-learning process. They guide the design of program elements, e.g., program outcomes, instructional strategies and activities in courses, and program evaluation. Inquiry, Contextualism, and Partnership are encircled by the concept of *Professionalism*. The conceptual framework assumes that *Professionalism* is not a plateau but rather a career-long process of reflection and growth, an ongoing process whereby teachers constantly enhance their understanding of how *Inquiry*, *Contextualism*, and *Partnership* relate to the teaching-learning process. At the very center of the conceptual framework is the learner. CSU teacher education graduates take seriously their role in implementing and adapting the conceptual framework to a variety of instructional environments, urban and suburban, where learner diversity- measured in terms of gender, race, ethnicity, socio-economic status, and exceptionality- is often in high profile. This contextual approach accounts for the unique challenges facing educators today.

Finally the application of inquiry, partnership, and contextualism builds upon an arts and sciences foundation and occurs within the framework of a career long continuum of professional development, from initial entry or induction into the profession through various stages of career growth, promotion and developed in the four knowledge bases depends on whether a teacher is entering the profession or has achieved the status of a master teacher. The interrelationships of these components will become more evident in the application of the conceptual framework to the program.

Figure I: The Teacher Education Conceptual Framework



INQUIRY

Definition: Inquiry is a recursive process of teaching and learning that incorporates aspects of constructivism, reflective practice, and a sociocultural perspective. Constructivism may take

various forms, for example Piaget's (1974) individualist constructivism and Vygotsky's (1962) 'social constructivism, but the constructivist approach generally posits that the learner constructs knowledge through his or her own action in the world (Richardson, 1997; Walker, 2002). Reflective practice involves teachers who review, reconstruct, reenact, and critically analyze their classroom teaching and learning (Bullough & Gitlin, 2001) often through dialogue with colleagues (Ancess, 2003). In addition, Dewey (1910) argued that reflective teachers become both "consumers and producers of knowledge about teaching-- both teachers and students of classroom life" (Cochran-Smith & Lytle, 1993, p. 9). The sociocultural view of teacher inquiry, as articulated by Weade and Green (1989), sees reflection as an individual act set within the larger cultural system of the school and the community beyond. Moreover, as students participate in the inquiry process, they also review, critically analyze, and self-evaluate their learning and become producers of knowledge within the social context of the classroom.

Rationale: Inquiry is an important knowledge base for the teacher education program for two reasons--teacher growth and student growth. First, teachers who understand and engage in inquiry are more likely to support student inquiry (Keene & Zimmerman, 1997; Bullough & Gitlin, 2001). Second, students who engage in inquiry actively construct knowledge by posing questions, seeking answers, evaluating results, and asking new questions both individually and collaboratively (Brooks & Brooks, 1993; Davydov, 1995; Dewey, 1910; Walker, 2002). Teachers, who engage in inquiry and encourage their students to be inquirers also, recognize dissonance between theory and practice as an opportunity to grow. Their reflections, self-evaluations, observations, and re-searches provide a basis for genuine change rooted in questions and problems they have identified themselves (Bullough & Gitlin, 2001). The signature of the professional teacher is the continual practice of comparing personal knowledge with other educators' experiences (i.e., theory, ethical principles, as well as strategies and techniques), taking into account the needs and backgrounds of the students, then making decisions about instruction based upon a synthesis of these factors (Wells, 1994; Richardson, 1997; Walker, 2002).

Relation to Content: The inquiry approach informs the content of study, which primarily involves process strategies, at two levels: the teacher teaches students how to engage in inquiry and at the same time engages in it her/himself (Ancess, 2003; Lambert; 2003). Inquiry may incorporate elements of constructivist and sociocultural pedagogy including problem-posing curriculum, shared responsibility for learning, assessment integrated with instruction, collaborative discourse, and reflective practice (Morrison & Collins, 1996; Bullough & Gitlin, 2001). Using a thematic unit on weather as an example, teachers establish a developmentally appropriate environment for learning, select resources, and engage with students working individually and in small groups to ask questions about the weather, record observations, create graphs, analyze data, and make predictions. Concurrently, the teacher documents both individual learning and group interaction for the purposes of evaluating students' cognitive and social development, and then uses the results to inform planning for subsequent learning experiences. As teachers reflect upon and revise their own practice, they help students critically evaluate their work (Ancess, 2003; Brooks & Brooks, 1993; Bullough & Gitlin, 2001).

Relation to Process: The process elements of inquiry mirror the content elements. When an inquiry approach is taken, teachers and learners share responsibility for learning. The students'

prior knowledge, their questions and interests, and their developmental levels help shape instruction. For example, thematic units or projects that integrate students' individual and cultural patterns of learning, their questions, and their interests with curricula. goals provide opportunities for students to learn how to conduct research, select appropriate materials, and reflectively evaluate process and outcomes. In addition, an inquiry approach supports students' comprehension of challenging text material as they are guided to consider what they already know about the topic, ask questions, read the material, and determine for themselves what they have learned. Often inquiry is supported by group discussion built around higher order questioning and evaluative thinking. Reflective journals are another means of sustaining self-evaluation for both students and teachers.

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PARTNERSHIP

Definition: The concept of partnership has a dual meaning as a key element in the CSU teacher education conceptual framework. First, it encompasses the notion of individuals working together to learn—as students in cooperative and/ or cohort groups, or as students and their teacher(s) learning with and from each other. Second, partnership refers to the notion of individuals, organizations, or social structures collaborating to facilitate and enhance the achievement of learning outcomes. Such partnerships include teachers working with colleagues, parent and community involvement in schools, and business/school and university/ school collaborations.

Rationale: Partnership is important to the educational enterprise for a number of reasons. Foremost among these is that the achievement of learning outcomes is enhanced when students work in cooperation with each other and their teachers (Johnson & Johnson, 1990; Slavin, 1990) and when collaborative relationships are established to provide for the combination of resources and efforts (Zacchei & Mirman, 1986; Gross, 1988; Sirotnik & Goodlad, 1988; Epstein, 1984, 1991; Marjoribanks, 1979). In addition, when students share learning with others, their social skills and interpersonal interactions improve, they learn the value of working together toward common goals, and they often enjoy the learning experience more (Johnson & Johnson, 1990; Slavin, 1990; McGrath, 1984, Black & Ammon, 1992; Lanier & Little, 1986; Howey & Zimpher, 1989; Little, 1982). Finally, collaborative relationships can enhance teacher morale and professional development (Lieberman & McLaughlin, 1992; Baker, 1994) and can provide a variety of economic and social benefits to the businesses, universities, or communities involved (Zacchei & Mirman, 1986; Gross, 1988; Sirotnik & Goodlad, 1988).

Relation to Content: The teacher who comes through the CSU teacher preparation program must be ready to work in partnership with others and to facilitate cooperative and team learning experiences among students. Components of a variety of courses in the CSU program therefore focus on such content as: (a) the importance and benefits of partnership and collaboration; (b) social aspects of learning; (c) techniques for structuring learning experiences that involve partnerships; (d) methods for encouraging students to work together effectively; and (e) procedures for establishing and maintaining collaborative efforts with parents, community members, colleagues, businesses, and universities.

Relation to Process: Students in the CSU teacher preparation program will learn about partnership by dealing with relevant content. In addition, as they move through the program, they will learn about partnership, learn to value it, and learn how to incorporate it in their own teaching by experiencing it and seeing it in action as they: (a) work together in small group projects and discussions; (b) move through parts of their programs in cohort groups; (c) meet expectations to assist and provide feedback to each other; (d) see faculty working together in teaching teams, conducting research and writing grants together, and serving together on committees; (e) develop files of professional, community, and organizational resources; (f) and encounter partnerships in their field experiences.

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CONTEXTUALISM

Definition: Teaching and learning do not occur in isolation. Context as a conceptual framework includes the entire range of influences surrounding and infusing the teaching-learning process. One important context is the individual learner and the background she or he brings to the classroom. It is an acknowledgement that children and adolescents come to the learning situation with prior knowledge and understandings and that the teacher's capacity to build these prior experiences is an essential element in successful teaching. In this connection the idea of diversity is of central significance, particularly in urban settings where issues surrounding race, multiculturalism, socio-economic status, and exceptionality are in higher focus than in the larger society. Then, too, understanding the various contexts of education means understanding multiple ways in which broad historical, social, economic, political, and technological forces shape--for better or worse--educational priorities and policies at the national, state, and local level. (Dewey, 1938; Kliebard, 1995; Bruner, 1996; Plucker, 2002; Moore, 1998).

Rationale: The emphasis on context comes from the recognition that learning is contextually situated, that is to say, it is inextricably intertwined and informed by the developmental, socio-cultural, and institutional contexts in which it is being constructed and internalized. A comprehensive understanding of the multiple contexts of the teaching-learning process enables the teacher to incorporate into their teaching the cultures and background that students bring to the classroom, helping learners bridge connections between home, school, and the larger society. Similarly, teachers need to understand how the culture of the school and specific teaching practices may support or undermine students' motivation to learn. Finally, in a time of immense social, economic, and technological change, it is imperative that teachers engage in an ongoing examination of the possible ways in which their students' educational futures are either constrained or enhanced by existing curricular priorities and classroom strategies as well as continuing proposals for educational reform. (Aronson, 2002; Au & Kawakami, 1994; Dweck, 2000; Ladson-Billings, 2001; Neisser, 1998; Hunt, 1995; and Reich, 1992)

Relation to Content: As a model for teacher preparation, contextualism implies three major strands of content. First, there is that body of knowledge related to learners and the learning process. In this connection the teachers must acquire an understanding of how learners develop physically, cognitively, socially and emotionally. Toward this end, teachers need to know how new learning is constructed, what learners bring to the teaching-learning process, and how teachers might incorporate the learner's background and interests into their instructional practices. Second, teachers will need to understand the nature and significance of diversity in all its multiple forms. Toward this end the role of gender, culture, race, socio-economic status, and exceptionality in shaping students' school experience must be given careful attention. Also important are the implications of diversity for choosing curriculum objectives, instructional methodologies, assessment strategies as well as ways of creating patterns of positive social interaction in classrooms where all learners are respected for their unique contributions to a

multicultural learning environment. Finally, teachers need to understand how historical, political, economic forces and structures influence all levels of the educational enterprise. In this respect, teachers must comprehend how such diverse factors as the global economy, racism, poverty, changing family structure, definitions of equity, the growing influence of popular culture, and the politics of school reform shape not only the decisions of educational policy makers but also the quality of life in every classroom. (Lareau, 2000; Tatum, 1992; Vygotsky, 1963; Hidalgo, Chavez-Chavez, and Ramage, 1996; Ducette, Sewell, Shapiro, 1996; Flynn, 2003; Cole, 1998; Gerstle, 2001; Lowry, 2002; Ogbu, 2003; Patterson, 2001; Rothstein, 2002; Ravitch and Viteritti, 2001; Suarez-Orozco 2001; and Zimmerman, 2002).

Relation to Process: Arguing this, knowledge must necessarily be an active not passive process. Because the purpose of CSU's teacher education conceptual framework is to prepare teachers who are reflective inquirers, so the content of their coursework must provide a forum for constructive engagement and analysis. Whatever the format of instruction--lecture, Socratic dialogue, reading essays or texts, cooperative learning, or reflective essays--the spirit and essence of instruction should be an invitation to improve upon one's professional knowledge and identity in an ever-changing society.

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PROFESSIONALISM

Definition: Broadly defined as the distinguishing features of an occupation that generally requires advanced knowledge or training, the concept of professionalism presupposes the existence of a clearly defined knowledge base that has been codified and is, therefore, accessible to guide and support informed decision making and practice (Goodlad, 1990). Hence, as manifest in this conceptual framework, professionalism is viewed as an overarching construct which further assumes that teachers can and should assume greater collective responsibility for defining, transmitting, and enforcing standards of professional practice so that their clients or students are well served (Burbules & Densmore, 1991; Case, Lanier, & Miskel, 1986; Conley & Muncey, 1999; Haberman, 1986; Lewis, 2002).

Rationale: The challenges and rewards of teaching have never been greater. The range and type of information that students need to know far exceeds that of previous decades such that academic expectations are increasing in virtually every state and community. Similarly, educators are being urged to teach higher-order thinking skills and creative problem solving strategies in much more inclusive and diverse classroom settings to ever increasing numbers of children whose social, economic, and/or emotional difficulties place them at risk academically (Darling-Hammond & Cobb, 1996). Given these and other societal changes that are having a profound impact on education, the nation-wide movement to restructure schools continues to gain momentum as have concomitant efforts to reform teacher education; to further

professionalize teaching; and to reformulate the standards and procedures by which states and school districts license, hire, induct, support, assess, and provide for the continual learning of teachers (Wise & Darling-Hammond, 1987; Darling-Hammond & Berry, 1988). Nevertheless, when issues of inequity are not directly addressed, the positive effects of teacher leadership and school reform would appear to be largely doomed as a means of raising the academic achievement of students in underresourced schools (Delpit, 1995; Ladson-Billings, 2001; Lipman, 1999; Wynne, 1999).

Recognizing that the promise of a high quality education for *all* children is dependent not only on a total restructuring of schools, but also on the knowledge and commitment of practitioners to that restructuring, current efforts to strengthen professional accountability are indicative of a deepening commitment to client-oriented practice as the primary means of transforming and revitalizing education. Assuming that instructional decisions about different learners' needs are too complex and individualistic to be prescribed from afar, "teachers must be prepared to address the substantial diversity in experiences that children bring with them to school: the wide range of languages, cultures, learning styles and challenges, talents, and intelligences that require in turn an equally rich and varied repertoire of teaching strategies" (Darling-Hammond & Cobb, 1996, p. 16). To this end, new entrants to the profession as well as veteran practitioners will need to develop deeper understandings of their disciplines, of interdisciplinary connections, and of inquiry-based learning and teaching. They will need skills for creating learning experiences that enable students to construct their own knowledge and will need to understand and use a variety of more authentic, performance-based means for assessing students' knowledge and understanding, their approaches to learning, and their prior experiences (Hawley & Valli, 2001; Wilson & Berne, 2001). In sum, this mission for teaching defies any single, formulaic approach to instructional delivery, calling instead for thoughtful, adaptive teaching that is learner-centered. As a result, professional development should be linked to student learning and emphasize subject-specific pedagogical content knowledge. Likewise, it should apply findings of cognitive research by providing active intellectual engagement, sustained collaboration, and ongoing support (Fickel, 2002).

Relation to Content: Recognizing that teacher education is a career-long process beginning with undergraduate studies and culminating in retirement (Burke, 1987; Steffy, Wolfe, Pasch, & Enz, 1999), CSU's program aims to provide an ongoing range of opportunities for continuous development that promote systemic reform initiatives in subject matter teaching, equity, assessment, and school organization. Without denying that there are times when technical skill training is appropriate, the program primarily serves to promote self-reliance in instructional decision-making by providing a rich learning environment that stimulates meaningful engagement with ideas, with materials, and with colleagues; takes explicit account of the experience, interests and developmental needs of teachers and their students; offers support for informed dissent as a vehicle for examining alternative approaches to instruction; places classroom practice in the larger contexts of school and societal reform; prepares teachers to engage in inquiry as a means of generating knowledge and assessing the knowledge claimed by others; and helps ensure a balance between the interests of individuals and the interests of institutions when planning for and delivering instruction (Little, 1993). As a result, the program promotes both professionalism and the further professionalization of teaching such that graduates

may successfully assume positions of ever-increasing leadership both within and beyond the classroom.

Relation to Process: The view of teaching as intellectual work is at the heart of the restructured school, where practice is not prescribed and where considerable responsibility is placed on teachers for making judgments based on the best available information and a sound knowledge base. Given this imperative, CSU's teacher education program seeks to provide prospective and practicing teachers, problem-based learning experiences that are situated in the context of practice and that further serve to promote partnerships, critical inquiry, reflection, and resilience. Extended clinical and site-based field experiences that are interwoven with coursework that incorporates microteaching, simulations, role playing, and well-designed case studies are a fundamental means of achieving this end (Carter & Anders, 1996; Darling-Hammond, 2000; Rentel, 1992); yet another is the conduct of action research. Specifically designed to promote critical inquiry, action research encourages teachers to make meaning of their own situational contexts by systematically engaging in analytical and reflective practice (Fueyo & Koorland, 1997; Zeichner & Noffke, 2001). Such reflection anticipates a career-based model of teacher development grounded more persuasively in the ongoing pursuit of knowledge than its transmission and thereby contributes to the development and refinement of a personal philosophy of education. Still other means for promoting reflection--student journals and professional portfolios--as they are used in CSU's program, encourage teachers to examine their beliefs, knowledge, and performance over time; to better understand their strengths and weaknesses; and to establish meaningful goals for continued development (Howey & Zimpher, 1996; Hurst, Wilson, & Cramer, 1998).

Looking to the future, the college hopes to further its involvement with projects that help to develop teachers' abilities to examine teaching and learning from the perspective of diverse learners as has been recommended by Darling-Hammond (2000). In addition, plans are underway to maintain and expand its network of professional development or partner schools which hold particular promise for the improvement of practice and student achievement while simultaneously providing for the induction and cognitive apprenticeship of novice teachers as well as the continued advancement and renewal of practicing teachers and teacher educators (Clark, 1999; Cobb, 2000, 2001; Darling-Hammond, 1994; David, 2000; Levine, 1996; Pritchard & Aness, 1999).

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APPLICATIONS OF THE CONCEPTUAL FRAMEWORK

According to NCATE standards, the conceptual framework is to be applied across all the major program components. Evidence must be provided in written documents (program folios, syllabi, catalogs, governance documents, departmental and committee minutes, and so forth) and in verbal interactions with faculty, staff, and students. In order to facilitate that process, the committee is providing examples (NOT RECOMMENDATIONS) of possible applications in major program areas.

Program outcomes: As indicated in Appendix B, there are established student outcomes to be realized by the undergraduate and graduate programs using this conceptual framework. The outcomes were generated from an examination of NCATE and state department standards as well as the professional literature. They are expressed with language directly related to the conceptual framework. Each outcome is related to one or more of the knowledge bases. For example, program outcome #3 indicates the CSU teacher will understand content, disciplinary concepts, and tools of inquiry consistent with the inquiry knowledge base.

Curriculum organization: In terms of the professional education curriculum organization (i.e., core, specialty, fieldwork, etc.), the student outcomes will be accomplished and the four knowledge bases themselves will be emphasized at different levels of intensity depending upon the stage of the program. For example, basic information about diversity and technology may be gained during the core and applications developed during the special methods courses. TEC will need to determine the undergraduate and graduate cores that adequately reflect the knowledge bases. For example, should the graduate research course emphasize action research and inquiry for classroom settings?

Further, it must be determined where and how the four knowledge bases will be established and used in the curriculum. For example, partnership may be applied to the curriculum by both establishing basic information about learning partnerships in the core as well as having students learn in cooperative groups. Additional study of partnership could occur throughout the program as students reflect on their own learning experiences and develop learning strategies for their own students.

It is suggested that a curriculum design chart similar to the one in Appendix B “Application of Conceptual Framework to Curriculum Organization” be developed to guide course and practica design. Where and how each outcome and related knowledge base is addressed can be indicated across the program in one of three ways: explored, developed, or refined/applied.

Course/practicum syllabi: Each course syllabus may be influenced differently by the conceptual framework given the determination of where and how the program outcomes will be accomplished and knowledge bases established and applied. NCATE reviewers will look for concrete evidence of the conceptual framework in syllabi course description, objectives, content outline, instructional strategies/activities, assessment and evaluation strategies, and bibliography. An example of the application of the conceptual framework to PED 440 “Modes and Models of Teaching Physical Education” syllabus is:

Objectives:	The student will demonstrate the ability to plan and implement cooperative learning activities. (Partnership knowledge base)
Content:	Selecting appropriate learning activities (Context knowledge base)
Learning Experience:	Students will keep reflective journals of their experiences in assigned field setting (Inquiry knowledge base)
Evaluation Procedures:	Final examination calls for students to analyze a given learning activity, critique it, and suggest appropriate revisions (Inquiry and Context knowledge bases)
References:	Slavin, R. E. (1990). “Research on cooperative learning: Consensus and controversy.” <u>Educational Leadership</u> , 47(4), 52-55. (Partnership knowledge base)

The selection of textbooks, bibliographies, and other references are considered primary indicators of the knowledge base by reviewers.

The committee brainstormed a set of instructional strategies/activities and evaluation techniques that seem consistent with the knowledge bases. See Appendix C, “Instruction and Assessment Implications of Conceptual Framework.” The list is meant to stimulate additional possibilities.

Recruitment, admission, retention: The conceptual framework should influence recruitment of students, criteria and procedures for admission, and efforts to retain and support students during the program. For example, the contextualism knowledge suggests efforts to compose a diverse student body while partnership suggests the formation of cohorts of students. Another implication of contextualism may be to look for students who have a history of volunteerism with children.

Exit requirements: The culminating experiences for students should be directly tied to one or more of the knowledge bases. For example, an interview with community professionals may become part of the exit requirements given an emphasis on partnership. Also, one way to apply the professionalism knowledge base may be the use of a professional portfolio throughout the program to document performance of critical aspects of teaching.

Program evaluation and review: Program evaluation and review should include elements that are traceable to the conceptual framework. For example, the use of community visiting teams to examine program productivity and quality can indicate contextualism. Inclusion on alumni surveys and employer questionnaires of items concerning collaboration skills would demonstrate one use of the partnership knowledge base.

CONCLUSION

It is heartening to note the following conclusion drawn from a study of various conceptual frameworks for teacher preparation implemented around the country:

Although the results are voluminous, analysis of the separate studies led to the identification of elements of an effective teacher education program across the cover span. “The program must be embedded in a school context (defining property), and the (1) context-sensitive, (2) purposeful and articulated, (3) participatory and collaborative, (4) knowledge-based, (5) ongoing, (6) developmental, and (7) analytic and reflective” (Griffin, 1986, p. 7). Using these features, effective teacher education programs are based on a conception of teacher growth and development; acknowledge the complexities of classroom, school, and community; are grounded in a substantial and verifiable knowledge based; and are sensitive to the ways teachers think, feel, and make meaning from their experiences. (Sprinthall, Reiman, and Thies-Sprinthall, 1996, p. 667).

Obviously this conceptual framework is reflective of these findings. Perhaps an even more telling testimony of the conceptual framework’s relevance and potential was the comment of one of the student committee members who said: “This conceptual framework reflects what I have gotten here at Cleveland State University. I can use it to explain my preparation to anyone!”

Appendix A: MTV Committee Members

Core

Dr. David Adams, Curriculum and Foundations

Dr. Linda Hayes, Curriculum and Foundations

Methods

Dr. Earl Anderson, College of Arts & Sciences

Dr. Richard Hurwitz, Health, Physical Education, Recreation & Dance

Dr. Jacqueline Peck, Teacher Education

Dr. John Settlage, Teacher Education

Dr. Dinah Volk, Teacher Education

Dr. Jane Zaharias, Teacher Education

Field

Ms. Judy Finnegan, Office of Field Services

Students

Ms. Darnise Stephens, Undergraduate- Teacher Education

Mr. Mark Storz, Doctoral- Urban Education

Community Colleagues

Dr. Paul Kulik, South Euclid/Lyndhurst Schools

Dr. Joy Smith, Cleveland Public Schools

Facilitator

Dr. James McLoughlin, Education Dean

Appendix B: Application of the Conceptual Framework to Curriculum Organization

Code: E = Explore, D = Develop, RA = Refine/Apply

Program Outcomes	General Education	Discipline Content	Curriculum & Instruction	General Foundations	Special Methods	Practicum	Student Teaching
Personal Philosophy. The CSU teacher education student articulates a personal philosophy of teaching and learning that is grounded in theory and practice [Knowledge Base: Professionalism]			E	E	D	RA	RA
Social Foundations. The CSU teacher education student possesses knowledge and understanding of the social, political, and economic factors that influence education and shape the worlds in which we live [Knowledge Base: Contextualism]	E		D	E	RA	RA	RA
Knowledge of Subject Matter and Inquiry. The CSU teacher education student understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person [Knowledge Base: Inquiry]	E	E	D	E	D/RA	RA	RA
Knowledge of Development and Learning. The CSU teacher education student understands how individuals learn and develop and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge [Knowledge Base: Contextualism]	E	E	D	E	RA	RA	RA
Diversity. The CSU teacher education student understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning [Knowledge Base: Contextualism]	E	E	D/RA	D	RA	RA	RA
Learning Environment. The CSU teacher education student uses an understanding of individual and group motivation to promote positive social interaction, active engagement in learning, and self-motivation [Knowledge Bases: Contextualism, Partnerships]			E/D	E	D/RA	D/RA	RA
Communication. The CSU teacher education student uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments [Knowledge Bases: Inquiry, Partnerships]	E	E	D	E	D	RA	RA

Code: E = Explore, D = Develop, RA = Refine/Apply

Program Outcomes	General Education	Discipline Content	Curriculum & Instruction	General Foundations	Special Methods	Practicum	Student Teaching
Instructional Strategies. The CSU teacher education student plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative, and physical development [Knowledge Bases: Contextualism, Inquiry]			E/D	E	D	D/RA	RA
Assessment. The CSU teacher education student understands, selects, and uses a range of assessment strategies to foster physical, cognitive, social, and emotional development of learners and give accounts of students' learning to the outside world [Knowledge Bases: Inquiry, Contextualism]			E/D		D/RA	RA	RA
Technology. The CSU teacher education student understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs [Knowledge Base: Contextualism]			E		D	D/RA	D/RA
Professional Development. The CSU teacher education student is a reflective practitioner who evaluates hi/her interactions with others (e.g., learners, parents/guardians, colleagues, professionals in the community) and seeks opportunities to grow professionally [Knowledge Bases: Inquiry, Professionalism, Partnerships]			E/D	E	D	D/RA	D/RA
Collaboration and Professionalism. The CSU teacher education student fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students' growth and well-being [Knowledge Bases: Professionalism, Partnerships]			D	E	D/RA	D/RA	D/RA

Appendix C: Implications of Conceptual Framework for Assessment & Instruction

Implications for Evaluation/Assessment	
Partnership	Inquiry
<ul style="list-style-type: none"> • Peer assessment 	<ul style="list-style-type: none"> • Action research project
<ul style="list-style-type: none"> • Small group assessment 	<ul style="list-style-type: none"> • Process – related assessment
<ul style="list-style-type: none"> • Involving field colleagues in assessment 	<ul style="list-style-type: none"> • More instruction related assessment
	<ul style="list-style-type: none"> • Authentic assessment
	<ul style="list-style-type: none"> • Performance & production assessment
	<ul style="list-style-type: none"> • Reflective self-assessment
Implications for Instructional Strategies/Activities	
Partnership	Inquiry
<ul style="list-style-type: none"> • Team teaching 	<ul style="list-style-type: none"> • Action research projects
<ul style="list-style-type: none"> • Small group work • Cooperative learning groups • Cohort 	<ul style="list-style-type: none"> • Collection, analysis, and interpretation of data in response to field based journal assignments
<ul style="list-style-type: none"> • Peer mentoring 	<ul style="list-style-type: none"> • “Kid Watching” data gathering
<ul style="list-style-type: none"> • Making use of business, community, etc. resources 	<ul style="list-style-type: none"> • Observing • Facilitation of discussion
<ul style="list-style-type: none"> • Field courses • Paired learning or reciprocal learning (e.g., students read and respond to one another’s writing/presentation) 	<ul style="list-style-type: none"> • Inquiry learning (e.g., students generate questions or hypotheses and then create projects) • Interviewing
<ul style="list-style-type: none"> • Choral reading (e.g., students enact and generate theatrical scripts) • Panel discussions 	<ul style="list-style-type: none"> • Inductive vs. deductive strategies • Socratic method • Interactive information sharing
<ul style="list-style-type: none"> • Simulation 	<ul style="list-style-type: none"> • Needs assessment
<ul style="list-style-type: none"> • Group role playing 	<ul style="list-style-type: none"> • Reflective journaling
	<ul style="list-style-type: none"> • Clinical case studies
	<ul style="list-style-type: none"> • Reflective autobiography
	<ul style="list-style-type: none"> • Portfolio
Contextualism	Professionalism
<ul style="list-style-type: none"> • Field based teaching assignment • Urban and suburban field placement 	<ul style="list-style-type: none"> • Arrange learning in view of developmental status of learners
<ul style="list-style-type: none"> • Reflective journaling 	<ul style="list-style-type: none"> • Action research
<ul style="list-style-type: none"> • Diverse student body 	<ul style="list-style-type: none"> • Journals
<ul style="list-style-type: none"> • Multicultural materials (e.g., readings) 	<ul style="list-style-type: none"> • Case Studies
<ul style="list-style-type: none"> • Instructional design based on contextual factors (e.g., environment) 	<ul style="list-style-type: none"> • Progressive field experience • Role playing
<ul style="list-style-type: none"> • Diverse speakers 	<ul style="list-style-type: none"> • Simulation
<ul style="list-style-type: none"> • Addressing context in essays, lesson plans, etc. 	<ul style="list-style-type: none"> • Microteaching
<ul style="list-style-type: none"> • Multiple Field Experiences 	<ul style="list-style-type: none"> • Teaching or professional portfolios

Appendix D: Teacher Conceptual Framework Summary

Cleveland State University - College of Education - Conceptual Framework "The Teacher As A Responsive, Reflective Professional: A Partner In Learning"

Cleveland State University teacher education graduates achieve outcomes reflecting the four knowledge bases that compose this conceptual framework: inquiry, partnership, contextualism, and professionalism. These knowledge bases are applied to the program within the environments of urban and suburban schools, which are culturally diverse and include students with disabilities.

Professionalism		
Professionalism affirms that: <ul style="list-style-type: none"> ● teachers can and should assume greater collective responsibility for defining, transmitting, and enforcing standards of professional practice so that their clients or students are well served ● teacher education is a career-long process beginning with undergraduate studies and culminating in retirement ● teacher education programs should provide ongoing opportunities for continuous development that promote systemic reform initiatives in subject matter teaching, use of technology, equity, assessment, and school organization ● teacher education programs would develop professionalism such that graduates will assume leadership roles both within and beyond the classroom 		
Inquiry	Contextualism	Partnership
CSU teacher education students investigate the inquiry approach from the dual perspectives of learner and teacher. The inquiry approach: <ul style="list-style-type: none"> ● provides students with opportunities to review, critically analyze, and self-evaluate their learning and produce knowledge within the context of the classroom ● allows teachers and learners to share responsibility for learning ● supports students' comprehension of challenging material by considering what they already know and expecting them to ask questions, investigate the topic, and determine for themselves what they have learned 	The emphasis on context recognizes that: <ul style="list-style-type: none"> ● learning is contextually situated ● learning is inextricably intertwined with and informed by the developmental, sociocultural, and institutional contexts in which it is being constructed and internalized ● teachers must incorporate into their teaching the cultures and background that students bring to the classroom to help learners bridge connections between home, school, and the larger society ● teachers need to understand the nature and significance of diversity in all its multiple forms ● teachers need to understand how historical, political, and economic forces and structures influence all levels of the educational enterprise 	Partnerships encompass the notion of: <ul style="list-style-type: none"> ● individuals working together to learn ● individuals, organizations, or social structures collaborating to facilitate and enhance achievement of learning outcomes CSU teacher education students investigate: <ul style="list-style-type: none"> ● the importance and benefits of partnerships and collaboration ● social aspects of learning ● techniques for structuring learning experiences that involve partnerships ● methods for encouraging students to work together effectively ● procedures for establishing and maintaining collaborative efforts with parents, community members, colleagues, businesses, and universities

Appendix E: Teacher Education Program Outcomes

Course number and title _____

The table below lists the program outcomes for the College of Education teacher education conceptual framework. Your instructor has indicated with a code of E, D, RA, or N how this course prepares you for these outcomes.

Program Outcomes E = Explore, D = Develop, RA = Refine/Apply, N= Not a Focus	Code
Personal Philosophy. The CSU teacher education student articulates a personal philosophy of teaching and learning that is grounded in theory and practice [Knowledge Base: Professionalism]	
Social Foundations. The CSU teacher education student possesses knowledge and understanding of the social, political, and economic factors that influence education and shape the worlds in which we live [Knowledge Base: Contextualism]	
Knowledge of Subject Matter and Inquiry. The CSU teacher education student understands content, disciplinary concepts, and tools of inquiry related to the development of an educated person [Knowledge Base: Inquiry]	
Knowledge of Development and Learning. The CSU teacher education student understands how individuals learn and develop and that students enter the learning setting with prior experiences that give meaning to the construction of new knowledge [Knowledge Base: Contextualism]	
Diversity. The CSU teacher education student understands how individuals differ in their backgrounds and approaches to learning and incorporates and accounts for such diversity in teaching and learning [Knowledge Base: Contextualism]	
Learning Environment. The CSU teacher education student uses an understanding of individual and group motivation to promote positive social interaction, active engagement in learning, and self-motivation [Knowledge Bases: Contextualism, Partnerships]	
Communication. The CSU teacher education student uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments [Knowledge Bases: Inquiry, Partnerships]	
Instructional Strategies. The CSU teacher education student plans and implements a variety of developmentally appropriate instructional strategies to develop performance skills, critical thinking, and problem solving, as well as to foster social, emotional, creative, and physical development [Knowledge Bases: Contextualism, Inquiry]	
Assessment. The CSU teacher education student understands, selects, and uses a range of assessment strategies to foster physical, cognitive, social, and emotional development of learners and give accounts of students' learning to the outside world [Knowledge Bases: Inquiry, Contextualism]	
Technology. The CSU teacher education student understands and uses up-to-date technology to enhance the learning environment across the full range of learner needs [Knowledge Base: Contextualism]	
Professional Development. The CSU teacher education student is a reflective practitioner who evaluates his/her interactions with others (e.g., learners, parents/guardians, colleagues and professionals in the community) and seeks opportunities to grow professionally [Knowledge Bases: Inquiry, Professionalism, Partnerships]	
Collaboration and Professionalism. The CSU teacher education student fosters relationships with colleagues, parents/guardians, community agencies, and colleges/universities to support students' growth and well-being [Knowledge Bases: Professionalism, Partnerships]	