College of Education Conceptual Framework
(Adopted by College of Education Senate, 5/6/11)

Overarching Emphasis on Excellence and Equity

Four Core Proficiencies for Candidates:
1) Candidates demonstrate competency in their knowledge of subject matter, curriculum, pedagogy as well as pedagogical content knowledge.
2) Candidates demonstrate understanding of learners and their social and cultural contexts with a global perspective and intentional sensitivity to other cultures.
3) Candidates practice evidence-based decision-making through the use of assessment as well as the critical interpretation of research and inquiry in order to improve educational practice.
4) Candidates competently integrate technology in instruction to support student learning and develop data-driven solutions for instructional and school improvement.

Three Critical Domains That are Key to Helping Candidates Develop the Core Proficiencies (see Figure 1):
- *Domain #1 - Commitment*
    o Program Commitments
    o Candidate Commitments:
        ▪ Foundational Competencies
        ▪ Emerging Commitments

- *Domain #2 - Knowledge* (Subject Matter, Pedagogy, Learners, Curriculum, Goals & Assessment, Social & Cultural Contexts, Technology)

- *Domain #3 - Practice* (Field Experience, Clinical Practice, Induction)
    In keeping with the recommendations of educational researchers and policy-makers for the reform of teacher preparation programs, the COE is working to develop and add an induction component to the clinical preparation of teacher candidates across many of its certification programs and in its professional development school partnerships.

Program Commitments:

- **Internationalization:** The educator preparation programs commit to developing and studying a range of approaches that will support and enhance the academic and professional studies and the associated clinical experiences of our teacher and educational leaders candidates around global education and international perspectives.

- **Admissions:** We have a commitment to establish and study the impact of high expectations for admission to our educator preparation programs and to ensure the presence of a vigorous retention support system. We are committed to implementing an admissions process based upon multiple indictors that are associated with qualities of effective teachers and that allows for discretion and judgment to permit admission for candidates with exceptional experiences and backgrounds.

- ***Diversity:*** Establishing an awareness of the impact of educational diversity is an important aspect of our programs. It is our goal that our candidates succeed in creating educational opportunities that are adapted to a wide range of diverse individuals and settings. We do this by providing coursework that includes diversity, and by designing field experiences in the diverse communities in our region and state. Our programs include development of dispositions in its candidates that include professionalism, accommodation, and respect for differences in their work with students.

- ***Strong and Coherent Programs:*** We are committed to thinking systemically about our programs and seek to build and study the linkages across courses, experiences and policies that lead to strong and coherent programs.

- ***Professional Development Schools (PDS):*** Program faculty and professional staff are committed to working with PDS partners and with partners at PDS affiliated schools to support collaboration between school-based clinical faculty and university faculty in the design and support for high quality teacher preparation, collaboration in the determination and design of professional development to support both intern and mentor growth as educators, collaboration in inquiry and research into student learning and instructional practice, and a collaborative focus on improving student learning for all children.

- ***Purposeful Assessment:*** Systematic and purposeful data collection and assessment must occur at the program and institution level. We must have relevant data if we are to understand our candidates as learners and provide timely feedback and support for their development; adapt and adjust elements in our program to meet candidate needs; revise elements of programs to improve what we do; and be responsive to institutional, state, and accreditation accountability demands. Data collection must go beyond surface information such as degree titles, courses taken, certifications attained, hours spent in experiences, and the like. While such documentation has value and ought to be part of the data we gather, we commit also to exploring richer measures of candidate progress and achievement and program effectiveness as we strive to build comprehensive and integrated assessment systems.

- ***Research and Inquiry:*** As a research institution, we accept a responsibility to be active in the production of research knowledge that leads and guides our efforts to revise and improve what we do in educator preparation and informs the profession. We are engaged in the systematic study of program elements, practices, and designs. Through our inquiry and participation in professional organizations and interactions with state and national policy makers on educator preparation, we contribute to the knowledge base that decision-makers use to guide policy in educator preparation in the state and nationally.

- ***Collaboration:*** Within our educator preparation programs, collaboration takes many forms and is evident throughout our teaching, research, and service to the field of education. Collaboration between schools and universities forms the basis for professional development schools (PDSs), which supports much of the initial teacher preparation field experience. Within PDSs we encourage collaborative research addressing issues important to teachers and their classrooms, with the objective that such collaboration will inform both teacher education and teaching and learning in schools. Our initial and advanced programs are enhanced by the contributions of faculty in differing disciplines across the college, faculty in other colleges in our university, faculty at other universities, faculty among administrative practitioners, public schools educators, local businesses and communities, and professional organizations.