

APPENDIX C – Conceptual Framework Standards

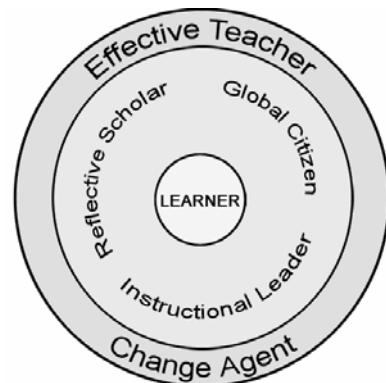
Division Themes

This conceptual framework is the foundation on which IUE's teacher education program is built. Three major themes describe the knowledge, skills, and dispositions the faculty believes competent, independent, initial practitioners exhibit. They are:

Reflective Scholarship, **Instructional Leadership**, and **Global Citizenship**.

These themes and their interactive, interdependent relationships are portrayed in the illustration and detailed descriptions below.

At the core of our Conceptual Framework is the **Learner**. We believe there are many different learners at the heart of our model. Our programs focus on candidates as learners. In turn, candidate learning has a positive impact on student learners in schools where they practice their acquired knowledge, skills and dispositions. As university and school faculty, we learn from assessing the performance of our candidates and their students and then use this information to adjust our programs to make learning even more effective for all.



Arranged around the core is a circle that represents the three major themes on which our programs and assessment system are built: **Instructional Leader**, **Reflective Scholar**, and **Global Citizen**. The circular representation symbolizes the interconnectedness among the themes, and the belief that they are to be integrated and scaffolded throughout the curriculum. No one theme is dominant over the others. As the circle grows outward, so do the knowledge, skills, and dispositions that candidates are expected to demonstrate.

Reflective scholars understand that self-reflection is an on-going part of being an effective teacher. They assess experiences and circumstances for personal and professional meaning in order to enhance teaching performance. They understand the value of mentor relationships and professional interactions, and thoughtfully consider and act upon advice. These teachers use professional literature and/or resource materials to remain current in issues related to pedagogy, technology, diversity, and content.

Instructional leaders work to develop and implement a well-chosen curriculum that promotes active engagement in developmentally appropriate learning for all students. They constantly monitor and assess student learning and growth and make adjustments to optimize learning experiences. They are expert in the content they teach and effectively use resources and technology to meet their instructional goals. These teachers become leaders as their personal visions are shared with colleagues who embrace the same goals and move together toward a unified learning community.

Teachers who are global citizens seek to shape the world of the future through their roles in the classroom and beyond. They challenge students to examine and think critically about global issues. These teachers comprehend their own cultural perspectives (and biases) and make conscious efforts to expand them. They celebrate the diversity of their students and develop curriculum that is responsive to and incorporates that diversity.

The outer layer of the circle is supported by the foundation of the themes and represents the goal of becoming an **Effective Teacher** who is a **Change Agent** in the classroom, the community, and beyond. Movement inward through the layers of the circle occurs as effective teachers, through their roles as Instructional Leaders, Reflective Scholars and Global Citizens, have a positive impact on learners. We believe that the journey from Learner to Effective Teacher to Learner is a cycle that never stops – we are all life-long learner

Division Theme Standards

*Bulleted items **bolded** below represent priority standards. Evidence of meeting these standards must be included in the portfolio..*

Global Citizens...

- **comprehend their own cultural perspectives and deliberately broaden them**
- **challenge self and students to think critically about their impact on the world today and in the future**
- **include differentiated instruction, adaptations and a multicultural focus as appropriate in instructional plans in order to meet students' needs and curriculum goals**
- incorporate meaningful cultural content throughout the curriculum
- gain multiple perspectives on the ways people communicate and overcome barriers to communications
- use technology to gain information or collaborate with diverse cultures
- seek and obtain resources for curriculum and instructional planning including technology, multicultural, intergenerational, environmental, and exceptionality resources

Instructional Leaders...

- **work to develop and implement a well-chosen curriculum that promotes active engagement in developmentally appropriate, meaningful learning for all students**
- **monitor and assess student learning and growth and make adjustments to optimize learning experiences**
- **apply content and pedagogical knowledge**
- **match assessments to learning objectives and design lesson procedures to facilitate students' abilities to meet those objectives**
- create a classroom climate in which the teacher has a strong presence and high expectations for self and all students
- apply and develop critical thinking and problem solving skills in self and students
- make appropriate professional development choices and implement professional learning into teaching

Reflective Scholars...

- **deliberately use a clearly identified on-going process for reflection to critically analyze professional experiences**
- **thoughtfully solicit, consider and respond appropriately to assessment and mentoring**
- **apply professional literature and research as it relates to issues of diversity, technology, pedagogy and content**
- modify professional practices based on self-knowledge and experience

APPENDIX C – INTASC Standards

*Bulleted items **bolded** below represent priority standards. Evidence of meeting these standards must be included in the portfolio..*

The ten core INTASC standards address the knowledge, dispositions and performances deemed essential for all beginning teachers regardless of their specialty area. The full description of INTASC standards follows.

1. **KNOWLEDGE OF SUBJECT:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Knowledge – The teacher...

- **understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches**
- understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning
- can relate his/her disciplinary knowledge to other subject areas.

Dispositions – The teacher...

- realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field
- appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower
- has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life
- is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Performances – The teacher...

- **effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings**
- can represent and uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts
- can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts
- engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline
- develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives
- **can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.**

2. **LEARNING AND HUMAN DEVELOPMENT:** The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Knowledge – The teacher...

- understands how learning occurs—how students construct knowledge, acquire skills, and develop habits of mind—and knows how to use instructional strategies that promote student learning
- **understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions**
- is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Dispositions – The teacher...

- appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence
- is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

Performances – The teacher...

- assesses individual and group performance in order to design instruction that meets learner's current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development
- **stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their tasks**
- accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

3. **ADAPTING INSTRUCTION TO DIVERSITY IN LEARNING**: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge – The teacher...

- **understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as a basis for growth**
- **knows about areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges**
- knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English
- understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values
- has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Dispositions – The teacher...

- believes that all children can learn at high levels and persists in helping all children achieve success
- appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence"
- respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests
- is sensitive to community and cultural norms
- makes students feel valued for their potential as people, and helps them learn to value each other.

Performances – The teacher...

- identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs
- uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes
- makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs
- can identify when and how to access appropriate services or resources to meet exceptional learning needs,
- **seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e. g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures)**
- brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms
- creates a learning community in which individual differences are respected.

4. **VARIETY OF INSTRUCTIONAL STRATEGIES:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

Knowledge – The teacher...

- understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated
- understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction)
- **knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources)**

Dispositions – The teacher...

- values the development of students' critical thinking, independent problem solving, and performance capabilities
- values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Performances – The teacher...

- carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests)
- **uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities that help students assume responsibility for identifying and using learning resources**
- constantly monitors and adjusts strategies in response to learner feedback
- varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the context and purposes of instruction and the needs of students
- develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

5. **MOTIVATION AND CLASSROOM MANAGEMENT:** 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.

Knowledge – The teacher...

- can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
- understands how social groups function and influence people, and how people influence groups
- knows how to help people work productively and cooperatively with each other in complex social settings
- **understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom**
- recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

Dispositions – The teacher...

- takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole
- understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom
- values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning
- recognizes the need for intrinsic motivation to students' life-long growth and learning
- is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

Performances – The teacher...

- **creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities**
- engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them
- organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks
- maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals
- helps the group to develop shared values and expectations for student interactions, academic discussion, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry
- analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work
- organizes and prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

6. **COMMUNICATION SKILLS**: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge – The teacher...

- understands communication theory, language development, and the role of language in learning
- understands how cultural and gender differences can affect communication in the classroom
- recognizes the importance of nonverbal as well as verbal communication
- **knows about and can use effective verbal, nonverbal, and media communication techniques (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation, shows enthusiasm, uses engaging manner/voice, is articulate and clear in communicating information to students.).**

Dispositions – The teacher...

- recognizes the power of language for fostering self-expression, identity development, and learning
- values many ways in which people seek to communicate and encourages many modes of communication in the classroom
- is a thoughtful, sensitive, and responsive listener
- appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

Performances – The teacher...

- models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received)
- supports and expands learner expression in speaking, writing, and other media
- **knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question**
- communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation)
- knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities.

7. **INSTRUCTIONAL PLANNING SKILLS:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge – The teacher...

- **understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals**
- knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences
- knows when and how to adjust plans based on student responses and other contingencies

Dispositions – The teacher...

- values both long term and short term planning
- believes that plans must always be open to adjustment and revision based on student needs and changing circumstances
- values planning as a collegial activity.

Performances – The teacher...

- **as an individual and member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired)**
- plans for learning opportunities that recognize and address variation in learning styles and performance modes
- creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress
- **creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation**
- responds to unanticipated sources of input, evaluates plans in relation to short and long range goals, and systematically adjusts plans to meet student needs and enhance learning.

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.

Knowledge – The teacher...

- **understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development**
- knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes
- understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Dispositions – The teacher...

- values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning
- is committed to using assessment to identify student strengths and promote growth rather than to deny students access to learning opportunities.

Performances – The teacher...

- **appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies**
- solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students themselves
- uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning

- evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work
- monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly
- maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

9. **COMMITMENT (REFLECTION AND RESPONSIBILITY)**: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Knowledge – The teacher...

- understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them
- is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

Dispositions – The teacher...

- values critical thinking and self-directed learning as habits of mind
- is committed to reflection, assessment, and learning as an ongoing process
- is willing to give and receive help
- **is committed to seeking out, developing, and continually refining practices that address the individual needs of students**
- recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Performances – The teacher...

- **uses classroom observation, information about students, and research as sources for evaluating the out-comes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice**
- seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher
- draws upon professional colleagues within the school and other professional arenas as supports for reflections, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

10. **RELATIONSHIPS AND PARTNERSHIPS**: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Knowledge – The teacher...

- understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works
- understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning
- **understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse.)**

Dispositions – The teacher...

- values and appreciates the importance of all aspects of a child's experience
- is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties
- is willing to consult with other adults regarding the education and well-being of his/her students
- respects the privacy of students and the confidentiality of information
- **is willing to work with other professionals to improve the overall learning environment for students.**

Performances – The teacher...

- participates in collegial activities designed to make the entire school a productive learning environment
- makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies
- can identify and use community resources to foster student learning
- **establishes respectful and productive relationships with parents and guardians from diverse home and community situations; and seeks to develop cooperative partnerships in support of student learning and well-being**
- talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems
- acts as an advocate for students.