SVSU COLLEGE OF EDUCATION
CONCEPTUAL FRAMEWORK
2015

DYNAMIC AND CONTINUOUS LEARNING

College of Education Vision

The College of Education will become a key resource to the region and a leader in educator preparation.

College of Education Mission

The mission of the College of Education is to serve our regional, state, and global partners by preparing educators, surrounding them with collaborative learning communities, while fostering personal, academic, and professional growth through multiple, varied, and rigorous learning opportunities.

Alignment with Saginaw Valley State University Vision and Mission:

Saginaw Valley State University Vision

The University will provide academic, professional, and cultural programs at the highest levels of quality and service; it will achieve national recognition for its programs of distinction. The University's graduates shall distinguish themselves and their University through meritorious service, accomplishments, and leadership to the economic, cultural, and civic affairs of a diverse and global society. Through exemplary teaching, research, and engagement with the greater community, the University will also be the premier cultural and intellectual resource for the region's schools, governments, businesses, and people.

Saginaw Valley State University Mission

The University creates opportunities for individuals to achieve intellectual and personal development through academic, professional, and cultural programs. By fostering an environment of inquiry and openness that respects the diversity of all whom it serves, the University prepares graduates whose leadership and expertise contribute to the advancement of a pluralistic society. The University serves as a cultural and intellectual center dedicated to the pursuit and propagation of knowledge.

Goals (Candidate Proficiencies):

The College of Education prepares educators who demonstrate skills and dispositions that enable them to exhibit:

    I.   <u>Professionalism</u>

- Adapt to the demands of their changing roles and responsibilities.
- Be competent and current in their content and pedagogical knowledge.
- Take responsibility for impacting student achievement.
- Demonstrate respect and compassion for individual students.

I. Collaboration
- Work collaboratively in the communities they serve.
- Apply knowledge of effective verbal, nonverbal, and written techniques.

II. Critical and Reflective Thinking
- Demonstrate continued growth in the knowledge and skills of their discipline through the use of evidence-based practices.
- Reflect on the ways their behaviors, interactions, and decisions impact the culture and climate of the learning environment.
- Recognize and acknowledge contributions of diverse perspectives of individuals and groups.

Objectives

These objectives were developed for the Dynamic and Continuous Learning Conceptual Framework (2013) to provide a guide for both faculty and prospective educators as they interact within College of Education programs. They are based on the philosophy statement of the Conceptual Framework and represent qualities of the educator we aim to prepare, as we surround candidates with collaborative learning communities and foster personal, academic, and professional growth through multiple, varied and rigorous learning opportunities.

Upon completion of initial and advanced programs, prospective and practicing teachers are expected to:
1. Create productive learning environments for all students.
2. Participate in the broader community to advocate for and to enrich the lives of children and families.
3. Provide learning experiences in multiple, diverse, natural environments.
4. Demonstrate professional dispositions that positively affect student achievement.
5. Reflect on their professional effectiveness and expand their cultural competency.
6. Continually update their knowledge of child development, subject-area content, and effective pedagogy.
7. Make reflective decisions with professional knowledge and students' needs in mind.
8. Reflect enthusiasm for life-long learning.
9. Create collaborative learning communities that allow for a wide range of perspectives, which are global and multi-cultural.

Philosophy

In collaboration with our partners, the College of Education is dedicated to:
- Fostering educators who create productive learning environments for all students.
- Participating in the broader community to advocate for and to enrich the lives of children and families.
- Educating candidates in multiple, diverse, natural environments.

We believe in the following:

- Personal beliefs and dispositions affect the success of educators and the achievement of their students.
- Educators are personally reflective and willing to expand their cultural competency.
- Educators are well grounded in child development, subject-area content, and pedagogy.
- Academic growth is dynamic and continuous.
- Educators make reflective decisions with professional knowledge and the students' needs in mind.
- Dynamic schools and personnel reflect enthusiasm for life-long learning.
- Creating collaborative learning communities allows for a wide range of perspectives, which are global and multi-cultural.
- Our collaborative learning communities include all stakeholders (e.g., content partners, local schools, and communities).
- Dynamic and continuous learning is accomplished through multiple*, varied, * and rigorous* learning opportunities: *

    *"*Multiple*" means a sequential planned program of learning opportunities, both within and outside classrooms, from induction to completion and post certification.

    "Varied" includes multiple modes of delivery: May include technology, field experiences, online sharing, speakers, forums, clubs/co-curricular activities, professional portfolios, co-curricular transcripts, mentoring.

    "Rigorous" defines necessary characteristics:
    - Upholds standards of professional behavior.
    - Challenges personal beliefs.
    - Demands higher level thinking skills.
    - Demonstrates clear understanding of course content and student development.
    - Builds upon awareness and understanding of cutting-edge research.
    - Remains inquisitive.
    - Invites candidates to become researchers via "action research"" {e.g., conferences, forums, induction and mentoring, an honors seminar}.

The Graphic

DYNAMIC AND CONTINUOUS LEARNING

"The infinity loop represents the College of Education's mission to prepare effective educators who value continual GROWTH in their realm of expertise and in their ability to design instructional approaches and environments that impact student learning -- educators who are perceived as RESOURCES by students, parents, and colleagues. COE graduates demonstrate LEADERSHIP in their schools and in their communities, and understand that forming PARTNERSHIPS with families and communities supports continuing GROWTH . . . The College of Education, itself, is continually growing its knowledge base in order to effectively

serve as a resource to the education community, and continually honing it <u>leadership</u> skills in order to strengthen <u>partnerships</u> with all stakeholders."

Rationale for the Conceptual Frameworks philosophy and beliefs statements

Our goal is to foster educators who create productive learning environments for all students. We believe that a school is an organization for learning that purposefully creates and supports learning, where educators induct new members into a "community of learners." Each student is capable of learning; the teacher's job is to design work so that its successful completion will result in the development of the desired skills by the student. The school's leaders and teachers have a responsibility to know each child, to assess his/her current skill levels, and to design the supportive environment and assignments that encourage the student and that provide successful progression to the next level of understanding. (Schlecty, 1990)

Effective educators participate in the broader community to advocate for and to enrich the lives of children and families. . Researchers have demonstrated the importance of family-centered practices at the early childhood/preschool years, and have provided models that could inform elementary and secondary school practices. (Dunst, 2002) In addition to supporting strong family-oriented approaches in our schools, educators need to be "the voice" for effective educational opportunities in every community, a role that involves moving far beyond family-centered practices that occur between one school and the families of that school – it involves keeping the community appraised of school funding, state/national curriculum changes, policy decisions that effect education, the availability of family/child support resources in specific communities, etc. School and community, working together, provide an enriched learning environment.

Personal beliefs and dispositions affect the success of educators and the achievement of their students. Research on efforts to close the achievement gap between minority and white students has clearly identified interpersonal relationships as factors that affect student achievement. Teacher-Student Relationship Quality (TSRQ) is the degree to which teachers display empathy, support, encouragement, and optimism, and the degree to which teachers are perceived as fair, genuine, and non-patronizing in their praise and feedback. Teachers with these positive interpersonal skills increase the level of classroom engagement, leading to achievement gains, which, in turn, provoke positive reactions from teachers. Across the K-12 continuum, students (especially Black and Latino students) are more positively responsive to teachers who display caring and support, yet still hold high expectations. (Boykin & Noguera, 2011; Grieve, 2010).

We prepare *educators who are well grounded in child development, subject-are content, and pedagogy and school leadership*. Quality teaching requires a knowledge of child growth and development as well a personal knowledge of individual learners in order to link learners and content knowledge and in order to develop thinking skills. The twenty-first century educator understands that knowledge of subject matter is not enough. – that students need to learn the practices within a discipline (reasoning, evaluating knowledge, communicating information, etc.), as well as to learn key concepts. Pedagogy is the process by which the learner is linked to the subject-area content. Effective pedagogy means designing learning experiences based on the needs of the learner, which will result in immediate outcomes, and that move the learner forward. (Hollins, 2011, p. 395-407)

Learning is dynamic and continuous. Just as we set benchmarks for student learning in our schools, we expect school personnel to demonstrate professional growth in knowledge, skills and dispositions. Education candidates are expected to grow in professional efficacy throughout their College of Education experience <u>and</u> throughout their professional careers.

The induction period for new teachers has commanded considerable attention in recent years, as national and state organizations experience teacher attrition problems and stagnant student achievement scores. Mentorship programs for those entering the profession are now almost universal and have led to some positive results regarding teachers continuing in the field, but the focus is now on new learning experiences for teachers that will result in teachers with improved instructional strategies. Current research points to the importance of engagement with colleagues in integrated professional courses where everyone focuses on student learning. (Feinman-Nemser, (2012)

Educators make reflective decisions with professional knowledge and the students' needs in mind. Reflective practice that encourages educators to systematically analyze and critically reflect on their teaching practices and its impact on student learning fosters professional growth and enhances student learning. It is imperative that teachers continuously examine the values, beliefs and attitude that influence their teaching and learning process. (Palmer,1998; Danielson, 2007; Feiman-Nemser, 2001; Hagger and McIntyre, 2006.) Field-based preparation provides professional education candidates with opportunities to practice their repertoire of instructional strategies, to elevate their professional dispositions, to review their decisions, and to reflect on the progress of each of their students. (NCATE, 2010)

Quality schools and personnel reflect enthusiasm for life-long learning. Effective school leaders hold high expectations for themselves as well as for their colleagues and students. Increasingly, student achievement is linked with teacher evaluation, leading teachers to continuously reflect on their own learning as well as on the progress of their students, documenting their own professional growth activities for the year and its application to their teaching, and to outline professional collaboration with colleagues that might have resulted in their personal growth as an educator. Professional learning opportunities can enhance teaching quality. Leadership teams can promote opportunities for teachers to hone their instructional practices, can deepen their understanding of their students, and can illuminate new approaches to increasing student growth. Productive professional learning experiences create changes for teachers, for students, and for schools. (Kaplan, 2002)

Creating collaborative learning communities allows for a wide range of perspectives, which are global and multi-cultural. Collaborative learning communities exchange ideas and explore differences in a vigorous dialogue, considering different perspectives but always promoting best educational practice. (Gossen & Anderson, 1995.) Operating in a "collegial culture," educators try to appreciate the position of others, they value diversity, and they practice respect for individual differences and maximum degrees of freedom. The College of Education field-based preparation professional sequence provides their candidates with opportunities to interact with teachers, paraprofessionals, educational administrators, and parents, as they practice and develop their collegial skills.

Our collective learning communities include all stakeholders (e.g., content partners, local schools, and communities.) The College of Education's field-enhanced professional courses currently provide candidates with opportunities to work with classroom teachers, with special

needs teachers, with subject area/grade level teaching teams, and with parents and parent organizations, but as we re-design our work, we are moving into a "one university-multiple district consortia" which more adequately represents a true partnership of stakeholders. Our goal is to involve faculty in field-centered interdisciplinary experiences, to join with the Great Lakes Bay Consortium to provide professional learning experiences for district educators, and to explore coaching and mentoring options. We will seek to share content knowledge, instructional strategies, and leadership principles by engaging SVSU subject area specialists, COE faculty and K-12 leaders and teachers in partnership endeavors that are mutually valued by all stakeholders, that have a clearly defined purpose, and that include a plan for measuring positive impact on student achievement. (Fletcher, Watkins, Gless, & Villarreal-Carman, 2011.)

Unit Assessment System

To guide and support initial and advanced level candidates who create productive learning environments for all students and who exemplify the candidate proficiencies listed above, the College of Education:

- Recruits initial and advanced level candidates who aspire to impact student achievement and who respect the diversity and talents of all individuals.
- Interviews and admits candidates with competence in content knowledge, and who demonstrate the capacity for reflective behavior, flexibility, respect for individuals, continued growth in knowledge and skills, who can work collaboratively and who can communicate effectively.
- Instills the values of the profession in introductory courses, including the Code of Ethics for Teachers in Michigan, and the professional ethics of the Specialty Program Areas (where they apply).
- Instructs initial level candidates in content proficiencies and the knowledge of the disciplines in Major and Minor content courses, developing habits of curiosity, inquiry, and reflection.
- Models research-based instructional practices, develops pedagogical competence, and fosters professional dispositions in the professional sequence for initial candidates and in the educational studies of advanced or other school professional programs.
- Provides multiple opportunities for candidates to apply and become proficient at designing productive learning environments through field experiences, student teaching, practicum, and internship placements.
- Designs advanced programs for those seeking additional growth in the knowledge and skills of their discipline.
- Monitors and supports candidates throughout their College of Education experience with a system of formal and informal assessments as they transition from one step in the sequence to the next.

The five major transition points include:

Transition Point	Requirements	Point in the Sequence
Admission to COE Initial and Advanced Level Programs	**Initial Candidates (Undergraduate & Post-Baccalaureate Level):** The following must be complete at the time of application: All University Basic Skills requirements in mathematics, reading, and writing. Successful completion of the (MTTC) Professional Readiness Examination (formerly known as the Basic Skills test) in mathematics, reading, and writing or have the MDE approved alternative pass measure. Psychology 100 (General Psychology) or an approved equivalent with a grade of "C" or better. Teacher Education 100 (Exploring Teaching; K12) or TE 101 (Exploring Teaching in P.E.) or an approved equivalent with a grade of "C" or better. 80 hours of observation must be complete in a P-12 classroom. Attendance at a Pre-Education or Teacher Certification Seminar required for potential elementary and secondary-level applicants. Minimum GPA 3.00 based on the last 60 credit hours of university-level (credit earning) coursework. Letter grades associated with entry-level coursework will not be considered. A minimum of 72 credit hours completed; the 72 credit hours must be applicable to the applicant's College of Education certification program. **Exception:** Elementary Special Education and Early Childhood Education majors either must have successfully completed all courses for their comprehensive major or must successfully complete the comprehensive major in the semester in which the application is submitted. 15 credit hours in the content major and 9 credit hours in the content minor (secondary applicants only). A Bachelor's degree from an accredited	When at least 72 hours of content course work is complete.

	college or university (post-baccalaureate applicants only). **The following must be complete or in progress at the time of application:** Psychology 313, Child Development in Education or an approved equivalent with a grade of "C" or better (elementary-level applicants only). Psychology 315, Adolescent Psychology or an approved equivalent, **and** Psychology 317, Educational Psychology or an approved equivalent with a grade of "C" or better (secondary-level applicants only). Successful completion of the admissions interview. Essay in response to Writing Prompt. Successful completion of a Criminal Background Check. **Advanced Candidates:** A Bachelor's degree from an accredited college or university. Undergraduate cumulative GPA of 3.0 from the Bachelor degree granting institution. Earned teaching certificate	
Program Maintenance	**Initial Candidates (Undergraduate & Post-Baccalaureate Level):** All candidates admitted into the Teacher Education Program must maintain a minimum overall GPA of at least 3.0 in the professional studies course sequence, and a 2.75 cumulative GPA in the required courses for their declared. Successful completion of all required fieldwork within professional studies each semester. Meet standards of Professional Dispositions each semester. Overall rating on key assessments each semester. **Advanced Candidates:** Maintain a minimum 3.0 cumulative GPA in required courses.	**Initial Candidates:** Reviewed each semester after admission to the program. After one or two semesters in the professional sequence, at a meeting of program faculty as they analyze assessments (NCATE assessments, grades data, Professional Dispositions, etc.) and prepare for the annual APA reports **Advanced Candidates:** Reviewed each semester after admission to the program. At annual program faculty meetings as they study NCATE assessment results, Professional Dispositions Checklists, and other evidence of candidate performance, preparing for the annual APA reports.

Admission to Student Teaching/Internship	**Initial Candidates (Undergraduate & Post-Baccalaureate Level):** Completion of all required coursework for declared major(s) and minor(s) and professional studies. Have a minimum 2.75 cumulative GPA in the required courses for the declared major(s) and minor(s). Have a minimum 3.00 cumulative GPA in professional studies course requirements. Successful completion of criminal background check. Professional Dispositions Checklists. Successful completion of the College Basic Academic Subjects Examination (C-BASE) prior to student teaching (elementary-level candidates only). Successful field experience evaluations from faculty, field supervisors, and host teachers. Successful completion of CAEP assessments embedded in key courses in each program.	Faculty meet to analyze assessments (CAEP assessments, grades, C-BASE, Professional Dispositions, etc.) and prepare for the annual APA reports.
Program Completion	**Initial Candidates (Undergraduate & Post-Baccalaureate Level):** Successful completion of Student Teaching/ Internship. Successful completion of State required MTTC in appropriate content area major and minor tests. **Advanced Candidates:** Successful completion of all program requirements. Successful completion of State required MTTC in programs where there is an associated endorsement.	At the end of Student Teaching
Program Completer Follow-Up Survey	A fifty-item annual survey sent electronically to employers, initial, advanced, and advanced other school professional program completers.	Annual survey of employers and program completers who finished their first year of teaching or who completed their advanced program the previous year.

2/08/2016

The Candidate Proficiencies are specifically addressed in the Unit Assessment System in the following ways:

Proficiency	Where it is assessed	Relationship to 2008 Professional Dispositions
Reflect on the ways their behaviors, interactions, and decisions impact the culture and climate of the learning environment	Admissions Interview Field Observation Evaluation Professional Dispositions assessment rubric rated throughout initial and advanced level programs Student Teaching Assessment Annual Follow-Up Survey	Reflection
Adapt to the demands of their changing roles and responsibilities	Admissions Interview Professional Dispositions checklist rated throughout initial and advanced level programs Student Teaching Assessment Annual Follow-Up Survey	Flexibility
Demonstrate respect and compassion for individual students	Admissions Interview Professional Dispositions checklist rated throughout initial and advanced level programs Student Teaching Assessment Annual Follow-Up Survey	Respect
Are competent and current in their content and pedagogical knowledge	Admissions Grade requirement Professional Dispositions checklist and grades data rated/reviewed throughout initial and advanced level programs Student Teaching Assessment Annual Follow-Up Survey	Educator Efficacy
Demonstrate continued growth in the knowledge and skills of their discipline through the use of evidence-based practices	Professional Dispositions checklist rated throughout initial and advanced level programs Student Teaching Assessment Annual Follow-Up Survey	Commitment to Life Long Learning
Take responsibility for impacting student achievement	Professional Dispositions checklist rated throughout initial and advanced level programs Student Teaching Assessment Annual Follow-Up Survey	Responsibility

Work collaboratively in the communities they serve	Admissions Interview	Collaboration
	Professional Dispositions checklist rated throughout initial and advanced level programs	
	Student Teaching Assessment	
	Annual Follow-Up Survey	
Apply knowledge of effective verbal, nonverbal, and written techniques	Admissions Interview	Communication
	Field Observation Evaluation	
	Professional Dispositions checklist rated throughout initial and advanced level programs	
	Student Teaching Assessment	
	Annual Follow-Up Survey	

Background:

The "Teacher as Decision Maker" Model" was adopted in Summer 2001, and reviewed and re-affirmed in 2008. However, as part of the CAEP timeline of tasks leading up to the 2016 Accreditation visit, revising the Conceptual Framework became the first task for the 2011-2012 academic year. We began by interviewing our External Advisory Committees at the Saginaw Campus and the Macomb Campus, asking them to fill out a survey and then to discuss what competencies they were looking for in the "Highly Effective Teacher of the 21st Century." This survey identified 31 proficiencies that were charted in a Wordle document. Students in the introductory education class (TE 100) were given a similar survey, and they identified over 50 characteristics of teacher candidates that they thought the schools would be looking for in job applicants. We used these lists to develop "educator proficiencies" that would work for all programs in the College of Education. Through the Dean's office, and with the help of our Endowed Chair, The Blue Ribbon Panel Report and current research articles were circulated (via email) so that faculty would be aware of current research and the latest thinking on successful models of teacher education.

In January 2012 the College of Education was facing challenges unrelated to the next accreditation visit – challenges based on changes in the State of Michigan teacher certification requirements (negatively effecting Advanced Programs), and challenges related to low enrollment in Initial Programs. A College of Education Redesign initiative was launched in January 2012, with support from the Academic Affairs Office of the University, and all faculty members were involved in one of six workgroups, one of which was the Conceptual Framework Workgroup. The charge was to re-examine the "Teacher as Decision Maker" model and develop a new Conceptual Framework to help guide the redesign process. The Committee met seven times (January – September, 2012) drafting vision and mission statements, philosophical beliefs, candidate proficiencies, and a list of supportive references. The drafts were circulated to other working Redesign committees.

To get input from all College of Education personnel, a special retreat was scheduled May 23, 2012, with Dr. Joseph Affholter, (Dow Entrepreneur-in-Residence, located in the College of

Business,) as facilitator, to fashion vision and mission statements which would reflect the many voices of the College. By June 18, a draft of the proposed Conceptual Framework was circulated to Elementary, Secondary, and Advanced Educational Studies Departments. This version had the Unit Assessment System, with transition points included (after consulting with the Admissions and Review Committee), and a chart was added that linked the eight proposed "Candidate Proficiencies" with the eight Professional Dispositions on the current Professional Behavior Checklist used by many COE programs (the dispositions identified for NCATE assessment purposes in 2008.) Adding the "Rationale" section, specifically supporting the philosophical beliefs with research/policy statements, was done at the July 9, 2012 meeting.

The Frameworks group met again in August and September 2012 to work on ideas for the graphic that would convey the vision of the document, and to create a Professional Dispositions list from the Candidate Proficiencies already identified. The Professional Dispositions rubric is to be used with all candidates (Initial and Advanced), in all programs, once each semester (not in each class), and is to be a significant factor at the transition points (Admission, Maintenance, Prior to Student Teaching, During Student Teaching, and in the Follow-Up Survey). Dispositions ratings should be entered in the VSpace data collection system, as all other assessment data is entered and aggregated, and information will be available to Department Chairs to use in monitoring students as they move through the program. (See Unit Assessment System) This Professional Dispositions list was sent to the Departments for feedback in October and adopted by some programs for Winter 2013, and in all programs for Fall 2013.

The logo was designed by representatives of the Frameworks group, with artistic help from a Middle/Secondary Education candidate. It was finalized in May 2013 after eliciting feedback from faculty and students. The logo and accompanying paragraph are to be incorporated into all course syllabi for Fall 2013.

In the Summer of 2015, the Transition Points were updated due to faculty approved changes in the requirements for admission to the Teacher Education Program.

Saginaw Valley State University College of Education
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