CONCEPTUAL FRAMEWORK

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Mission and Vision for the College of Education

Vision

- The USF College of Education envisions itself as a leader in regional, national and international education. Leadership in Education encompasses:
  - Academic excellence
  - Research, scholarship, and inquiry that renews the educational process
  - Collaboration that serves communities, institutions and individuals,
  - Preparation that builds on academic excellence, scholarship, clinical practice and collaboration and that contributes to a just and productive society.

Mission

To fulfill its vision, the College of Education is committed to:

- Offering challenging learning opportunities in a supportive and diverse environment;
- Creating and supporting research, scholarship, and inquiry in education;
- Preparing the next generation of educators, scholars, and leaders for pK-12 and the professoriate through exemplary undergraduate and graduate degree programs;
- Serving the community through collaborative relationships, and,
- Working with schools, agencies, and communities to offer programs that prepare professionals who work competently, collaboratively, and ethically to improve educational outcomes for all.

The COE vision and mission are consistent with the vision and mission of USF as a national research university dedicated to teaching, research, service, community responsibility and collaboration. The COE contributes to the institutional mission and vision through its participation in institutional strategic planning. From among the University strategic priorities, the COE has identified four priority strategic directions that will contribute toward the fulfillment of both the COE vision and mission, and the USF vision and mission:

- Promote national and internationally distinctive research and graduate programs.
- Provide high quality academic programs and support services
- Shape the enrollment profile to reflect the educational goals of a major urban research institution
- Establish USF as a national model for a university fully engaged with its local, national and global communities.

The COE has identified specific actions in the areas of recruitment and retention of faculty and students, provision of opportunities and incentives for faculty and student research, and pursuit of local, national and international partnerships that will move the College in these strategic directions.
**Educator Preparation Unit Philosophy, Purposes, Goals**

The mission and vision for the College of Education, reflecting the ideals and goals embodied in the vision and mission of the University of South Florida, informs the conceptual framework for the Educator Preparation Unit. The framework is representative of both initial and advanced teacher preparation programs and advanced programs that prepare other personnel for the P-12 schools. The major themes reflected in candidate outcomes and dispositions are summarized by the acronym CARE: Collaboration, Academic excellence, Research, Ethical practice.

**Philosophy**

Competent education professionals use their academic preparation and research skills to achieve positive outcomes among the diverse populations they serve. Ethical education professionals are advocates for social change who use cultural knowledge and sensitivity, and who work in and through systems toward equal access to high quality education and services for all citizens. Collaborative education professionals demonstrate democratic values as they interact with multiple communities (districts, schools, departments, professional societies, caregivers, and policy makers) in inclusive, egalitarian ways to achieve high quality instructional and service outcomes. The knowledge base (section III below) details the research and best practices, and expands upon the philosophies that inform the unit’s goals for candidates.

**Purposes**

At the initial preparation level, our purpose is to develop educators who possess the basic professional skills, knowledge, dispositions, and ability to use information that will prepare them to provide effective instruction to diverse learners. By respecting diversity and inclusiveness, exhibiting and promoting democratic values, and using resources available within the professional community, educators can create fair and equitable learning environments and positively influence the emotional, social and academic well being of students.

At the initial preparation level, candidates develop knowledge of appropriate information sources that will allow them to remain current in the theory and practice of their field. Undergraduate inquiry develops habits of mind compatible with reflection, investigation, analysis, collaboration, life long learning, informed decision-making and continuous professional development.

At the advanced master’s degree level, beyond initial educator preparation, our purpose is to offer programs that advance the knowledge of educators through examination of classroom life and related theories. Candidates in these programs are expected to develop a working knowledge of research that relates to the practices of teaching and learning by reading broadly in their fields. They are expected to be adept at taking critical stances on current issues in education and defend positions through well-articulated and substantiated arguments, relying on multiple forms of evidence to the extent possible. Additionally, we expect that master teachers will take on leadership roles in teaching and curriculum development.
Advanced programs for other school personnel support research that broadens and deepens the knowledge base that supports our academic fields, and from that base, build upon strategies and practices that facilitate human growth and learning. Combining advanced skills with ethical practices, graduates of the advanced preparation programs provide services which promote human growth and development, assess and refine programs serving the public, and provide leadership to enhance the effectiveness of education and services.

To ensure that teachers and other professional educators who graduate from the University of South Florida are prepared to be successful in the dynamic and increasingly demanding field of education, the Educator Preparation Unit has collaborated with parents, candidates, alumni, school-based professional educators, and colleagues across the university in determining what graduates must be, know and be able to do.

**Unit Goals**

Unit goals are expressed as the outcomes we have established for our graduates. There are six outcome “domains” that encompass both initial and advanced preparation programs. Each domain includes:

- a rationale or explanation that informs the outcome, based on our beliefs of what it means to be an education professional,
- an outcome statement of what the USF graduate will know or be able to do.

### 1. Collaboration

Professionals are members of several communities simultaneously (districts, schools, agencies, departments, professional societies, caregivers, and policymakers). This shared membership informs practices and policies to insure the education and care of each individual. At the advanced preparation level, other school professionals must become skilled at problem-solving and conflict resolution within and among the various constituencies they serve.

**USF graduates will:**

Collaborate and work in partnership with schools, families, other professionals and agencies.
2. Content and Professional Knowledge

Professionals demonstrate an understanding of their respective content areas by providing quality instruction and services. Content knowledge is not synonymous with knowledge of how to teach that content. Teachers must integrate content knowledge with pedagogical content knowledge as well as the knowledge base that is fundamental to all education professionals that includes, at a minimum, that which incorporates (a) the behavior and process of learning and the theoretical bases of human development; (b) the historical and social context of schools, families and communities; (c) cultural impacts on learning; (d) the impact of language on learning for non-native English speaking persons; and (e) inclusion and equity concepts in schools and community. Education professionals in other service roles as well must integrate the knowledge base fundamental to the education and human services professions, with the knowledge base specific to their professional domain. Content and professional knowledge and expertise also assumes currency of that knowledge and expertise.

USF graduates will:

- Have expertise in a common professional knowledge base and the content-specific bases of their fields and the ability to integrate content and professional knowledge into teaching and service.

3. Technology

Professionals are skilled in utilizing a variety of technologies in instruction, assessment, and service and assist learners and clients in becoming competent with technology. To do so, education professionals must be both technologically proficient and literate. They have basic technical skills to utilize hardware and software, and are familiar with the range of available information technologies and on-line information sources relevant to their field of practice. They are able to choose appropriately among available technologies and information sources to enhance instruction and service. In addition, professionals must be aware of equity issues surrounding the use of technology and access to information, and understand how socio-cultural contexts can influence attitudes about technology. Professionals utilize information technologies in their own research and professional development.

USF graduates will:

- Be technologically proficient and literate professionals.
4. Reflection, Analysis and Inquiry

Professionals make sound decisions about complex events by considering alternative theories and research perspectives, as well as their personal beliefs. Professionals continuously inquire about theory and practice. They are active consumers of scholarship, and maintain an open mind toward new theories and perspectives while analyzing the research relevant to their professional field. Teachers and other education professionals engage in productive inquiry appropriate to their field and degree. Active engagement in inquiry fosters habits of reflection and analysis and commitment to life long learning. Educational professionals assess their own practices and monitor the progress of learners and clients in ways that inform decision-making and enhance subsequent practices.

USF graduates will:

- Integrate reflection, analysis, and systematic inquiry into their professional practice.

5. Ethics and Diversity

Education professionals function in schools and agencies as advocates in culturally diverse settings. This requires self-awareness, inclusive values, and skills in critiquing cultural practices. Educators must be skilled in addressing a wide range of diverse characteristics, including exceptionalities, in their recipient populations. Ethical practice requires not only adhering to professional codes of conduct, it requires as well enabling a positive egalitarian social environment.

USF graduates will:

- engage in ethical practice and effectively integrate awareness of and sensitivity to issues of diversity and exceptionality among the populations they serve.
6. Student Learning and Development

Teachers and other school professionals create, enrich and maintain environments that provide opportunities for positive outcomes for all learners and clients. They focus on the academic, emotional, and social growth and well being of those being served and engage in the most effective professional practices as identified by current research. Teachers strive to enhance the critical, creative and reflective thinking capabilities of all learners. Achieving outcome goals requires professionals to maintain flexibility in their approaches to teaching and service. They must be able to modify and adapt instruction, service or interventions, based upon continuous assessment and monitoring of learner and client progress, to achieve positive outcomes among a diversity of populations.

USF graduates will:

- Provide instruction, services and/or programs that contribute to positive learning and developmental outcomes.

These outcome domains represent the knowledge and skills that faculty have identified for all graduates of USF P-12 educator preparation programs. At the programmatic level, knowledge, skills, and dispositions are further defined, and assessed, in accordance with the specific expectations of that particular field.

Dispositions

The faculty have identified the following candidate dispositions reflective of the “CARE” theme (Collaboration, Academic excellence, Research, Ethical practice) of the conceptual framework:

- Commitment to Collaboration
- Continuous professional development
- Reflective thinking
- Respect for Diversity
- Ethical Responsibility
- Care and Advocacy for Students

“Dispositions” are defined here as the habits of mind and commitments that lead to intentional, conscious, and voluntary patterns of behavior toward students, families, colleagues and communities. These are the habitual actions or behaviors across outcomes to which our graduates should be regularly disposed in order to be effective educators.

Commitment to collaboration

Educators must work together with their professional colleagues in schools and agencies, as well as with students, families, and communities to achieve common goals and solve problems.
Collaboration is founded upon the intentional seeking out of the opinions, expertise, and knowledge of others, consideration of all points of view, and a willingness to compromise to reach common goals.

**Continuous professional development**
Academic excellence and engagement in research reflect habits of mind and commitments consistent with continuous professional development. To meet high standards of instruction and service, and to assist those served to achieve to the highest possible levels, educators must strive to increase their knowledge and improve their skills. Through their commitment to continuous professional development, educators remain current with theory and practice in their field and with technological innovations, and they continuously improve their own practice through self-assessment and progress monitoring.

**Reflective thinking**
Academic excellence and engagement in research also reflect habits of mind and commitments consistent with reflective thinking. Reflective thinking engages educators in active and persistent consideration and evaluation of information acquired through inquiry and observation, and in careful deliberation and reasoning in making decisions and choosing courses of action in instruction and service.

**Respect for diversity**
Ethical practice is founded upon a respect for diversity. Educators demonstrate respect for diversity by engaging in practices that promote culturally diverse and culturally sensitive opportunities for learning and development and by treating all individuals equitably and fairly.

**Ethical responsibility**
Ethical practice is also guided by a commitment to adhere to professional codes of behavior. Ethical responsibility is demonstrated by holding oneself to the high standards of conduct that guide educators in their interactions with students, colleagues, families, and the community.

**Care and advocacy for students**
Another foundation of ethical practice is a commitment to care about and advocate for the health and well being of students. Educators demonstrate care and advocacy for students by taking an active interest in the physical, emotional, and intellectual health, well-being and growth of students served. They take appropriate steps to intervene when student health or well being is in jeopardy, and support and encourage students to reach their full potential.

**Professional Commitments**
To fulfill our mission and facilitate candidate success in meeting expected outcomes, faculty have made the following professional commitments that inform our professional practice, our interactions with candidates and colleagues, and the design and delivery of our educator preparation programs:
A. To the shared preparation of candidates with our professional colleagues in the field and within the university

B. To service to the global community with emphasis on the metropolitan setting for improving the quality of life through education, and, enhancement of our community, state, and nation through principles of academic integrity, sound management, and equal opportunity

C. To provide opportunities for candidates to interact with families, and school- and agency-based professionals

D. To design clinical and field experiences that support systematic reflection and inquiry into professional practice, and that provide candidates with mentoring relationships with positive professional role models

E. To provide clinical and field experiences in different settings and with diverse student populations

F. To academic excellence in a student-centered environment and working together to facilitate the personal growth and professional development of candidates

G. To provide a well articulated sequence of courses and experiences in the specialization to ensure that candidates demonstrate sufficient depth of subject matter knowledge and professional knowledge

H. To design curriculum to reflect multiple perspectives

I. To be on the cutting edge in the use of technologies in teaching and learning, and to that end, to engage in professional development activities to develop our skills in integrating 21st century technology into the classroom.

J. To model effective use of technology in their teaching in an effort to provide meaningful, accessible, and realistic learning opportunities for candidates

K. To integrate the general knowledge and skill expectations of the ISTE standards into preparation programs for all school personnel

L. To encourage candidates to assess continuously both their own and others’ actions and decisions in teaching and service provision

M. To encourage participation in active, exploratory learning

N. To serve a qualified, diverse student body, and to build upon the strengths that a diverse student population provides us

O. To model professionalism and ethical practice and incorporate into programs opportunities for the examination of ethical dilemmas and issues related to diversity

The professional commitments are aligned with the conceptual framework outcome domains, as summarized in the chart on the following pages.
<table>
<thead>
<tr>
<th>Professional Commitments</th>
<th>Unit Outcomes</th>
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<tbody>
<tr>
<td>Unit faculty are committed to:</td>
<td>Collaboration</td>
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<tr>
<td>A. the shared preparation of candidates</td>
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<td>✓</td>
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Knowledge Base

All professions have generally accepted attributes and have developed their unique knowledge bases. Members of a profession have a responsibility to become expert in and remain well informed about the contents of the knowledge base unique to their profession (Good, 1990; Kincheloe, 1991).

The knowledge base for professional educators has been used as the basis for the six outcomes for, and informs the dispositions expected of, pre-service and in-service teachers, other school practitioners, as well as faculty in the Educator Preparation Unit. It is based on a body of literature that has been broadened to support the academic shift towards outcome-based instruction and assessment. The knowledge base today articulates the emphasis being placed on issues of diversity and technology in contemporary education. The outcomes and dispositions also reflect the clearly articulated state expectations for both pre-service and in-service teaching practice and student achievement, and professional practice for other school personnel, and are aligned with the standards of our professional learned societies. This knowledge base is at the heart of curricular decisions, college policy and program structures, and informs our dispositions and actions as teacher educators.

In teacher education, the knowledge base has shifted from a source of formulas that dictate what teachers should do to more of a heuristic to guide practice (Donnmoyer & Kos, 1993). This new view of professionalism supports the development of practical reasoning that in post-positivist times rejects any one knowledge base in favor of the teacher's ability to reason (Donnmoyer, 1996). It recognizes that teaching is never a straightforward occupation or routine job without texture and emotion. Rather teaching requires a scope and depth of knowledge that develops artistry within those who choose this profession. Teaching also requires the articulation of practice within the context of site-based management teams and public scrutiny. The challenge to institutions engaged in teacher education is to develop programs with greater influence over what teachers should know and what teachers should be able to do that propel their propensity and capacity to engage in intellectual dialogue and principled action (Donnmoyer, 1996; Grossman, 1990; Shulman, 1992).

1. Collaboration

Critics contend that few teacher education programs' curricula provide technical support as well as opportunities for new teachers to explore and understand conceptual aspects underlying research (Gersten & Unok Brengelman, 1996); thus, a need for a clearer connection between research and practice still exists. Whether real or imagined, the gap between theory and practice in teacher preparation programs creates a need for blending university based content with classroom experiences and reflection that better explores the daily challenges and responsibilities faced by teachers. To do this, university personnel must be able to personally conceptualize the work of teachers in today's schools and assist novice teachers in making meaning of their site-based experiences in schools vis-a-vis journals and teaching cases.
School professionals at all levels need to think of families and communities as partners in the education of children. School environments can be reshaped by two-way communication and joint problem solving. Collaboration and partnership enhance decision making, governance, and advocacy and provide avenues for coordinating resources and services (Glickman, 1993; Hooper-Brian & Lawson, 1994; Kagan, 1991; Swap, 1993). However, “[P]utting collaborative teaming structures in place does not in itself change longtime habits of mind” (Conzemius and O’Neill, 2001, p.76). School culture often still reflects a traditional, hierarchical structure, with the principal in charge of the school and working with parents and the community, and the teacher in charge of the classroom. Collaboration requires the surrender of some control, and being open to others’ perspectives. Involving parents can be threatening to educators who have traditionally considered themselves “experts” in the schooling process (Conzemius and O’Neill, 2001). As Oakes, Franke, et. al. (2002, p. 230) note “…the idea of expert needs to be broadly construed to include not only guiding teachers, colleagues, and university faculty, but also parents, community members, and the students themselves.” Building collaboration requires leadership capacity – defined as the broad-based participation of all stakeholders – administrators, teachers, staff, families, communities, and students (Lambert, 1998).

A second and perhaps more authentic response is found when colleges seriously embrace the business of school restructuring and become partners in collaborative ventures with schools. Usually housed in partnership structures or professional development schools, these ventures recognize the cloudy history of university/school collaborations when the university voice usually dominated the interactions (Goodlad, 1990). We have sought to redesign our structures with more parity; more long-term vision; new roles for teachers, university personnel, district stakeholders; and a shared responsibility for both higher education and schools to co-create the knowledge base that informs practice (Paul, Epanchin, Rosselli, & Duchnowski, 1996; Su, 1999).

This proactive response to school reform is resulting in a new job description for unit faculty, such as liaison roles to schools (Button, Ponticell, & Johnson, 1996). Faculty in these roles attend school meetings, serve on site-based management teams, and engage in informal visits with teachers both individually and in small groups. A unit faculty member's presence in schools is not always an easy path. The disparate range of roles expected can include that of cheerleader, translator, mediator, leader, broker, maverick, entrepreneur, and even counselor (Rosselli, Perez, Piersall, & Pantridge, 1993; Simmons, Crowell, Konecki, Duffield, & Rackliffe, 1999; Troen, Boles, & Larkin, 1995; Bullough, Birrell, Young, Clark, Erickson, & Earle, 1999). In addition, they must be well grounded in educational theory, have experience and comfort level for working in applied settings, be able to cope with the messiness of work in schools, have a broad world-view, and draw from a well-developed set of interpersonal skills (Troen, Boles, & Larkin, 1995; Walters, 1995).

The knowledge base for teachers and other school personnel consists not only of content knowledge, which provides facts, principles, concepts, and understanding, but also clinical knowledge, that guides performance. Acquisition of the clinical skill of observing enables a student to draw upon content knowledge and carry out performances such as reflecting, analyzing, assessing, planning, managing, communicating, and evaluating. Through these processes, educators acquire the information needed to create and maintain learning experiences.
Schools function as part of the larger community. In that regard, clinical practice for other school personnel directly involves the candidate in communication and collaboration not only with students, teachers, staff, and families, but with community agencies, business, and service organizations as well. Candidates learn about services and resources available in the community and how to integrate services and resources into the school setting. (American Library Association/American Association of School Librarians, 2003; National Association of School Psychologists, 2000; National Policy Board for Educational Administration, 2002) As school leaders, principals must develop skills in creating and sustaining positive community relations and in working with the media. Leaders must as well be able to participate in the political and policy making arenas. (National Policy Board for Educational Administration, 2002).

In order to prepare teachers for the complexities of today's schools, clinical experiences must support systematic reflection on and inquiry into teaching, learning, and schooling (Knowles & Cole, 1996). This view of teachers as researchers (Kincheloe, 1991) is supported in school settings where student teachers are engaged in reflective writing and journal keeping combined with classroom-based inquiry projects, interpretations of critical incidents, and even peer observations. When quality clinical experiences are accompanied by discussion, reflective thinking, and feedback, teacher candidates can develop the ability to objectify their observational skills and develop their concept of teaching (Bolin, 1988; McCabe, Borko & Arends, 1992; Calderhead, 1992). Clinical experiences must be sought that include exceptional and culturally diverse populations (Sarason, Davidson, & Blatt, 1986). When possible, candidates should be placed in reform-minded partnership schools or PDSs that support reform of both the school and the teacher education program at the university (Darling-Hammond, 1999).

Student teaching (culminating internship) is viewed as an experience during which candidates organize their content and clinical knowledge, draw upon their clinical skills and views of teaching, and develop a personal style of practice that is workable, defensible, and ethical. This moves student teaching away from the apprenticeship model, which implies learning the art of teaching as demonstrated by the cooperating teacher (Bunting, 1988; Tabachnick & Zeichner, 1984). Another critical responsibility for student teachers is to seek purposefully to understand the lives of the children they teach. This process is inextricably linked with the children's home lives.

Home-school collaboration establishes an attitude that is characterized by a sharing of common goals between parents and educators, mutual respect, and a willingness to work together to improve educational outcomes for children (Christenson, 1995). Research reveals that effective schools act on the knowledge that student success can be increased through the development of connections between the school and families (Swap, 1992).

Establishing effective home-school collaboration is a complex process that must overcome many barriers for both parents and educators. Barriers for parents include feelings of inadequacy, lack of trust, prior bad experiences, and limited knowledge of schooling processes. Barriers for educators include poor communication patterns with parents, having negative attitudes towards parents, lack of commitment to parental involvement, and a lack of partnership skills (Liontos, 1992) - the negative “habits of mind” described by Conzemius & O’Neill (2001). Linda Lambert
(1998) suggests that “skillful collaboration” requires competencies that are not generally part of educators’ traditional training. Joyce Epstein (1992) believes that the key to developing successful collaboration with parents begins with helping both educators and parents understand the family’s obligations regarding the health and safety of their children. Schools must then take responsibility for establishing effective systems of communication from school-to-home and develop and encourage the options for home-to-school communication (Epstein, 1992; Kagan & Cohen, 1997). The final piece of the puzzle is the effective use of parent volunteers in the school (Iverson, 2003).

2. Content and Professional Knowledge

Questions such as, What is good education? or Who is an effective educator? must inevitably be asked when designing educator preparation programs. The description held by the faculty at USF closely parallels the description offered by Griffin (1986). A composite of the good educator is a knowledgeable, well-organized, and consistent leader who interacts with students, colleagues, and community members purposefully and effectively. The individual sees their professional roles as more than meeting with students, families, and clients. Teachers work with peers to identify and problem-solve challenges presented in their work and in the wider school and system. Teachers plan and deliver lessons in ways that promote students' understanding or thinking within each student's learning style (National Board for Professional Teaching Standards, 2002). Expert teachers also help students raise their own questions and develop self-regulation skills and habits of scholarship that enable students to function as independent and creative learners (Madden, Slavin, Karweit, Dolan, & Wasik, 1993; Perkins, 1998; Resnick, 1999). Other effective educators likewise organize their work to promote the academic, personal, social, and career development of students (American Library Association/American Association of School Librarians, 2003; American School Counselor Association, 2003; National Association of School Psychologists, 2000). Considering this view of the effective educator, and the complexity of education, preparing effective educators is no simple task.

Teachers need a rich understanding of the subject matter they teach, the ability to present knowledge so that students can understand it, and skill in promoting conceptual thinking and active engagement (Goodlad, 1990; Kazemi & Stipek, 2001; Murray & Porter, 1996). Other educators need a clear understand of their content-specific knowledge bases. This calls for educators that promote powerful and flexible knowledge (Feiman-Nemser & Remillard, 1996). Specifically with regard to classroom teaching, Shulman (1986) argues that teachers must be able to go beyond the definition accepted truths and have the skills necessary to explain why the content is worth knowing and how it connects to other disciplines. These assertions reflect Proposition 2 of the National Board for Professional Teaching Standards (NBPTS, 2002). Unit faculty in the College of Education recognize that this responsibility is shared with our colleagues in the College of Arts and Science and that the recent development of subject matter standards by both the learned societies and state guidelines such as the Sunshine State Standards pose new opportunities for collaboration between the colleges. The joint wisdom about teaching, learning, students and content, referred to by Shulman (1986) as pedagogical content knowledge, is the hallmark of accomplished teachers.
USF recognizes that a mastery of content-specific knowledge bases must be accompanied with a grasp on the common professional knowledge bases that all educators need. This includes information about student development, motivation, and personality as well as knowledge of intelligence and how students learn (Brophy, 1992; Brophy and Good, 1986; McCaslin & Hickey, 2001; Stipek, 1995; Wittrock, 1991; Ames & Ames, 1989).

The same knowledge of student development, learning theory, behavior, and instructional methodologies is central as well to the professional practice of other school personnel in providing counseling and psychological services or creating and implementing school library and literacy services. (American Library Association/American Association of School Librarians, 2003; National Association of School Psychologists, 2000). School principals must be able to translate relevant theories and knowledge about teaching and learning, diversity, and social and organizational change into strategies and policies that will support student and teacher success. They must acquire and use knowledge and skills in problem-solving, strategic planning, fiscal planning, legal considerations, and the acquisition and allocation of human and material resources to create and maintain positive learning environments. (National Policy Board for Educational Administration, 2002). School leaders must blend knowledge, practice, politics, ethics, traditions, and new visions as no one perspective provides complete or universal explanations for the myriad situations, interactions, and events that occur in PreK-12 education. The challenge is to find ways to integrate different perspectives, values, and approaches to improve outcomes of education and the function and quality of education organizations (Donmoyer, 1999; Greenfield, 1995; Leithwood & Duke, 1999; Willower & Forsyth, 1999).

All educators also need a firm grasp on the broader social context for the operation of schools, as a part of educators "developing interpretive, normative, and critical perspectives on education" (Council of Learned Societies in Education, 1996). This includes the historical development of schooling and education, analyses of the relationship between culture and education, an understanding of schools as organizations within a broader society, and a knowledge of key concepts and debates over inclusion and equity in schools and community. Students who face the greatest disadvantages and who are most at risk often have the least access to qualified teachers. In addition to identifying strategies to recruit educators from diverse backgrounds, colleges of education must identify ways through which we can attract and prepare highly-qualified educators for work in our most disadvantaged schools and with our most disadvantaged students (Oakes, Franke, et al., 2002). As the Council for Learned Societies in Education (now the Council for Social Foundations in Education) described the purpose of such professional knowledge, "The objective of such study is to sharpen [candidates'] abilities to examine, understand, and explain educational proposals, arrangements, and practices and to develop a disciplined sense of policy-oriented educational responsibility. Such study develops an awareness of education and schooling in light of their complex relations to the enviroring culture." (Council of Learned Societies in Education, 1996).

3. Technology

The landscape of what constitutes the knowledge base of educator preparation is continuing to evolve. The burgeoning potential of technology in education continues to challenge teacher
preparation programs to model technology and help new teachers develop skills to use new
technologies in their classrooms (National Commission on Teaching & America's Future, 1996).
Rather than simply teaching about technology, colleges must move towards a more sophisticated
infusion of technology (National Council for Accreditation of Teacher Education, 1997). As
described by Pellegrino and Altman (1997), this includes requiring candidates to become
producers of technological applications in their disciplines, shifting technology to become more
central in any given course's learning activities, and advancing the candidates' use of and comfort
level with increasingly more complex technology applications.

In July 2000, the International Society for Technology in Education (ISTE) issued a set of
national education technology standards for all teachers. The standards focus on pre-service
teachers, but there are also guidelines for teachers currently in the classroom. ISTE's standards
are organized around the following six categories:

1. Technology Operations and Concepts
2. Planning and Designing Learning Environments and Experiences
3. Teaching, Learning, and Curriculum
4. Assessment and Evaluation
5. Productivity and Professional Practice
6. Social, Ethical, Legal, and Human Issues

Other school personnel must also be proficient in using technology to gather information, assess
students, clients, policies, and interventions, and make data-driven decisions about students,
clients, and schools. Not only must education professionals be able to use technology
themselves, but they must also be able to ensure that technology acquisition is strategic, that
training and ongoing support to keep up with advances in hardware and software are available,
and that technology applications are evaluated to determine their effectiveness in improving
teaching, learning, organizational function, and student achievement (LeBaron & Collier, 2001;
Schacter, 1999; Withrow, 1999).

This new emphasis on technology requires the College of Education to identify barriers such as
lack of equipment, time, skills, knowledge and perceived value (Hill & Somers, 1996) and
explore approaches to developing the use of technology in instruction. For example, with
leadership from the PT-3 grant, faculty and candidates in the college are generating electronic
portfolios that document each student's demonstration of a learning outcome.

4. Reflection, Analysis, and Inquiry

There is strong evidence that engaging teachers in inquiry is essential if teachers are to become
lifelong learners. Teacher research projects can help teachers become reflective practitioners
(Hoffman, Reed, & Rosenbluth, 1997; Zeichner 1999), become owners of research, and engage
in greater levels of reflection about their own practices (Hollingsworth, Noffke, Walker, &
Winter, 1997). We believe the graduate programs in the unit can help inservice teachers become
skilled at systematic intentional inquiry (Lytle & Cochran-Smith, 1990, p.83), and members of a
continuing learning community (NBPTS, 2002). This focus assists teachers' efforts to understand
their own practice, to develop a wider repertoire of teaching methods (McCutcheon & Jung,
1990; Sardo-Brown, 1992), to become better informed about their craft and the teaching field, and to see their role as an educator outside the immediate context of their classroom (Bennett, 1993; Cardelle-Elawar, 1993). Ultimately, it is hoped that inservice teachers will see themselves as master professionals committed to leadership in teacher and school development (Bullough & Gitlin, 1995; Darling-Hammond, 1994; Fullan & Stiegelbauer, 1991).

Preservice teachers also benefit from action research and assignments in the applied context of their field-experience by encouraging them to consider their role as proactive change agents and motivating them to develop problem-solving attributes that will be needed in their teaching (Bullough, 1991; Gore & Zeichner, 1991). Pre-service and in-service teachers, who have developed an image of themselves as a researcher with an eye towards improving their craft, will have simultaneously incorporated many of the characteristics associated with the reflective practitioner (Cliff, Houston, & Pugach, 1991).

For teacher candidates, the influence of fifteen years of schooling and the beliefs they bring to the teacher education programs has the potential for serious conflict with the concept of teachers being reflective practitioners who lead their students toward becoming problem solvers. Teacher preparation programs must therefore help teacher candidates acquire the skill of teacher reflectivity that will enable them to critically examine teaching through continuous decision making before, during, and after classroom instruction (Gore & Zeichner, 1991; Posner, 1996). Conzemius & O’Neill (2001) observe that such reflectivity instills in the teacher an increased confidence in their methods and approaches. They further observe:

…the greatest sense of focus, direction, and vibrant energy residing classrooms where the teachers (1) purposefully and intentionally link their plans to standards, expectations and goals; (2) review their student performance each day and week through classroom-based assessments and personal observations; and (3) constantly make instructional improvements based on these reflections.

(p.15)

As Schon's (1987) seminal work on reflection confirms, what teacher candidates learn about teaching while participating in teacher preparation programs depends on what they already have learned elsewhere (their schema), their pre-existing beliefs and dispositions toward teaching, and their ability to reflect on the significance of a teaching event for concurrent and future learning experiences. In A Nation Prepared: Teachers for the 21St Century, the report of the Carnegie Forum on Education and the Economy's Task force on Teaching as a Profession (1986), a challenge to teacher education is offered:

…students… must be active learners, busily engaged in the process of bringing new knowledge and new ways of knowing to bear on a widening range of increasingly difficult problems. The focus of schooling must shift from teaching to learning, from the passive acquisition of facts and routine to the active application of ideas to problems. This transition makes the role of the teacher more important, not less. …teachers must think for themselves… and render critical judgment. (p. 25)

The use of teaching cases further develops prospective teachers' capacity to reflect on their practices (Shulman, 1992). The use of authentic dilemmas poses opportunities for teacher candidates to consider numerous and sometimes competing solutions within the context of both peer and faculty support. Faculty who use cases can also further identify areas of confusion, misunderstanding, and frustration when they use cases that candidates have written (Merseth,
Cases also assist in-service teachers as they consider controversial issues in education, avenues for widening their own teaching repertoire, and as they realize the potential of their role as an educator in the wider community. This emphasis on reflection is an essential part of initial and continued professional growth as mirrored by the NBPTS proposition Four (NBPTS, 2002).

Inquiry and analysis are central to advanced programs that prepare other school personnel. Candidates at this level acquire more sophisticated knowledge of pertinent research, statistics, and evaluation methods and learn to apply these in their field of practice. School professionals with responsibilities for creating, implementing and evaluating school-based policies, practices and programs must make sound research and data-based decisions. They must reflect upon and analyze the current political, social, and cultural environment and public policies that impact schools and student learning. School leaders, for example, use information from many sources to provide impetus for important discussions and to guide decisions and actions. They must closely attend to theory, research, and successful practice to enhance judgment and improve with quality of decision-making (Schon, 1983; Sergiovanni, 2001). Effectively carrying out these responsibilities presupposes a commitment to continuous professional development.

5. Ethics and Diversity

Ethics

Central to the behaviors associated with effective educators is ethical conduct. Ethical standards are intended to guide us in carrying out the responsibilities we have to the different groups with whom we interact (Svinicki, 2002, p. 307). Since the primary purpose of teaching is to encourage learning, the instructor's primary ethical responsibility is to this goal. The National Education Association created a Code of Ethics of the Education Profession in 1975 that remains a seminal guide today. This code is founded on two principles, the ethical commitment to the student and the commitment to the profession. Since that publication, ethical behavior has been further defined. The principles established by the Society for Teaching and Learning in Higher Education (STLHE) state that ethical instructors understand the content to be learned, the students who will do the learning, and the methods that should be used to foster the learning (Murray, Gilles, Lennon, Mercer, & Robinson, 1996). Matthews (1991) interprets the American Psychological Association's professional standards that apply to teaching to indicate that faculty members are responsible for remaining current and for presenting a balanced view of the field.

Professionals in other school roles, such as administrator or school psychologist are bound by ethical expectations that they are advocates for students and clients. They speak up for the needs and rights of their students, including those who may be underserved. (National Association of School Psychologists, 2000; National Policy Board for Educational Administration, 2000). Education professionals use ethical analysis as a disciplined way of thinking (Rebore, 2001; Starratt, 1994). They continually examine practices, norms, and policies to see if they are just, caring, and respectful. They confront and change what is unjust, uncaring, or demeaning (Beck, 1994; Greenfield, 1990).
Ethical educators also respect their students' goals, their choices, and their value as individuals (Braxton & Bayer, 1999). Educators are obligated to respect students' privacy by insuring that their dealings with students are kept confidential. Educators are also charged with providing students with a positive model of what it means to be a scholar, a thinking person (Svinicki, 2002).

Another area of ethical conduct is that of evaluation. Students have the right to expect interactional fairness (how they are treated), procedural fairness (impartiality in how grades are determined), and outcome fairness (the degree to which grades are a true reflection of performance) (Rodabaugh, 1996). Finally, due to the great power discrepancy between teachers, administrators, and other professional school service personnel and students, it is critical for educators to avoid exploitation, harassment, and discrimination (Smith, 1996). Gathercoal (1997, 1998) and Wolfgang (1995) espouse the belief that educators should create an environment that respects students' constitutional rights of freedom, justice and equality. This does not imply that students are free to do as they please; the rights of the individual must be balanced against the welfare of the larger classroom community (Gathercoal, 1998).

Diversity

Central to the notion of ethical practice is the disposition of understanding and responding to multiple cultural perspectives. Given our state and nation's complex, changing social conditions (Hodgkinson, 1993), helping prospective teachers and other professional school personnel understand student development and motivation must include a conscious focus on the diversity that students represent in the school setting. These differences in degree and differences in kind (Ducette, Sewell, & Shapiro, 1996) encompass gender, social class, ethnicity, intelligence, race, religion, disability, and learning styles. Students differ not only in ways in which they have achieved mastery over particular concepts or the cognitive skills they possess, but also in the degree to which they can use information in relevant and adaptive ways.

There is great cultural, ethnic, and socio-economic diversity within our school communities (Biemiller, 1993). Enlightened educators recognize that in a diverse nation, students bring to the schools a plethora of abilities and aptitudes that are valued differently by the community, the school and the family. Therefore, teachers must be attuned to the diversity that is found among students and develop an array of strategies for working that will enlarge the repertoires of learning and thinking that students bring to school (Kagan, 1986; Shweder, 1991). Professional school personnel act as brokers for the interests of students and ensure equitable treatment. Thus, educators trained in the unit must be vigilant in ensuring that biases about real or perceived ability differences, handicaps or disabilities, cultural or social backgrounds, language, gender, race or religion do not interfere with the way differences are accommodated (Banks, 1993; Cazden & Mehan, 1989; Green & Harker, 1982; Rist, 1970; Ogbu, 1992; Nel, 1992). Educators have a responsibility for modeling a democratic approach to education that supports oppressed groups' development of a sense of political efficacy and the social action skills that help them acquire power in non-violent ways (Sleeter, 2000; Sleeter & Grant, 1988). This process starts with the learning experiences offered within our own programs that directly confront sociopolitical constraints (Vavrus, Walton, Kido, Diffendal, & King, 1999; Sleeter, 1996) and
that ask critical questions about the effects of education structures and policies on all students (Cordeiro, 1996; Giroux, 1992; Harry, 1992; Nieto, 2000).

Within this context colleges of education have three important roles. All three require a reflection on current educator preparation programs. First, colleges of education must commit, as USF does, to graduating educators who understand and can apply humanities and social science perspectives to diversity and the interaction between growing diversity and place of formal schooling in society. Because the term diversity is malleable, what the general public expects from educators depends greatly on how contemporary understandings of diversity overlay historical conflicts and expectations surrounding schools. Educators need, therefore, the perspective that interpretive, normative, and critical studies of education can provide (Council of Learned Societies in Education 1996). Second, colleges of education must commit to helping create a diverse corps of educators. As schools seek graduates who mirror the demographics of the nation's schools and who possess skills and competencies appropriate for the diverse students in America's classrooms, colleges must revamp their efforts to recruit and retain a more diverse teaching corps. The third role is closely related, for faculty must be willing and able to demonstrate an understanding of diversity at the university level through their responsiveness to the learning styles and needs of more diverse candidates. (Delpit, 1995) This also demands a willingness to reflect on what university candidates expect from, bring to, and take from university classrooms. The pressures to prepare prospective educators to work with students of limited English proficiency, students with culturally different backgrounds, and students who are identified as at-risk for school failure, are all creating a need for pedagogical as well as structural shifts in educator preparation.

6. Student Learning and Development

Beginning teachers indicate a major concern for creating and maintaining an effective learning environment including both classroom organization, classroom management and guiding behavior (Brophy 1998; Evertson & Harris, 1992). These aspects of teaching are most typically addressed through university instruction that builds upon subject matter preparation and which can and should have relevance and connection to field experiences. As teaching is increasingly recognized for the complexity that it entails, models of pedagogy predictably have expanded to encompass not only skill training, but an emphasis on cognition, reflection and personal perspectives, and the relationship between content and instruction (Carter & Anders, 1996; Randolph & Evertson, 1994).

Numerous strategies are suggested as relevant for pedagogical studies. These can include cases, simulations, seminar discussions, opportunities to write about teaching, use of observation guides, and video recordings. In the unit’s teacher education programs these pedagogies are used to engage teacher candidates in analyzing attributes of effective classrooms. As reflected in the NBPTS Proposition 3 (2002), these include but are not limited to, teacher-student interactions, developmentally appropriate instruction and guidance, strategies for grouping, organizing and managing the learning environment, and recognizing individual learning styles, (Berliner, 1986; Berliner, 2000; Veenman, van Benthum, Bootsma, van Dieren, & van der Kemp, 2002; Yinger, 1986).
Constructivist practices, commonly modeled in the Educator Preparation Unit, embody experiential, hands-on instruction that facilitates learning for candidates. Evidence from cognitive research supports the view that new information must be connected to existing schema, and that all learning is dependent on prior knowledge (Brophy, 1998; Resnick, 1987; Wadsworth, 1996). This attention to pedagogy in the teaching of content will ensure continued student learning.

The accountability movement has moved beyond K-12 education into teacher preparation. In the present educational climate where accountability is linked to student achievement, there is an increasing awareness of K-12 student learning within programs preparing teachers. The recognition that the most important factor in achieving student learning is still the competence of the teacher (National Commission on Teaching and America's Future, 1996) has stimulated the development of specified skills and standards for teachers to acquire during their teacher preparation programs. NCATE standards have been revised to shift the emphasis towards candidate performance. NCATE reviews are now performance-based, contrasting to earlier reviews that focused primarily on descriptions of course offerings and other input variables. Institutions participating in NCATE reviews will need to make the case that individuals completing their educator preparation programs are truly meeting the standards; meaning they know their subjects and can teach them effectively to students (Elliot, 1997).

Responsibility for student learning and development is shared by teachers with other school personnel. Administrators must commit to the education of all students to become successful adults by articulating a vision of high standards of learning. Increasingly, school leaders are coaches and facilitators who help students, teachers, other staff, and communities understand and question the mental models and basic assumptions underlying teaching and learning (Hart & Bredeson, 1996; Hughes, 1999). They are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology, assessment and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement (National Policy Board for Educational Administration, 2002, p.6). Other professionals as well contribute to student learning and development through the provision of counseling or psychological services that assist schools and other agencies to develop appropriate cognitive and academic goals for all students (National Association of School Psychologists, 2000), or by planning and implementing information literacy programs that teach students the skills necessary for lifelong learning (American Library Association/American Association of School Librarians, 2003).

Many teacher preparation programs have adopted standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). In Florida, PreProfessional Accomplished Practices have been developed for use as benchmarks for student performance. Unlike earlier attempts in teacher education to define what should be included in teacher preparation programs, this approach defines what should be the end product (Cambell, Melenyzer, Nettles, & Wyman, 2000). To succeed in this task, colleges must develop performance-based assessment processes that include a process of clearly defining expected outcomes for candidates that can then be used to guide the design of learning experiences, as
well as assessment processes that elicit complex evidence in candidates performance (Diez & Hass, 1997).

In response to this shift towards performance-based assessment, many programs have instituted portfolios as part of their graduation requirements. The objective is not to create outstanding portfolios, but rather to cultivate outstanding teaching and learning (Wolf, 1996). Throughout this process, assessment becomes a key component in the curriculum: it measures development and is an aid to learning, it assists teacher candidates in gaining insight into their abilities and directions for their further learning, and generates continuous performance data which guides continuous course and curriculum evaluation and improvement (Fosnot, 1989).

Towards this goal, educator preparation programs in this unit seek to use multiple methods of assessment, representing three quite different strands of evidence: observation, performance samples, and tests/test-like procedures. Observation includes observation logs, journals, interviews, and peer coaching; performance samples include portfolios, video tapes, photos of teaching projects, exhibits of teaching projects, and self-evaluations; and test/test-like situations include tests, teaching cases, and simulations. Individual programs in the unit have experimented with portfolio systems and assessment processes that are now helping to inform a college-wide process for accountability linked to not only what our graduates know, but what they can do as prospective school personnel in the field. Evidence for the Florida Pre-Professional Accomplished Practices has been identified for each teacher education program, providing the groundwork for the development of a results based assessment and management system. Accepting responsibility for what our graduates know and can do is also stimulated by both state and national accountability measures resulting from Title II legislation that will require all teacher preparation programs to report pass rates for exit tests or performances that will then be compiled into state report cards and ultimately shared with Congress by the Commissioner of Education.

The shift towards increased accountability and performance-based assessment necessitates more collaboration between colleges of education and local school districts to improve clinical experiences, establish professional development schools or partnership schools and create processes for increasing the involvement of teachers and district personnel in the preparation of teachers. As Goodlad (1998) suggests, in order to ensure better schools, universities have to produce better teachers, a task that requires close collaboration between universities and school districts. Just as discussions regarding the sequence, timing, and duration of field experiences must occur internally within the college faculty to insure alignment with coursework, a clear explication and mutual understanding of the goals of field experience must also be developed through school-university partnerships that can raise the level of dialogue beyond the bolts of course expectations and evaluation systems. This shared responsibility for teacher preparation is difficult and challenging (Watson & Fullan, 1991), but a necessary one.

At a time when accountability and reform agendas have increasingly become focused on student test scores, there is a danger that we are moving toward a “technical view of teaching” that equates learning with testing (Cochran-Smith, 2004, p.3). While producing better teachers is one piece of the puzzle in improving schools, we must ultimately recognize that teacher quality is not the only or even the primary factor that impacts student learning. When factors such as socio-
cultural and historical contexts, support for professional development, and disparate resource availability and allocation are considered, teachers alone cannot be held responsible for the disparities in student achievement, nor can teachers alone overcome the inequalities in our schools (Cochran-Smith 2004). As we have posited in this conceptual framework, student achievement is a shared responsibility among teachers, other school personnel, families, the community and policy-makers. The College of Education aims to prepare competent and ethical professionals who recognize inequities and act collaboratively in serving the diversity of students, families and communities to address inequalities and positively impact student achievement.
References


Candidate Proficiencies Aligned with Professional, State and Institutional Standards

The unit’s conceptual framework has incorporated and embraced the principles and standards of the University, the State of Florida, NCATE, and the national learned societies to insure that our graduates acquire the requisite knowledge, skills, and dispositions of high quality professional practice.

For teacher education candidates, outcomes identified in the conceptual framework are aligned with the Florida Educator Accomplished Practices and propositions of the National Board for Professional Teaching Standards. The Accomplished Practices are closely aligned with the INTASC Standards, so that the conceptual framework incorporates these principles as well. The Florida Test of Professional Knowledge is built around the Accomplished Practices. Practicing teachers are also held to these standards in advanced programs and all professional educators are held to these standards through the personnel evaluation model practiced in Florida schools.

Unit outcome #3, Technology, has been aligned with the ISTE standards. While the ISTE standards reference “teachers,” we believe that the broad concepts outlined in the standards form the basis of relevant technology knowledge and skills for all school personnel.

Advanced preparation outcomes for other school professionals are aligned with the standards of the professional societies of each program area.
## Alignment of Professional Standards with USF Conceptual Framework

<table>
<thead>
<tr>
<th>CARE Themes</th>
<th>USF OUTCOMES</th>
<th>FL Accomplished Practices</th>
<th>NBPTS Propositions</th>
<th>NCATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaboration</strong></td>
<td>USF graduates will:</td>
<td>Communication; Planning Role of the teacher; (INTASC # 6,10)</td>
<td>Teachers are members of learning communities.</td>
<td><strong>Standard 3: Field Experiences and Clinical Practices</strong>: Candidates’ Development and Demonstration of Knowledge, Skills, and Dispositions to Help all Students Learn</td>
</tr>
<tr>
<td><strong>Academic Excellence</strong></td>
<td><strong>1. Collaboration</strong> Collaborate and work in partnership with schools, families, other professionals and agencies.</td>
<td>Human development and learning; Knowledge of subject matter; Continuous improvement; (INTASC # 1, 2, 9)</td>
<td>Teachers know their subjects and how to teach those subjects.</td>
<td><strong>Standard 1: Candidate Knowledge, Skills and Dispositions</strong>: Content Knowledge (for Teacher Candidates and Other Professional School Personnel) Pedagogical Content Knowledge, Professional and Pedagogical Knowledge and Skills for Teacher Candidates Professional Knowledge and Skills for Other School Personnel</td>
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<td></td>
<td><strong>2. Content and Professional Knowledge</strong> Have expertise in a common professional knowledge base and the content bases of their fields and the ability to integrate content and professional knowledge into teaching and service.</td>
<td>Technology</td>
<td></td>
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<td></td>
<td><strong>3. Technology</strong> Be technologically proficient and literate professionals.</td>
<td>Continuous improvement; (INTASC #9)</td>
<td>Teachers think systematically about their practice and learn from experience.</td>
<td><strong>Standard 1: Candidate Knowledge, Skills and Dispositions</strong>: Pedagogical Content Knowledge for Teacher Candidates; Professional Knowledge and Skills for Other School Personnel</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td><strong>4. Reflection, Analysis and Inquiry</strong> Integrate reflection, analysis, and systematic inquiry into their professional practice.</td>
<td></td>
<td></td>
<td><strong>Standard 1: Candidate Knowledge, Skills and Dispositions</strong>: Professional and Pedagogical Knowledge and Skills for Teacher Candidates; Professional Knowledge and Skills for Other School Personnel</td>
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<tr>
<td>CARE Themes</td>
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</table>
| Ethical Practice | 5. Ethics & Diversity  
Engage in ethical practice and effectively integrate awareness of issues of diversity and exceptionality among the populations they serve. | Diversity; Ethics; (INTASC #3) | Teachers are committed to students and their learning. | Standard 1: Candidate Knowledge, Skills and Dispositions: Dispositions  
Standard 4: Diversity: Design, Implementation and Evaluation of Curriculum and Experiences |
|  | 6. Student Learning and Development  
Provide instruction, services and/or programs that contribute to positive learning and developmental outcomes. | Assessment; Diversity; Critical thinking; Learning environments; Planning; Role of the teacher (INTASC #3, 4, 5, 7,8) | Teachers are committed to students and their learning.  
Teachers are responsible for managing and monitoring student learning. | Standard 1: Candidate Knowledge, Skills and Dispositions: Student Learning (for Teacher Candidates and Other School Personnel)  
Standard 3: Field Experiences and Clinical Practices: Candidates’ Development and Demonstration of Knowledge, Skills, and Dispositions to Help all Students Learn  
Standard 4: Diversity: Design, Implementation, and Evaluation of Curriculum and Experiences |
## Alignment of ISTE Standards with USF Technology Outcome

<table>
<thead>
<tr>
<th>ISTE STANDARDS</th>
<th>UNIT CONCEPTUAL FRAMEWORK OUTCOME</th>
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<tbody>
<tr>
<td><strong>I. Technology Operations and Concepts.</strong> Teachers demonstrate a sound understanding of technology operations and concepts.</td>
<td>…education professionals must be both technologically proficient and literate. They have basic technical skills to utilize hardware and software, and are familiar with the range of available information technologies and on-line information sources relevant to their field of practice.</td>
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<tr>
<td><strong>II. Planning and Designing Learning Environments and Experiences.</strong> Teachers plan and design effective learning environments and experiences supported by technology.</td>
<td>Professionals are skilled in utilizing a variety of technologies in instruction, assessment, and service and assist learners and clients in becoming competent with technology. They are able to choose appropriately among available technologies and information sources to enhance instruction and service.</td>
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<tr>
<td><strong>III. Teaching, Learning, and the Curriculum.</strong> Teachers implement curriculum plans that include methods and strategies that apply technology to maximize student learning.</td>
<td>Professionals are skilled in utilizing a variety of technologies in instruction, assessment, and service and assist learners and clients in becoming competent with technology. They are able to choose appropriately among available technologies and information sources to enhance instruction and service.</td>
</tr>
<tr>
<td><strong>IV. Assessment and Evaluation.</strong> Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.</td>
<td>Professionals are skilled in utilizing a variety of technologies in instruction, assessment, and service and assist learners and clients in becoming competent with technology.</td>
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<tr>
<td><strong>V. Productivity and Professional Practice.</strong> Teachers use technology to enhance their productivity and professional practice.</td>
<td>Professionals utilize information technologies in their own research and professional development.</td>
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<tr>
<td><strong>VI. Social, Ethical, Legal, and Human Issues.</strong> Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PreK-12 schools and apply those principles in practice.</td>
<td>…professionals must be aware of equity issues surrounding the use of technology and access to information, and understand how socio-cultural contexts can influence attitudes about technology.</td>
</tr>
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</table>
The System by which Candidate Performance is Regularly Assessed

The professional education unit has developed and implemented an assessment system which monitors candidate and graduate performance on state, national and institutional standards and provides data to inform program improvement and unit operations.

Given the size and complex nature of the unit, the unit assessment system is built upon individual program assessment plans and strategies. While there are aspects of the assessment system that are common across many or all programs, there is a degree of variability by program.

Student Academic Services (SAS) monitors candidate progress in fulfilling COE requirements at admission, prior to internship and graduation/certification, including state mandated exams such as the General Knowledge Test, and the Florida Teacher Certification Exam.

The unit utilizes a variety of assessments across programs such as surveys of graduates, alumni, employers, and internship evaluations. Programs have identified major assessments and developed rubrics for scoring assessments. Major assessments include lesson and unit plans, teaching videos, case studies, internship evaluations, and ESOL portfolio at the initial teacher preparation level, and action research projects, clinical practice evaluations, and comprehensive exams at the advanced levels. Several programs have implemented electronic portfolios using the Chalk & Wire e-portfolio system. Other programs use portfolios in hard copy format or other electronic method. The Chalk & Wire system allows for the collection of candidate performance data related to the Florida Accomplished Practices (APs), professional standards, and conceptual framework outcomes. Programs not using the Chalk & Wire e-portfolio collect and store candidate performance data related to APs or professional standards using Excel spreadsheet or Access database programs. The unit assessment system provides for the systematic assessment of candidate dispositions. A disposition assessment survey has been developed and aligned with the dispositions outlined in the conceptual framework.

At the initial preparation level, the unit has identified transition points at:

- admission to the COE,
- prior to final internship,
- internship exit,
- graduation/certification and
- post-graduation follow-up.

Some programs specify additional transition points.

At the advanced preparation level for teachers and other school personnel, transition points vary by program, but generally follow:

- admission to program,
- mid-point (coursework completion/ prior to comprehensive exam or clinical practice), graduation/certification and
- post-graduation follow up.
At the unit level, the Director of Assessment collects and analyzes data from program level assessments, including assessment of dispositions, and data from internship evaluations, graduate, alumni and employer surveys. The Director manages the Chalk & Wire e-portfolio database, and provides programs with candidate performance data generated from the system each semester. Programs using their own portfolio or assessment strategies collect candidate data using Excel spreadsheet or Access database programs, and provide the Director of Assessment with data reports. Summarized assessment results for each program are distributed to the appropriate program coordinators and department chairs.

Summaries and analyses of data from surveys of graduates, principals, employers, alumni and internship evaluations are distributed to program coordinators and chairs by the Director of Assessment. Results are reviewed in department meetings and any necessary actions based on the data are considered.

Assessment data for all programs are reported to the associate deans and dean. If it appears that there are issues that are college-wide, they are referred to the appropriate group, [i.e. Undergraduate Program Committee (UPC), Graduate Program Committee (GPC) Diversity Committee, or Student Academic Services (SAS).]

Surveys and program assessments are supplemented by course evaluations, faculty reviews, and periodic surveys or audits that will inform unit operations and/or student performance.
Glossary

ACADEMIC EXCELLENCE: Encompassed in academic excellence are not only the outcomes associated with content, pedagogical, and professional knowledge and skills and technological competency, it includes also skills in written and verbal communication, literacy, numeracy, and critical thinking that form the basis for achieving these outcomes.

COMMON PROFESSIONAL KNOWLEDGE BASE: For P-12 educators, this knowledge base includes information about student development, motivation, and personality, intelligence and how students learn. It includes as well the broader social context for the operation of schools – historical and cultural impacts on schooling and education, an understanding of schools as organizations within a broader society, and key concepts and debates over inclusion and equity in schools and community.

DIVERSITY: We define “diversity” in the broadest sense, including differences of race, ethnicity, culture, religion, language, national or regional origin, socio-economic group, sexual orientation, and mental, emotional, and physical exceptionality.

EDUCATOR PREPARATION UNIT: The unit includes all programs housed within the COE – on the main campus and regional campuses - that prepare professionals for the P-12 schools, as well as programs housed outside the COE in Arts & Sciences and Visual and Performing Arts that prepare teachers and other professionals for the P-12 schools. (In addition to programs for P-12 school personnel, the COE also includes programs that prepare professionals for careers outside of the P –12 schools, for example, athletic training, exercise science, and adult education.)

JUST AND PRODUCTIVE SOCIETY: A respectful and ethical society in which all citizens have equal access to high quality education and services that will assist them in realizing their full potential; one in which all citizens have the opportunity to contribute their talents and abilities, and in which those contributions are recognized and valued.

RESEARCH: We define research as the broad range of inquiry that includes original scholarship, research synthesis, applied research projects, and action research.
### Conceptual Framework Chronology

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>April 2001</td>
<td>College Council approves documents developed by Curriculum Reform Planning Committee: <em>Characteristics for all USF Graduates of Educational Programs</em>, and <em>Guiding Principles for Teacher Education Programs</em></td>
</tr>
<tr>
<td>August 2001</td>
<td>Faculty Forum, including COE, A&amp;S, provost, district superintendents - discussions of values &amp; goals of COE</td>
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<tr>
<td>March 2002</td>
<td>Conceptual framework draft completed based on documents from CRPC &amp; discussions of August 2001 Faculty Forum</td>
</tr>
<tr>
<td>July 2002</td>
<td>COE chairs/coordinators retreat – review of draft conceptual framework</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>NCATE Conceptual Framework Task Force convenes to make revisions based on July 02 retreat. Knowledge Base developed.</td>
</tr>
<tr>
<td>January 2003</td>
<td>Revised draft conceptual framework circulated to faculty &amp; school district personnel</td>
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<tr>
<td>March 2003</td>
<td>Graduate conceptual framework drafted</td>
</tr>
<tr>
<td>December 2003</td>
<td>Conceptual Framework Synthesis Group (CFSG) convenes to begin to develop comprehensive conceptual framework document based on previous work.</td>
</tr>
<tr>
<td>January 2004</td>
<td>Revised vision/mission statement circulated to faculty for comment</td>
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<tr>
<td>March 2004</td>
<td>Conceptual framework draft circulated to COE faculty &amp; select faculty in A&amp;S, CVPA</td>
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<tr>
<td>April 2004</td>
<td>CFSG finalizes draft of CF/updates KB Open forums held for faculty to comment on final draft</td>
</tr>
<tr>
<td>August 2004</td>
<td>COE Strategic Planning Chair Retreat, mission/vision reviewed for congruence with strategic planning goals; minor revision to mission statement.</td>
</tr>
<tr>
<td>October 2004</td>
<td>Forwarded to Ad Hoc Committee of College Council for review and comment</td>
</tr>
<tr>
<td>November 2004</td>
<td>Endorsed by College Council with minor editorial changes to vision/mission statements</td>
</tr>
</tbody>
</table>

Faculty group led by Dr. Roselli

Applegate, Epanchin, Brindley, Hall, Terry, Hogarty

Applegate, Allsopp, Brindley, Dorn, Feyten, Faucette, Graves, Hogarty, Kromrey, Magasich, Stewart, Ponticell, Vasquez (grad. student)