

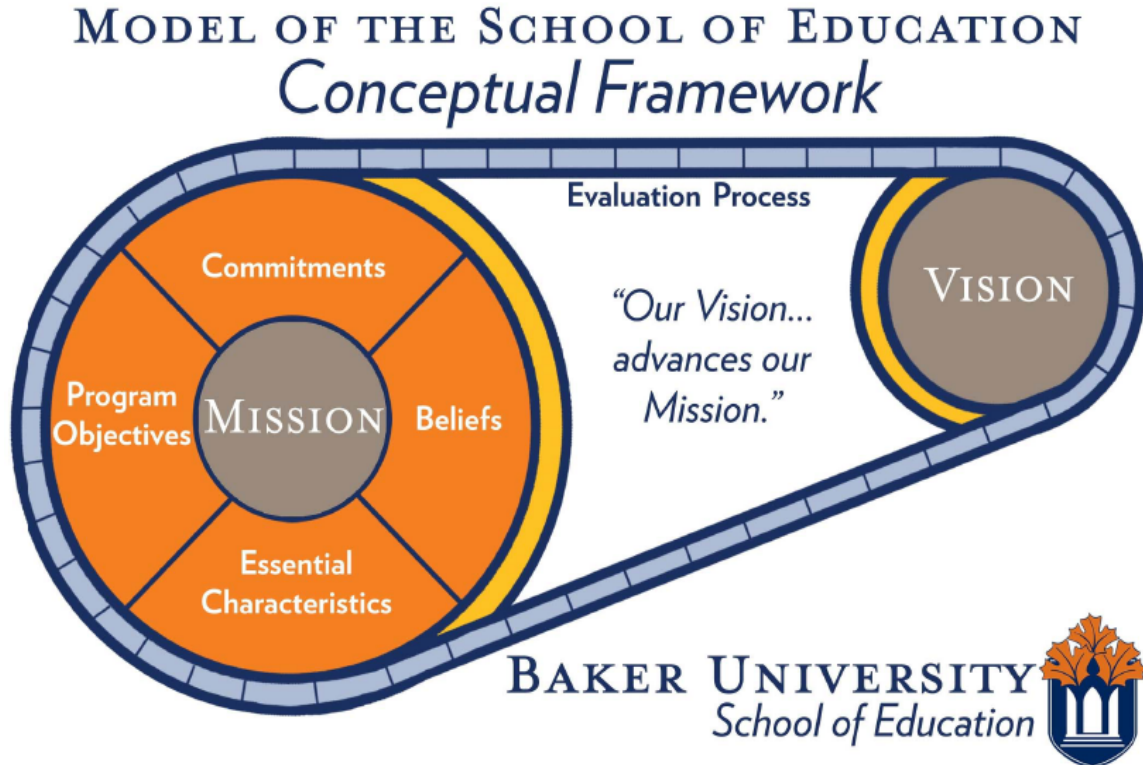
SECTION IX CONCEPTUAL FRAMEWORK

Conceptual Framework Components

The conceptual framework for the Baker University School of Education (SOE) has seven components including the: 1) Mission, 2) Vision, 3) Beliefs, 4) Commitments, 5) Program Objectives, 6) Essential Characteristics, and 7) Evaluation Process. This conceptual framework drives all programs. The Mission, Vision, Beliefs, and Commitments are the same for both the undergraduate and graduate levels of the SOE. The Program Objectives, Essential Characteristics, and Evaluation Process components vary depending on the program. The various components reflect the Baker University Vision and Purpose, Mission, and Values.

Model of the Conceptual Framework

The model of the School of Education (SOE) Conceptual Framework (CF) illustrates the dynamic and systematic process used to develop and sustain educational programs committed to learning and to the development of confident and competent educational leaders. The seven components of the model are encapsulated within two wheels. The larger first wheel contains the 1) Beliefs, 2) Program Objectives, 3) Essential Characteristics, and 4) Commitments. These components surround the 5) Mission, which is the hub of the wheel. The second wheel contains the 6) Vision. The two wheels are linked together by 7) the Evaluation Process. The larger wheel represents the basis on which SOE programs are built and the second wheel provides the basis for future growth. The evaluation process provides the evidence for determining how closely the vision supports and advances our mission.



SOE Mission, Vision, and Beliefs

SOE Mission

The Baker University School of Education is committed to learning and to developing confident and competent educational leaders.

SOE Vision

The Baker University School of Education provides quality programs grounded in a tradition of academic excellence and responds to the educational needs of the future.

SOE Beliefs

The School of Education believes a confident and competent educational leader

- Advocates for all students and their learning successes;
- Has a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Has the commitment and skills to transfer knowledge, beliefs and values into policy and practice;
- Demonstrates interpersonal practices that advance the welfare and dignity of all persons; and
- Maintains an unremitting drive for improvement.

SOE Commitments

A listing of sixteen SOE commitments has been developed to increase the probability that all SOE faculty and staff members are “committed to learning and to developing confident and competent educational leaders.” The SOE commitments are listed below.

The unit is committed to ensuring

1. Candidates understand the conceptual framework.
2. Candidates are committed to student learning and the belief that all students can learn.
3. Candidates know their licensure area content and can make meaningful applications of the content during field experiences.
4. Candidates know how to engage students and organize instruction that enhances learning.
5. Candidates think systematically about their practice and use problem solving, critical thinking and reflection in their daily practice.
6. Candidates become members of professional communities, collaborate with professional educators, and demonstrate the value of life-long learning.
7. Candidates develop a respect for diversity and become inclusive educators who enhance learning opportunities for all students.
8. Candidates demonstrate communications skills appropriate to their field of endorsement.
9. Faculty and candidates model ethical practices, values, and dispositions.

10. Faculty model a variety of instructional strategies supported by wisdom of practice and educational research.
11. The integration of content within and across the disciplines and the application of knowledge to life situations.
12. Professional growth for all faculty and staff members.
13. Regular and systematic program evaluations, through the analysis of program data, and making program modifications when appropriate.
14. The development of collaborative/cooperative agreements with school districts, higher education faculty and other members of the professional community.
15. The implementation of a technology plan for each program that enables candidates to enhance learning for all students.
16. Involvement in service to the wider community.

U-SOE Program Objectives

Using the Mission Statement, Essential Characteristics (personal and professional skills and dispositions), and knowledge bases supported by research and best practices, department members identified fifteen Program Objectives that undergraduate candidates are expected to be able to demonstrate in the process of becoming confident and competent educational leaders. The first 10 program objectives mirror the INTASC standards. The first 13 are closely related to the Kansas Professional Education Standards adopted by the Kansas State Board of Education September 2001, with revisions aligned with the writings of Charlotte Danielson. Program Objectives 14 and 15 are unique to Baker University's undergraduate teacher education program.

1. **Making Content Meaningful**

Our graduates will demonstrate the ability to use the central concepts, tools of inquiry, and structures of the discipline as s/he teaches, creating learning opportunities, including integrated learning experiences that make these aspects of subject matter meaningful for all students.

2. **Human Development and Learning**

Our graduates will demonstrate the ability to engage students in learning through the use of multiple and effective instructional strategies appropriate to students' developmental levels and knowledge of content.

3. **Diverse Learners**

Our graduates will demonstrate the ability to use information about students' interests, abilities, skills, backgrounds, and peer relationships to make knowledge accessible to all students, including students with exceptionalities and diverse learners.

4. **Instructional Strategies**

Our graduates will demonstrate the ability to use a variety of appropriate instructional strategies to encourage the students' development of critical thinking, problem solving, and reading.

5. **Motivation and Classroom Management**

Our graduates will demonstrate an understanding of individual and group motivation and student behavior that fosters positive and safe learning environments and encourages positive social interaction, active engagement in learning, and self motivation.

6. Communication

Our graduates will demonstrate the ability to use his/her knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Instructional Planning

Our graduates will demonstrate the ability to design and plan instruction based on knowledge of content and pedagogy, knowledge of students, knowledge of resources, and knowledge of learning goals.

8. Assessment of Student Learning

Our graduates will demonstrate the ability to use multiple types of both formal and informal assessment strategies to evaluate and ensure the continual development for all learners.

9. Reflection and Professional Development

Our graduates will demonstrate the professional skills, responsibilities, attitudes and ethical values of a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and professionals in the learning community), actively seeking out opportunities to grow professionally, change as necessary, and participate in the school improvement process.

10. Collaboration

Our graduates will demonstrate the ability to establish collegial relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

11. Integrating Content

Our graduates will demonstrate the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

12. Instructional Technology

Our graduates will demonstrate the ability to use skills in technology to gather and analyze information, enhance instructional practices, facilitate professional productivity, assist with educational change, and help all students use instructional technology effectively.

13. Foundations of Education

Our graduates will demonstrate the ability to be reflective practitioners who use knowledge of historical, philosophical, and social foundations of education to guide educational practices.

14. Law and Policies

Our graduates will demonstrate an understanding of school law, educational policies, local, state and national educational structures, professional licensing procedures, and professional organizations.

15. Conceptual Framework

Our graduates will demonstrate an understanding of the SOE Conceptual Framework which is defined as the Mission, Vision, Beliefs, Commitments, Program Objectives, Essential Characteristics (Personal and Professional Skills and Dispositions), and Evaluation Process.

U-SOE Essential Characteristics

The Baker University undergraduate teacher education program believes there are essential characteristics that must be associated with becoming a confident and competent educational leader. These essential characteristics are divided into two primary areas of personal and professional skills and dispositions. These personal and professional skills and dispositions can be developed to some degree as one proceeds through the program; however, the department believes that the candidates must bring some levels of these skills and dispositions to the program if they hope to be successful in helping learners develop to their full potential. Instructors of teacher candidates make determinations in each professional and content area course relative to the degree that these skills and dispositions are possessed by the candidates. Instructors are requested to make these important assessments in light of what the student demonstrates as part of the course activities. (See Appendix F.)

Personal and Professional Skills

The Department evaluates nine Personal and Professional Skills that are associated with becoming a confident and competent educational leader. These skills require the candidate to demonstrate:

- 1. Professional responsibility and dependability** that enable the candidate to assume responsibility for assignments, attend class regularly, plan, schedule, and meet time lines;
- 2. Dispositions for teaching** that enable candidates to be enthusiastic, be able to relate to others and accept individual differences, be open to new ideas, and be willing to address personal weaknesses;
- 3. Initiative** that enables candidates to show interest in class, participate in class, and be willing to go beyond minimum requirements;
- 4. General emotional maturity** that enables candidates to take personal responsibility for their own actions and results (e.g. not engaging in personal conversations during class);
- 5. A strong knowledge base** in the arts and sciences and professional content;
- 6. Written communication skills** that enable the candidate to express ideas clearly, using good writing conventions, organization, and focus;
- 7. Oral communication skills** that enable the candidate to clearly articulate oral comments and interact with individuals and groups; and
- 8. Problem solving, creativity, and critical thinking skills** that enable the candidate to think critically and use problem-solving skills and originality.
- 9. Potential for teaching success**

Personal and Professional Skills Surveys (PPSS) are completed by instructors of professional education courses and required content classes.

Candidates receive results of their ratings every semester and those who do not demonstrate adequate skills at the outset have subsequent opportunities for improvement in future classes. Refer to “Personal and Professional Skills Survey” (Appendix F).

Should it be necessary for a student to retake a course, the most recent survey from that course will replace the prior survey in calculating the composite average.

Dispositions

The Department defines dispositions as patterns of behaviors that are influenced by beliefs and values. The dispositions curriculum is integrated throughout the program and instructors in several professional education courses rate candidates on the four dimensions listed below. Follow-up conferences are conducted with candidates who score low on the dispositions rubric. The purpose of the conferences is to increase awareness of the dispositions that are expected of effective and caring educational leaders.

Dispositions for teaching require the candidate to demonstrate beliefs that:

1. S/he is capable of positively influencing learning for all people. (beliefs about self)
2. All people are capable of learning at a high level. (beliefs about others)
3. The purpose of education is to help all people become competent and successful. (beliefs about purpose)
4. Teaching is an interpersonal process where the student's attitudes, feelings, and welfare must be of prime consideration in effective teaching. (beliefs about the importance of the affective domain)

U-SOE Evaluation Process

In order to continually monitor progress and identify program strengths and weaknesses, the School of Education (SOE) has intentionally included an evaluation process within the conceptual framework. This evaluation process enables the SOE to assess, both internally and externally, student progress, the scope and quality of programs, effectiveness of operation, faculty competency, and graduate performance. The undergraduate department will adhere to the following Evaluation Process.

The undergraduate department will:

1. Schedule meetings:
 - a. A minimum of twice monthly with the undergraduate Chair of Teacher Education and all full-time undergraduate School of Education faculty and staff members;
 - b. Monthly with the Undergraduate Teacher Education Committee;
 - c. A minimum of once each year with the Education Advisory Council; and
 - d. Regularly with public school officials and staff members to develop/maintain Professional Development School (PDS) agreements between the School of Education and school partners.
2. Monitor all teacher education candidates on a regular and systematic basis. All pre-candidates and candidates (Stages 1-7) will be closely monitored by the department faculty and staff members. Program data will be collected on all students in Stages 2-7. At the end of each grading period in which a student completes a course, the student will be informed in writing of his or her professional progress, unless a student notifies the department of his or her intent to drop the program. This letter will identify the status of each student and may indicate specific deficiencies. The student's advisor will be provided a copy of the updated information. Criteria for admission to Stage 4 Student Teaching can be found in table form in Appendix L.
3. Utilize the following evaluation instruments with the stated frequency:
 - a. IDEA Student Ratings of Instruction - The IDEA evaluation is completed by program candidates at the end of each course. These forms are summarized by IDEA for each faculty member to use for instructional improvement.
 - b. Classroom Evaluation of Instruction - Evaluations are completed regularly by the U-SOE Undergraduate Department Chair for all faculty (University requirement).
 - c. Student Teacher Evaluation Form - This form is completed by supervising teachers during every student teacher on-site visit.

- d. Student Teacher Evaluation Form - This form is completed twice during the student teaching semester by cooperating teachers. (See Appendix C)
- e. Graduate Reflection Form - This form is completed by program graduates the first and third years after graduation. (See Appendix D)
- f. Graduate Evaluation Form - This form is completed by public/private school building principals during the graduate's first and third years after graduation. (See Appendix E)
- g. Personal and Professional Skills Survey - This form is completed by instructors of the professional and content courses at the completion of each course. (See Appendix F)
- h. Rubric for Measuring Candidate Dispositions - The candidate's dispositions are assessed in each professional course in the manner explained in the dispositions curriculum.
- i. Program Rubrics - Program rubrics, such as the lesson plan rubric, assess professional and pedagogical knowledge and skills. These are completed several times during the candidate's program.
- j. Program Portfolios - Developmental and professional portfolios are assessed for all candidates during their student teaching semester.

The results of the Personal and Professional Skills Surveys, completed by faculty in professional and required content courses, are used as one of the program screening devices. The results of the dispositions assessments are used to counsel candidates regarding the match of their beliefs and values with professional expectations. Data collected on candidate performance on program rubrics, portfolios, Student Teacher Evaluation Forms, Graduate Reflection Forms, and Graduate Evaluation Forms are used to assess candidate effectiveness. The summarized results gathered from the above assessments are reviewed annually by the undergraduate department staff, the Education Advisory Council, and the Undergraduate Teacher Education Committee for the purpose of evaluating and making recommended program changes.

- 4. Evaluate candidate skills through C-BASE or PPST scores, Personal and Professional Skills Survey, Dispositions Survey results, and grade point averages (particularly in professional courses and major content courses) to determine the program progress of candidates or potential candidates.
- 5. Compile an annual Outcomes Assessment Report and use this information as a basis for making annual recommendations to the Undergraduate Teacher Education Committee for revisions of the conceptual framework, policies, assessments, programs, and operational procedures.

It is the Department's belief that developing confident and competent educational leaders implies that all candidates will be provided with the expectations and opportunities to develop all necessary skills. However, the candidates' success will be based not only on opportunities to develop skills but also on their desire, commitment, performance, and efforts.

Conceptual Framework Undergraduate Research Base

The research base used to support the undergraduate Baker University teacher education programs includes the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, the National Board for Professional Teaching Standards (NBPTS), and Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*.

- A. The first 10 program objectives mirror the INTASC standards. The first 13 are closely related to the Kansas Professional Education Standards adopted by the Kansas State Board of Education

September 2008, with revisions aligned with the writings of Charlotte Danielson. Program Objectives 14 and 15 are unique to Baker University's undergraduate teacher education program.

- B. The U-SOE Commitments incorporate the Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS).
- C. The Professional Skills reflect perceptions used by the Gallup Poll to assess competence of beginning teachers and the personal dispositions are based on a model developed by Eastern Kentucky University. This model is based on the research of Arthur W. Combs.