UNIVERSITY OF SAINT MARY UNDERGRADUATE EDUCATION PROGRAM

The Mission and Vision of the Professional Education Unit

The mission of the education unit reflects the university mission: the education unit educates candidates of diverse backgrounds to realize their God-given potential and prepares them for value-centered lives and educational careers that contribute to the well being of our global society. The practice of teaching is necessarily value-laden and requires continual growth in knowledge and renewal of commitment to the well being of others. Thus, the aims of the university as a whole and the mission of the department of education are congruous.

The vision of the education unit is to prepare reflective educators who are well qualified in their fields with the expertise to address the needs of diverse learners and effect positive change in their students' learning, their classrooms, and their schools. The concept of leadership is extended at the advanced level with the vision of preparing educators to become leaders who shape change through research and reflective practice.

Philosophy, Purposes, Goals, and Institutional Standards of the Unit

The philosophical basis of the conceptual frameworks rests upon the belief that teachers can improve their instructional practices through critical reflection. The philosophical roots of reflection in teacher education are best represented in John Dewey's seminal 1904 essay, The Relation of Theory to Practice in Education, in which he argued that reflective teachers are empowered to be lifelong students of their own practice in its broadest social and intellectual implications. It is this idea that teachers should be lifelong learners and inquirers which echoes Saint Mary's commitment to continued intellectual growth.

The practice of critical reflection is a central and consistent purpose and outcome throughout the education unit and all of its programs. The conceptual model upon which all undergraduate education programs are based is *The Critical Reflective Teacher*. The graduate education model of *Knowledge in Action* complements and extends this framework. The *Knowledge in Action* model rests on the theoretical framework of the practical argument, based on the work by Fenstermacher (1986, 1994). Following Aristotle, Fenstermacher distinguishes between the logic of knowledge use and the logic of knowledge production. The logic of knowledge use consists of premises, which terminate in action. The premises and the action constitute a practical argument. The use of the problem-based inquiry method provides a systematic procedure for the process of developing the practical argument.

Knowledge Bases (including theories, research, the wisdom of practice, and educational policies that drive the work of the unit)

The professional education unit continually updates the knowledge bases included in the undergraduate and graduate conceptual frameworks to reflect current professional practice and recent research. A summary of the current research that supports the tenets and the processes addressed in our conceptual frameworks is attached.

Content Knowledge and Pedagogy

- 1. Educational Practice: Appropriate instructional differentiation
- 2. Application of Theory and Research
- 3. Quality Outcomes/Assessment
- 4. Learners, Context, Learning, and Classroom Culture and Communities

- 5. Leadership in Political, Social, Moral, and Ethical
- 6. Diversity and Global Awareness
- 7. Technology and Innovative Creativity

Dispositions (including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards)

Candidate Proficiencies, expressed in outcomes, are aligned with state and professional standards. The undergraduate program outcomes are aligned with the InTASC Standards and Dispositions, the Kansas State Department of Education (KSDE) standards, and the related professional associations' standards. The Graduate Program Outcomes (GPO) are aligned with the InTASC Standards and Dispositions and the NBPTS Core Propositions.

CONCEPTUAL FRAMEWORK FOR UNDERGRADUATE PROGRAMS

Philosophical Rationale for Conceptual Framework for University of Saint Mary (USM) Teacher Education Program: The philosophical roots of reflection in teacher education are best represented in John Dewey's seminal 1904 essay, The Relation of Theory to Practice in Education, which contrasted teacher education which aimed at reflection versus teacher preparation conceived as mere apprenticeship. Although the fields of law and medicine had already broken away from apprenticeship models of preparation in the late 19th century, teacher education had not. Dewey (1904) argued forcefully that apprenticeship models of teacher preparation, literally "teacher training," simply prepared the candidate of teaching to mimic experienced teachers and to base practice on techniques which seemed to work with pupils from moment to moment. The apprenticeship pattern and its focus on the attainment of immediate skill, according to Dewey, trained individuals for "intellectual subserviency" (p. 151). Critics have rightly asserted that teacher preparation of this type has no place in higher education: it is definitely opposed to the key principles of liberal arts education.

In contrast, teacher education programs that aim at reflective practice seek to cultivate the candidate's capacity for systematic inquiry and warranted judgments. Dewey (1910) defines reflective thinking as: "Active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it, and the further conclusion to which it tends..." (p. 185). In other words, reflective teachers base their practice on warranted beliefs and have the disposition to continually inquire into their practice. Reflective teaching depends on the intelligent use of theories and principles drawn from psychology, sociology, history, philosophy, and other liberal fields as instrumentalities of judgment. Thus, liberal studies provide the guides for **problem formation, interpretation**, and **action**, which constitute the elements of **critical** reflective thought. As a result of a continuous cycle of systematic inquiry, warranted judgments, informed actions, and assessment, confidence in raising the quality of outcomes in candidate learning is also high. Dewey argued that reflective teachers are empowered to be lifelong students of their own practice in its broadest social and intellectual implications. It is this idea that teachers should be lifelong learners and inquirers which echoes Saint Mary's commitment to continued intellectual growth.

While the teacher education programs' general education requirements play an important role in providing the context for reflection (since candidates must reflect in light of something), liberal learning cannot stop where professional coursework begins. For example, classroom management can be treated technically as advice or "things to do" in the classroom to maintain order. Our program is committed, in

contrast, to viewing classroom management as a problem for liberal study--as an inquiry into managing the learning environment by drawing on principles of both social psychology and sociology, as well as philosophy.

The critical reflective teacher model honors the intelligence and judgment of the teacher in dealing with problems of practice and empowers the teacher to engage in ongoing study of his/her own practice. Yet, sound practice depends on more than reflective thinking: it demands that the process of reflection serve moral ends. Thus, a further element of the USM teacher education programs gives emphasis to the role of the teacher and of schools in fostering social change.

Teachers in our society have a special charge to uphold the principles of democracy. Yet, in many ways, our schools fall far short of that ideal. For teachers, then, it is not sufficient to support institutional arrangements as they exist, or to "fit" into the dominant pattern. Nor is it satisfactory for teachers to attempt to remain neutral. Counts (1932) wrote that to attempt to remain neutral or tacit "is practically tantamount to giving support to the forces of conservatism" (p.51). He continued, "To refuse to face the task of creating a vision of a future America immeasurably more just and noble and beautiful than the America of today is to evade the most crucial, difficult and important educational task" (p. 51).

In this sense, the teacher education program at the University of Saint Mary finds compatibility with what has been termed "the social reconstructionist tradition" in teacher education. In light of principles that support both democratic and Catholic social justice thought, we seek to engage candidates in a critical analysis of social institutions, conditions, and ideals in order to help teacher candidates understand the mechanism of social and educational inequality and to enable them to work for social justice. Beyer and Liston (1992) suggest that critical thinking provides an approach to connect educational experiences and to envision future possibilities for schools and society. In line with stated NCATE objectives, the critically reflective teacher, then, is a leader who influences and improves schools and society.

Finally, the education department faculty recognize that we have to engage in the kind of critical reflection we seek in our candidates. As Liston and Zeichner (1991) wrote, "if teacher educators want their candidates to be reflective about their teaching and the social conditions of schooling, the candidates must see teacher educators who are reflective about the work and social conditions of teacher education and must experience teacher education programs that are undergoing continual revision and critique" (p. 175).

Having made the case for the importance of critical reflection which leads to action on the part of teachers, it must be clearly recognized that beginning teachers are among the weakest members of educational organizations. Teacher education programs which attempt to meet the demands of reform and change frequently find their beginning teachers wedged between program demands and the expectations of schools. As a department, we must respect the capacity of our candidates to form their own judgments about their responsibilities as teachers, but teacher candidates must not be naive about their choices or the consequences toward which they tend.

The information above provides the foundation of the Critical Reflective Teacher conceptual framework. Additional information which illustrates more recent research in support of the unit's conceptual frameworks is provided following the graduate conceptual framework.

- Beyer, L.E., & Liston, D. P. (1991). Discourse or moral action? A critique of postmodernism. *Educational Theory*, 42(4), 371-393.
- Counts, G.S. (1932) Dare the school build a new social order? New York: John Day Company.
- Dewey, J. (1904). The relation of theory to practice in education. In the *Third Yearbook of the national Society for the Scientific Study of Education*. Chicago: University of Chicago Press.
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- Liston, D. & Zeichner, K (1991). *Teacher education of the social conditions of schooling*. Routledge: New York.

Given this rationale, we formulate our program goals, standards, and critical reflective model as follows:

GOALS OF THE UNDERGRADUATE TEACHER EDUCATION PROGRAM

In light of the mission of the University of Saint Mary and the university goals, the department of education is dedicated to liberal professional preparation for teaching, manifested through its critical reflective teacher model. In order to advance and enhance P-12 student learning, the program seeks to promote the candidates' critical deliberation through coursework which

- 1) advocates continual growth in knowledge and renewal of commitment to the well-being of others within the context of its Catholic, liberal arts tradition
- 2) gives emphasis to the significance of diversity in American society and in its key social institutions
- 3) underscores the political and moral nature of teaching in a pluralistic society
- 4) integrates the study of education with study in the liberal disciplines and with clinical experiences
- 5) engages candidates in critical inquiry into the social, political, philosophical/ideological, and economic context in which schools are embedded
- 6) emphasizes the interactive nature of theory and practice
- 7) considers global perspectives

PROGRAM STANDARDS AND PERFORMANCE MARKERS

Teacher candidates accomplish the program goals by fulfilling the program standards evidenced through the performance markers. The teacher candidate will demonstrate:

- 1. growth in the ability to consistently apply the critical reflective teacher model in coursework and in teaching practice through
 - a) systematic inquiry based on consideration of theoretical and moral principles,
 - b) problems conceptualized for analysis,
 - c) consequences of alternative actions examined, and
 - d) informed practice based on warranted conclusions.
- 2. knowledge of subject matter and pedagogical content knowledge through
 - a) apt use of subject matter concepts and methods of inquiry,
 - b) identification of organizing themes within subject matters,
 - c) flexible treatment of content,

- d) apt use of examples, illustrations and metaphors, and
- e) curriculum integration.
- 3. understanding of the relationship of governmental and school organizational structures and social, cultural, and educational forces to the educational process through
 - a) accurately describing the relationship of organizational structures and relevant forces in education.
 - b) consideration of diversity in instruction,
 - c) concern for equality of opportunity in instruction,
 - d) promotion of a democratic learning community, and
 - e) interactions with parents, students, and colleagues that manifest respect.
- 4. understanding of the political and moral nature of the curriculum and teaching informed by social, philosophical, and historical foundations of education through
 - a) coursework and curricular plans grounded in philosophy of education,
 - b) consideration of social, political, and moral consequences of instructional activities, and
 - c) regard for ethical standards of the profession.
- 5. the theoretical understanding and the ability to foster and maintain a classroom culture conducive to learning through
 - a) classroom organization that facilitates learning,
 - b) orderly transitions between activities,
 - c) implementation of democratic style,
 - d) student decision-making,
 - e) promotion of student motivation to learn,
 - f) allocation of resources to classroom goals,
 - g) maintenance of records, and
 - h) prompt and professional communication with parents.
- 6. use of pedagogical knowledge and a broad spectrum of educational technology through
 - a) variation of instructional strategies,
 - b) use of supplemental materials to enhance instruction,
 - c) promotion of critical thinking, problem-solving, and meaningful learning through instructional strategies, and
 - d) use of technology.
- 7. understanding of the significance of diversity issues, multicultural education, and global perspectives for contemporary schooling and concepts of democracy through
 - a) accurately describing the aims and purposes of multicultural education and global education,
 - b) accurately describing the relationship between multicultural education and democratic principles, and
 - c) instructional plans that reflect diversity and culturally relevant teaching (gender, racial, cultural, and ethnic).
- 8. ability to apply knowledge of learning and the learner (including all students with special needs) in the classroom through
 - a) instruction that accommodates developmental levels and learning styles,

- b) instruction that enhances motivation, positive affect, and self-esteem,
- c) a variety of formal and informal assessments utilized,
- d) accurate and ethical interpretation of assessments, and
- e) assessment practices integrated into instructional plans.

Teacher Candidate Dispositions

Diversity and Multiple Perspectives: The teacher candidate values each individual student. She/he recognizes, believes, models, and teaches that all children can learn. Knowledge content, skills, and dispositions reflect multiple perspectives, respect for difference, and appreciation of various learning modalities (In TASC dispositions 1, 2, 3, 7, 10).

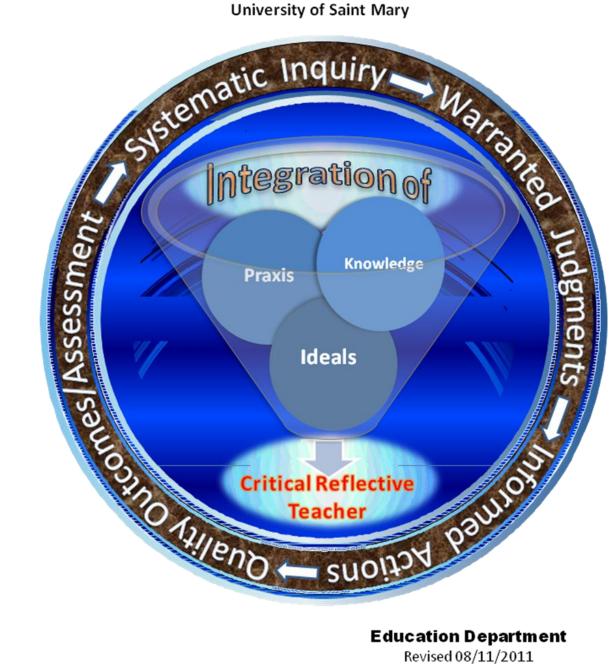
Critical Thinking Skills: The teacher candidate practices reflective, critical thinking and fosters this skill and process with her/his students within a flexible and reciprocal learning environment (InTASC dispositions 4, 5 and 9).

Positive Learning Climate and Community: The teacher candidate is an active participant in creating a positive, democratic learning community. She/he utilizes appropriate communication skills, addresses issues of short term and long term planning, and uses on-going and varied assessment (self and other) for both teacher candidate and student (InTASC dispositions 3, 5, 6, 7, and 8).

Critical Reflective Teacher

Conceptual Model for the Undergraduate Programs

University of Saint Mary



Education Department

Revised 08/11/2011

TEACHER EDUCATION MODEL FOR CRITICAL REFLECTIVE TEACHER

Integrating the components of **Knowledge, Ideals**, and **Praxis**, the **Critical Reflective Teacher** operates by the continual application of the critical reflective methodology of Systematic Inquiry, Warranted Judgments, Informed Actions, and Assessment/Quality Outcomes. Candidates use the critical reflection methodology throughout the teaching/learning cycle to improve their instruction and enhance the learning of P-12 students.

As critical reflection permeates all coursework, we see its practical application in the teaching/learning cycle. The education program emphasizes the contextual factors whereby teachers know their students, analyze students' needs, design lessons, teach, assess, and continue this teaching/learning cycle through critical reflection.

KNOWLEDGE

- of subject matter of liberal disciplines, theology, philosophy, history, social and behavioral sciences, language and literature, performing and fine arts, mathematics, physical and biological sciences
- of diversity and social issues of a pluralistic society and world
- of political, philosophical/ideological, economic, and social context of schools
- of school as an institution and roles and responsibilities of teachers
- of educational foundations and methodological theory of educational technology

IDEALS

- of well-being of others and moral ends of teaching
- of democratic principles, stressing inquiry and criticism toward improving individuals and society
- of intelligent use of theories and principles drawn from liberal arts as instrumentalities of judgment
- of equal opportunity
- of active inquiry and learning as empowerment for lifelong learning/continual intellectual growth
- of role of spirituality and/or ultimate convictions in personal and professional conduct
- of role of ethical principles in personal and professional conduct
- of respect and understanding of differences among individual learners and cultures
- · of civic responsibilities

PRAXIS

Interaction of theory and practice through:

- field/clinical experiences
- theories and principles of liberal fields and educational foundations as instrumentalities of judgment:
 - continual inquiry into practice
 - interpersonal skills
 - methodology and materials
 - educational technology
 - roles and responsibilities of teacher
 - current practices in schools
 - professional collaborations
 - methods of inquiry and assessment
 - effective leadership
 - integrated and developmental pedagogy
 - motivation/managing the learning environment
 - central concepts, processes, and structures of disciplines

Additional Research Supporting the Conceptual Frameworks

The professional education unit continually updates the knowledge bases included in the undergraduate and graduate conceptual frameworks to reflect current professional practice and recent research. A summary of the current research that supports the tenets and the processes addressed in our conceptual frameworks is included within the following categories as they relate to the conceptual frameworks:

Content Knowledge and Pedagogy

(CF: Initial—knowledge, praxis, systematic inquiry, Informed Action)

(CF: Adv—Knowledge, Research, Implementing Better Action)

Quality in knowledge and pedagogy leads to quality in schools (Johnson, 2005). Teachers have a tremendous impact on students and their achievement (Marzano, 2007). The attributes in the "habits of the mind" of both teachers and students contribute to the successful achievement and growth of all involved (Costa & Kallick, 2009). Through the exchange of information and knowledge a learning culture can be created (Fullan, 2009) and the desire to learn can be activated (Sullo, 2007). Academic content and skills are the most important things to be learned (Armstrong, 2006). Teaching begins with the teacher's understanding of what is to be learned and how it should be taught (Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005). A constructivist (Loomis, 2007) approach connects learned knowledge to experience in creating new possibilities. Current times demand educating for present and future times (Jacobs, 2010).

Educational Practice: Appropriate Instructional Differentiation

(CF: Initial—warranted judgments, Informed Action)

(CF: Adv— Measuring and Evaluating, Implementing Better Action)

Differentiation (Tomlinson & Allan, 2000) requires the flexible response of the educator, within reflective practice (Henninger, 2004). Differentiated instruction must be systematically designed to meet the learner's needs and learning styles (Tomlinson & McTighe, 2006). With increased numbers of students with other languages, the need for accommodating students who are English Language Learners is critical (Hill & Flynn, 2006). Improving instruction can improve the system (Wagner, Kegan, Lahey, Lemons, Garnier, Helsing, Howell, & Rasmussen, 2006) and create a culture of continuous improvement (Zmuda, Kuklis, & Kline, 2004). Lasting school improvement (Cambert, Walker, Zimmerman, Cooper, Lambert, Gardner, & Szabo, 2002) builds on sound educational practices and the quality of continued growth. Different talents complement one another as teachers attend to differentiation and in the various needs of students (Zhao, 2009).

Application of Theory and Research

(CF: Initial—Systematic Inquiry, Warranted Judgment informed action)

(CF: Adv—premise and alternatives)

The application of theory and research increases the student's opportunities for success and paves the way for transformation (Marzano, Waters, & McNulty, 2005). "Theory and research illuminate practice and practice informs research" (Zmuda, Kuklis, & Kline, 2004, p.3). The constructivist theory encourages students to construct meaning and to assess their own learning (Cambert, Walker, Zimmerman, Cooper, Lambert, Gardner, & Szabo, 2002). Effective practice flows from sound theories (Moore, 2009). Strategies will be effective as teachers and students pay attention to why they are useful (Jackson, 2009). Brain research contributes understanding and insight to teaching and learning (Jensen, 2005).

Quality Outcomes/Assessment

(CF: Initial—assessment and quality outcomes)

(CF: Adv—implementing better action, measure and evaluate)

Through best practices, education utilizes alignment of outcomes with assessment to transform accountability into constructive decision making (Reeves, 2006) for classroom assessment (Marzano, 2007) and improvement in student learning (Butler & McMunn, 2006). Assessment of higher level thinking skills helps prepare students for beyond the classroom (Brookhart, 2010). Checking for understanding will improve instruction (Fisher & Frey, 2007). Ongoing assessment of teaching and learning will impact achievement (Reeves, 2006).

Learners, Context, Learning, and Classroom Culture and Communities

(CF: Initial—reflection and integration, ideals)

(CF: Adv—Evaluating, reflecting)

Students realize the culture of communities is shaped by decisions and actions (Du Four, 1998) through continually improving relationships (Fullan, 2009) and (Hoerr, 2005) by maintaining sustainability (Hargreaves & Fink, 2006) for results (Sparks, 2007). Creating a community is about leadership in relationships (Hoerr, 2005). Understanding gender issues impacts teaching and learning (Bank, 2011; Cleveland, 2011). By assisting students to visualize the internal picture of themselves, they can better recognize their own internal motivation (Sullo, 2007). Active participation and cognitive engagement impact learning (Himmele & Himmele, 2011). Strong, positive, constant disciplines contributes to a respectful classroom culture (Wood, Freeman-Loftis, 2011). By instilling basic tools for gathering, organizing, and processing information (Garner, 2007), students will be more engaged, which promotes understanding (Frey, Fisher, & Everlore, 2009).

Leadership in Political, Social, Moral, and Ethical

(CF: Initial—reflection and informed action)

(CF: Adv—Redefining statements and reflection, Implementing Better Action)

Current times demand challenging changes (Fullan, 2009; Jacobs, 2010). Leadership is key (Green, 2005; Houston, 2006; Northouse, 2010, and Razik, 2010). In order to create a culture of peace and compassion (Kessler, 2000), students examine their basic assumptions about the purpose and process of education (Eisler & Miller, 2004). Through developing greater awareness and consciousness, students have their thinking and integration skills (Freire, P., 1998). Leadership in raising questions can illuminate the systemic grounds individuals face in social justice issues (Marshall & Oliva, 2006) (Michelli & Keiser, 2005) and the politics inherent in the schooling process (Parkay, 2006). Dewey (1933) believed that philosophy was a tool to help people understand the environment in which they lived (Segall, 2006, p. 35). To broaden and deepen the environment, Gandhi viewed all things as being interrelated with the purpose of education being to become more spiritual, exercising unconditional love, and having an impact on all (Segall, 2006, p. 57). Educators are not called to guard knowledge but to become more kind and gentle, demonstrating understanding and compassion (Hanh, 1996). Dewey's research pursued the importance of how we think and its permeating all aspects of life (Dewey, 1933).

Diversity and Global Awareness

(CF: Initial—reflection, integration of knowledge, ideals, praxis;

(CF: Adv—Reflection and collect data)

Students understand and respond to diversity and global interdependence in shaping change (Segall, 2006). Globalizing ideas (Spring, 2006) touch the hearts and lives of teachers and students and readiness for English language learners is imperative (Hill & Flynn, 2006). Students recognize the cross-cultural

issues (Kubow & Fossum, 2007), the communication styles (Young, Adler, & Shadiow, 2006), and the various perspectives for multicultural education (Banks & Banks, 2001) and educating for global awareness (Noddings, 2005). Multiple intelligences (Armstrong, 2006), brain research (Erlauer, 2003), and emotional intelligence (Goleman, 1995), along with the diversity of children with special needs demand attention. Recognizing the value of diversity assists individuals to better understand the human condition (Kottak & Kozaitis, 2008). Cultural diversity provides opportunities for all to learn from one another (Volz, Sims, & Nelson, 2010).

Technology and Innovative Creativity

(CF: Initial—systematic inquiry, warranted judgment, reflection; Informed Outcomes) (CF: Adv—Gather info, clarify, reflect, Implementing Better Action)

"We can support systems in being resilient and by encouraging them to exercise their freedom to explore new connections and new information" (Wheatley & Kellner-Rogers, 1999, p. 101). Being an artist is important to being open to the changing mind (Uhrmacher & Matthews, 2005) and utilizing the technology available as tools to enhance teaching and learning. Preparing and implementing a curriculum for the 21st century (Jacobs, 2010) involves accessing current technology and creative approaches to teaching and learning.

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