

The Conceptual Framework

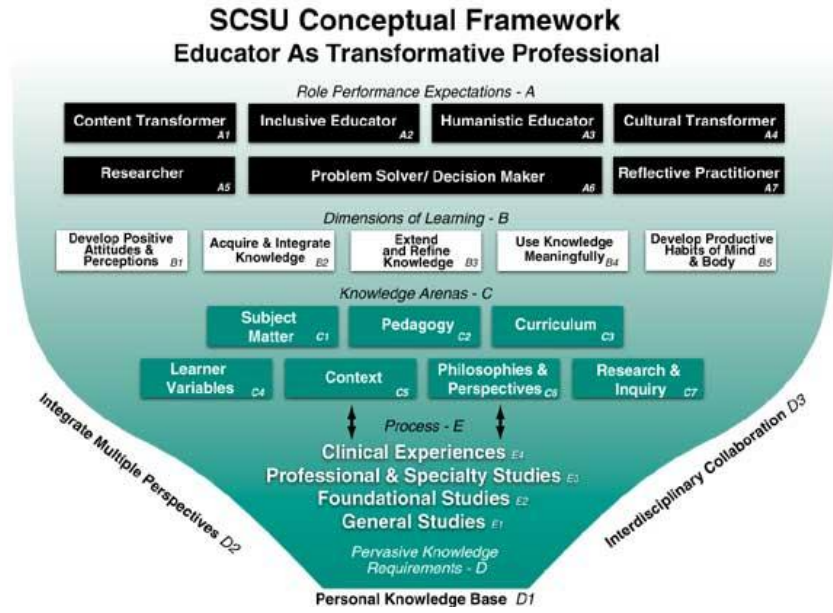
St. Cloud State University

College of Education

The Educator as Transformative Professional

Narrative

Revised November 2007



The Educator as Transformative Professional

Introduction

Everyone knows that education can transform people. Yet how often is it portrayed as no more than a matter of small, incremental changes! Everyone knows that even the very best education can be an unruly affair and is almost always an unpredictable one.

--Jane Roland Martin, 2007, p. 6

The construction of a conceptual framework is perhaps a noble effort to bring order to the natural complexity of teaching and learning. NCATE defines a conceptual framework in the following terms:

A Conceptual Framework is an underlying structure in a professional education unit that gives conceptual meaning, through an articulated rationale, to the unit's teaching, candidate performance, faculty scholarship and service, and unit accountability.

A framework is a structure, serving much the same structural purpose that a skeleton does for the human body. The conceptual framework provides organizational scaffolding for the preparation of professional educators. In this sense, it is a blueprint for the unit's efforts.

The framework explains to members of constituency groups what the structure includes and what it does not. In short, it identifies the ideas that lend a program meaning and identity. It clarifies what we believe and how we approach the world. A conceptual framework is, in short, the map that we have created to articulate and guide our efforts.

Groups and individuals with an interest in St. Cloud State University's theory of professional education are many:

- Parents and the public in Minnesota and elsewhere where SCSU completers will serve as teachers, administrators, and counselors;
- Employers who consider hiring St. Cloud State University candidates;
- Potential candidates of the unit, who want to know what faculty members in the institution stand for, as they decide on whether to enroll in unit programs;
- Members of accrediting bodies, particularly NCATE, who want to identify the theories that guide unit practices; and
- Legislators, school board members, and other public officials.

We believe that SCSU's conceptual framework, *The Educator as Transformative Professional*, performs the following essential functions:

- The conceptual framework informs potential candidates, school partners, and prospective faculty members about our core beliefs regarding the helping professions, particularly teaching, administration, and counseling.
- The structure identifies concepts that members of the unit consider important in terms of working with children and young adults.

- The Conceptual Framework organizes the actions of programs affiliated with the College of Education.
- The Conceptual Framework serves as a foundation for decision-making and planning in St. Cloud State University's College of Education.

Assessment

In addition to identifying an articulated rationale for program content and philosophical approaches to teaching and learning, the conceptual framework includes statements about candidate performances, dispositions, and knowledge. Thus, in the narrative describing the SCSU Conceptual Framework, strands of the model are tied to the unit-wide assessment plan.

INTASC Principles. The SCSU unit has adopted standards for beginning educators promulgated by the Interstate New Teacher Assessment and Support Consortium ([INTASC](#)) and also the [Minnesota Board of Teaching](#), responsible for the accreditation of programs within the state. The unit-wide assessment system is tied to the conceptual framework via the *Role Performance Expectations*, which, in turn, are organized around the INTASC Principles and Minnesota Standards of Effective Practice related to initial program levels (See Table 1).

NBTPS Core Propositions. Unit representatives elected to employ the National Board of Professional Teaching Standards [core propositions](#) to guide assessment at the advanced level (see Table 2). Specific information about assessment is included in the narrative.

The Transformative Professional

The structure. As can be seen from Figure 1, the Conceptual Framework representation is formed in the shape of a funnel, or what its original developers referred to as a crucible. The crucible is arranged with its entry-point at the bottom. The fact that the icon widens is meant to illustrate the systematic expansion of candidates' perspectives.

The form of the scaffolding is not trivial; in essence, the representation serves as a conceptual map meant to assist faculty members and candidates in their efforts to organize (and thus think about) and recall their experiences. Via the conceptual framework candidates are invited to question, and thus transform, their most deeply-held views of education and its role in society.

Candidates enter the funnel with existing, but idiosyncratic knowledge of child and adolescent development as well as teaching and learning processes. Through curricular experiences, candidates' repertoires of knowledge, skills, and dispositions expand in their level of intellectual complexity. Through field experiences, candidates learn to integrate knowledge with practice (related to the concept of praxis; Freire, 1972; Kolb & Kolb, 2001; Smith 2007), at expanding levels of sophistication. Finally, upon completion of capstone field experiences, candidates display the seven ***Role Performance Expectations*** under guidance of unit faculty members and our public school partners. At this point, candidates are equipped to enter their professional lives prepared to continue learning by way of formal and informal means of career socialization (Brolin, 2000). Based on the values developed via the framework, candidates are expected to become lifelong learners.

The St. Cloud State University Conceptual Framework is based on many components working together. First, and perhaps most

importantly, the model implies that significant *transformations* occur to candidates, faculty members, students and families; schools, and society. Second, the framework includes *pervasive knowledge requirements* (Strand D), made up of candidates' entering knowledge, skills and abilities; the integration of new knowledge within existing world views (integrate multiple perspectives, D-2), and collaboration with others (D-3).

Third, candidates experience a variety of growth-enhancing experiences (Level E, *Process*). Fourth, program candidates are offered specialized *knowledge arenas* related to teaching, learning, and personal growth (Dimension C). Fifth, transformations are thought to occur over iterative levels of intensity or depth of performance (*Dimensions of Learning*, Level-B). Finally, the Conceptual Framework specifies that candidates manifest their professional work via seven *Role Performance Expectations* (Level A). The role performance expectations are the centerpiece of the model and reflect the proficiencies of unit programs. The remainder of the crucible leads to acquisition of the knowledge, skills, and dispositions reflected in the role performance expectations. Each structural facet is laid out in more detail in the following narrative.

Transformations

St. Cloud State University's Conceptual Framework is entitled *the Educator as Transformative Professional*.

Transformations underline everything undertaken in the unit. For this analysis, we hearken, in part, to Bronfenbrenner's (1979) ecological model. As part of experiencing the multiple environments characterizing the education program at St. Cloud State University, candidates participate in

transformations related to [at least] the following four domains:

- Candidates discover that *all* learning is constructed of multiple transformations of meaning.
- Transformations occur at the personal level; that is, education produces the transformation of individual persons, including the candidates themselves.
- Intermediate social institutions and systems, for example public schools, are transformed by professional educators.
- The structural framework implies that candidates are expected to participate in transformations at the societal level.

Transformation of Information. As candidates grow and learn, they experience a metamorphosis of information or knowledge (Martin, 2007) related to the process that Piaget called accommodation, via which candidates change their orientation to the world when new information (especially in the form of challenges to existing beliefs) does not match existing conceptualizations. As candidates read and discuss, they alter their ideas and views in ways that are difficult to fathom, but nonetheless are central to the process of becoming a professional educator.

This process of change—of perspective and ideas—is especially important to developing educators. As their ideas alter, candidate educators must become aware of the process in such a way that they can pass along this gift of change to their future and present students. To this end, candidates are grounded in multiple theories of learning, as

well as the sociology and psychology of education.

Personal transformations.

...The radical transformations that come about through education are not necessarily the outcome of schooling and can not be equated with simple increases in learning... an individual who undergoes one becomes a new person.

---Martin, 2007, p. 6

At its most prosaic level, candidates change as a function of passing through programs offered in the unit. Candidates enter preparation programs with a wealth of personal experience, with considerable knowledge, with meaningful cultural perspectives, and with personal values and attributes that will help them become professional educators. However, candidates' years at St. Cloud State University will change them, as they come to acquire the knowledge, performances, and dispositions that characterize professional educators (See especially, the ***Role Performance Expectations***, Strand A).

Candidates complete the general education curriculum, professional courses, and field/clinical experiences. They encounter fellow candidates, students, parents, and teachers from many walks of life. These personal transformations are assessed and tracked via the transition points that guide candidates through programs.

Through interactions with candidates, students in schools, parents, and professional associations, St. Cloud State University faculty members transform themselves at many levels. As researchers and inquirers at the professional level, professors change their ideas about education and the ways that candidates and students learn. A brief glance at the professional vitas in the unit illustrates the frequency with which faculty members

alter their primary research interests— certainly reflective of significant professional transformations.

Students in the public schools are transformed by the effective practices evidenced by unit candidates. Members of the faculty and school partners document, via work samples, that students in the schools learn new skills and content, and that their attitudes toward the world around them and their fellow students is altered (e.g., Watkins & Bratberg, 1996; The Renaissance Partnership for Improving Teacher Quality, 2001).

Transformations of Intermediate Social Institutions. Through the preparation they receive at St. Cloud State University, candidates change the schools and social service agencies to which they are assigned and that hire completers. St. Cloud State University's candidates and faculty members provide advice about curriculum and pedagogy, often changing practices at the level of the school or care facility. Advocacy for change is among the strongest values inculcated via the unit's conceptual framework.

St. Cloud State University's unit, in partnership with the College of Science and Engineering, is a charter member of the [National Network for Educational Renewal](#). Via this membership, over 20 faculty members, community members, and educators from St. Cloud District 742 have participated in efforts to renew schools and teacher education to facilitate the goals of providing children and youth with the skills and knowledge for effective participation in a democratic society, and ensuring access to knowledge for all learners (Holmgren-Hoeller, 2006)

Transformation of Society.

How can educators who believe strongly in education that is transformative and the basis for democratic life, for advancing social justice, and for the development of young people, continue our work?

--Michelli & Keiser, 2005, XIX

A third level of transformation implied by the framework is to improve the society in which schools are situated. Specifically, by applying equity- and democratically-based values, SCSU candidates literally change the world—or so it is hoped, advocating for fairness and the well-being of all young people.

The SCSU conceptual framework implies that educators move toward the dispositions, knowledge, and skills related to advocating for equitable systems in a democratic society (Goodlad, Mantle-Bromley, & Goodlad, 2004).

Pervasive Knowledge Requirements (D-1, D-2, D-3)

Pervasive knowledge components are divided into three sections; the first is referred to as D-1, “personal knowledge base.” This refers to the knowledge, skills and dispositions that candidates bring to programs. Perhaps it is easiest to think of personal knowledge base as the raw material of preparation. We honor the knowledge and experiential base of candidates entering our programs as this displays two important aspects of our belief system—namely that existing knowledge is the platform from which subsequent growth is constructed, parallel to the way that Vygotsky’s [zone of proximal development](#) works with young learners. Second, we believe that candidates bring strengths from their ethnic, familial, and neighborhood backgrounds. Faculty members in the unit expect nothing less from candidates and thus exhibit valuation of these

cultural differences, both in their classmates and ultimately in the students and families that they encounter during their careers.

Component D-2 refers to the *integration of multiple perspectives*. As a function of both planned and informal experiences, candidates are encouraged to explore differing perspectives about teaching and learning, both theirs and those of the students they serve. We expect candidates to explore pedagogical alternatives, though we understand that the approaches that they ultimately adopt remain (within reasonable parameters) personal choices. For example, educators often take on beliefs and behaviors related to pedagogy corresponding to those of teachers that they encountered as students (Eisenhart, Behm, & Romagnano, 1991). However, as they read and discuss pedagogy, they are expected to assume a more theoretical view of the field, characterized by considerable reflection and self-criticism, perhaps allowing candidates to avoid ad-hoc approaches characterized by “mere” comfort and familiarity. The conceptual framework itself reflects the type of personal theorizing and reflection about education that characterizes effective practitioners (Martin, 2007).

At level D-3 of *Pervasive Knowledge*, candidates acquire (and modify to their own ends) knowledge based on the multiple disciplines that affect teaching and learning. Introductory courses and general education requirements allow candidates to view education, counseling, coaching and administration through the lenses of sociology and anthropology, the physical and biological sciences, the social sciences (including educational psychology), and the arts and humanities.

Process (Strand E-1 to E-4)

All candidates in the unit undergo certain experiences intended to be transformational as they pass through the sequence of events leading to licensure. This series of activities is laid out as Strand E of the Conceptual Framework.

General studies (E-1) refer to the general education courses that candidates are required to take prior to admission to the professional level of their program. The **general education program** at St. Cloud State University is designed to provide potential teacher education candidates (and candidates for the other majors in the unit) with top-flight background in mathematics, literacy/language arts, and the social and natural sciences. In addition, St. Cloud State University requires candidates to take racial issues and health courses as part of the general education requirement.

General studies are a significant aspect of the **Process Strand** because through the general education courses at SCSU, candidates acquire fundamental knowledge related to the subjects they will teach. Perhaps this is most salient in elementary, early childhood and special education where candidates will likely educate students in all content domains.

Reasonable evidence exists that college itself is transformative. It bears emphasis that college experiences produce a higher valuation of aesthetic and intellectual activities (Floeden & Meniketti, 2005).

In terms of assessment, all programs, at the “program application” transition point, require potential candidates to document a reasonable grade point average in general studies; in addition, candidates are asked to take the Pre-Professional Skills Test (PPST, also known as PRAXIS I), an assessment of basic literacy and numeracy skills, before

they enter unit programs. What is more, candidates who take, but fail the PPST (PRAXIS I), are afforded the opportunity to receive assistance from the **Praxis Center** housed in the College of Education.

Foundation studies refer to the historical, psychological, legal, sociological, and critical roots of the disciplines. For example, all candidates seeking teaching degrees must take foundational courses (ED 200, SPED 200, CFS 200); in addition Teacher Development majors take two additional foundations courses, ED 414 and SPED 203, addressing the historical, legal and philosophical underpinnings of education.

While all of the information that undergirds professional education is important, foundational studies are among the most significant. Educators and human service professionals need to understand why their fields exist in the first place, why these disciplines are maintained in a democratic society. Educators must ask about aspects of social institutions related to their disciplines that sustain positive social change while others undermine it. Educators must become familiar with the contributions of learning sciences to their fields.

Assessment is undertaken in all programs by having prospective candidates demonstrate reasonable performance in foundational courses prior to full program admission via grade-point requirements and successful field experiences. In all programs, faculty members have identified key assessments associated with foundational courses that must be completed at a professional level as a precondition for admission.

Professional and specialty studies refer to the specific training related to the helping discipline in question. For example, prospective special education teachers must

acquire foundational knowledge regarding education in the United States. On top of this, we assume that a core of knowledge, skills, and dispositions exist that need to be acquired by all special educators that is, in some of its aspects, different than the specialty studies undertaken by, for example, prospective elementary educators.

Taking the example a step further, the Council for Exceptional Children recognizes knowledge, skill, and dispositional requirements in ten domains (CEC, 2003), including foundations, learner development/characteristics, and instructional strategies. Faculty members and advisory panelists have identified specialty skills for all unit programs.

Knowledge, skills, and dispositions related to specialty skills are assessed as candidates pass through transition points into full eligibility for capstone experiences such as student teaching or internships. All programs require work samples or similar projects that demonstrate that candidates possess the specialty performances to positively affect student learning.

Clinical experiences. Once a candidate acquires general education, core knowledge, and specialty skills and dispositions, they demonstrate decision-making and performance in field and capstone experiences that draw on the knowledge, skills, and dispositions acquired during the process. Capstone experiences are designed to resemble professional practice as much as possible.

Faculty members and cooperating professionals assess candidates' knowledge, skills, and dispositions multiple times across field and capstone placements. Checklists of agreed-upon skills and dispositions (for field experiences) are culled over multiple

occurrences. These data are collected and disseminated on a unit-wide basis (e.g., the performance based measures) and in individual programs.

Knowledge Arenas (C-1 to C7)

Strand C represents the *knowledge arenas* or domains considered essential for thoroughly describing the content of professional studies and the knowledge, skills, and dispositions expected of candidates during field and other clinical experiences. The knowledge arenas are, in the words of the team that developed SCSU's Conceptual Framework, "necessarily broad and diverse." We see the content domains as integrated; they are artificially separated for expositional purposes only.

Subject matter (C-1) refers to the philosophies, sources, concepts, current understandings, and methods of inquiry that make up a discipline. While we see disciplinary knowledge, like language, as dynamic, we also believe that a firm grasp of to-be-taught subject matter to be an essential component of an educator's repertoire.

Subject matter knowledge is an excellent fit with the overall transformational theme. Members of the public often view knowledge and its acquisition in an extremely static manner (Goodlad, 2006). Because of this, educators must be aware of the facts, figures, and contemporary views of a subject domain that matches licensure expectations. The transformative educator, on the other hand, views the process as dynamic and complex (Martin, 2007). For example, from a sociological frame of reference, knowledge can be seen as a set of propositions reflecting beliefs at a certain time and place and within a specific set of societal conditions. Anthropologically, knowledge carries with it aspects of culture and shared belief. From a learning theory perspective, knowledge may

refer to the state of schema in long-term memory. What characterizes the difference between a novice educator (or counselor or administrator) and an expert is the depth and complexity of perspectives about understandings in a field. A professional educator must understand differing perspectives in order to facilitate healthy transformations.

Subject matter knowledge is assessed over multiple occurrences on a unit-wide basis. Candidates are asked to demonstrate subject matter expertise via grade requirements for program entry, through PRAXIS II scores (and related course-based assessments), and during multiple observations as they teach or practice during field, clinical, and other capstone experiences.

Pedagogy (C-2).

National Academy of Education scholars argued that research supports the value of pedagogical training as a strong predictor of student achievement gains ---Darling-Hammond & Bransford, 2005

Currently, critics of American education emphasize teacher subject matter knowledge, which is correlated with student learning. It stands to reason that educators who thoroughly understand their discipline will enjoy greater success in teaching content (Wilson, Floden, & Ferrini-Mundy, 2001). However, educators' knowledge and performances in pedagogy produce as much or *more* effect on student learning as does subject matter knowledge (Darling-Hammond, & Bransford, 2005; Wenglinsky, 2000)

Pedagogy refers to knowledge, skills, and dispositions related to the facilitation of learning. While pedagogy is related to subject matter, it extends far beyond content to the actions taken by educators (interviewing, assessing, speaking, writing, and questioning)

in their professional roles (Ball, 2000). At its simplest level, pedagogy is the art and science of teaching; we employ the term science advisedly in this context, referring to existing practices, but recognizing that faculty members and candidates must intelligently question and critique teaching methods with an eye toward improving them.

A considerable proportion of assessment work done in unit programs is dedicated to helping candidates learn about teaching behaviors, to demonstrate that such performances are acquired in line with *INTASC Principle 1*. This is done through observational checklists and rubrics across *all* programs. All teacher education programs employ the same performance based metric; this instrument is supplemented by specific checklists addressing program-sensitive pedagogical skills.

Curriculum (C-3) refers to the organizational designs and entities employed by professional educators to differentiate (in the explanatory sense) and publicly illuminate a body of subject matter. We see curriculum metaphorically as the planned integration of subject matter and pedagogy. Curriculum is made up of suppositions and statements about the current state of a body of information and the ways that it could or should be organized and presented to learners (See NCATE Standard I, Element II, [Content Pedagogy](#)). At its best, curriculum studies also include the methods of inquiry needed by candidates to transform knowledge. Typically, curriculum refers to a sequence of expositions that ultimately result in the acquisition of subject matter. In Darling-Hammond's (2005) terms, curriculum means connecting students with sources of information and allowing them to explore and synthesize information.

Candidates' abilities to explain and transform curricula are assessed unit-wide through portfolio entries and via other internal course-based activities. In addition, the follow-up studies done in the unit ask candidates to self-evaluate these skills; cooperating professionals also rate candidates' ability to work with and to appropriately modify curriculum.

Learner variables (C-4) include the inter- and intra-individual differences that characterize learners. A partial list includes cultural background, experience, gender, health, age, language and learning styles; disability status may play a role in one or more of the above learner factors. Educators must be able to assess sensitively for learning differences that play a role in the planning and delivery of instruction.

Context (C-5) refers to significant elements of schools, communities, the nation, and the world that form the surround or backdrop to teaching and learning. As an indication of the importance of context on teaching and learning, consider that the national proportion of students of color increased from roughly 22% in 1972 to 39% in 2002 (Hollins & Guzman, 2005). Minnesota saw one of the largest increases nationally, from about 2% students of color in 1990 to roughly 20% during the '04-'05 academic year. Further, this increase is not limited to St. Paul and Minneapolis, with suburban and rural districts seeing some of the largest proportional increases (MMEP, 2006). Clearly, SCSU candidates must acquire the ability to assess and understand context issues in schooling in order to become **inclusive educators**, one of our **role performance expectations**.

In a discussion of what he termed human ecology, Bronfenbrenner (1979) explains that all human events, education included, take

place in ecosystems that operate akin to the carbon cycles characterizing interactive biological systems. To understand teaching and learning, the professional educator must consider the immediate, intermediate, and societal systems that shape learners. As explained in the 2000 overview of the Conceptual Framework, these significant processes include, but are not limited to, the following ecological aspects of learning:

- community values and traditions
- political values
- cultural and linguistic factors
- professional standards
- legal standards
- educational policy
- current public opinion
- the physical and structural parameters of the school building
- available technology
- parental wishes and desires
- educational purposes and values

Philosophies and Perspectives (C-6).

The most remarkable facts about metaphysical disagreements regarding change that arose in ancient Greece [and elsewhere] is that they persist to this day --Martin, 2007, p. 9

Ball (2000) argued that the understanding of teaching and learning among initiates are "highly packed." In contrast with this, through experiences in the unit, a candidate's approach (general orientation) becomes increasingly refined. As this process unfolds candidates unpack their knowledge and assumptions in coherent and, above all, conscious ways.

Knowledge about the philosophies of education and epistemological concepts allow the candidate to appreciate styles of reasoning and to select models that allow for

healthy transformations. Approaches dealt with in depth in the unit include humanistic, rationalistic, change-oriented, personalistic, content-centered, social-advocacy based, constructivist, outcome-based, and cognitive.

Sadker and Sadker (2005, a text frequently employed in foundations courses in the unit) identify general philosophical approaches to teaching and learning that we introduce to candidates. These include teacher-centered philosophies (essentialism and perennialism), student-centered philosophies (progressivism, social reconstructionism, and existentialism, and psychological influences [on views of teaching] (constructivism and behaviorism).

A sign of the importance of these philosophical debates is the degree to which contemporary governmental or external reform movements are guided by essentialism and perennialism (see for example [materials](#) from the National Council on Teacher Quality, views that contrast with reform movements emanating from inside education, that tend to be guided by Friere's economic reconstructivism or the various social constructivist views (see Sadker & Sadker, 2005). Without grounding in these philosophies and perspectives educators may find themselves helpless, passive bystanders in crucial debates about the fundamental purposes of their field. The ramifications of such passivity are many including situations where educators find themselves pressured to participate in actions which they oppose on moral grounds.

Research and Inquiry (C-7). On a daily basis, educators encounter extraordinary and intractable problems. One hallmark of the educational professional is the ability to think on one's feet in dealing with real-time emergencies. However, a more contemplative version of this is also an essential knowledge arena: Educators must employ structured

approaches to problem resolution based on the research traditions available to educators. These include ecological, ethnographic, action approaches from the qualitative tradition. Candidates also learn group and single-subject methods based on logical positivism, including related statistical and measurement processes.

In a model featuring transformations, we assume that all structured inquiry techniques are, at best, models for the extant world and, as such are subject to reflective criticism. While avoiding cynicism, we encourage a vigorous skepticism.

Dimensions of Learning (B-1 to B-5)

The knowledge, skills, and dispositions required to perform the roles expected of a professional educator are not born all of a piece. Rather, via an iterative process, candidates are encouraged to examine their attitudes about educational issues, the place of education in society, children, families, and learning (B-1).

The dimensions of learning suggest differing levels of intensity and depth of knowledge, skills and dispositions. This view is similar to Luke's (1997) four roles of readers: code breaker, meaning maker, text user, and text critic. Just as readers interact with text at increasing levels of sophistication, so are our candidates transformed in terms of the depth and utility of their knowledge, skills, and dispositions related to education.

Candidates acquire basic knowledge about the field through the processes outlined in Strand E of the Conceptual Framework. As candidates prepare for capstone experiences, they acquire knowledge in the Strand C domains (B-2); they refine, integrate, and extend their knowledge, skills, and dispositions (B-3), ultimately, employing

knowledge meaningfully to examine, analyze, and resolve educational dilemmas (B-4). Finally, candidates apply their knowledge and skills in a manner that reflects over-learning, or where the skills become, to employ Aristotle's term "second nature."

Role Performance Expectations (A-1 to A-7)

As candidates exit preparation programs, they behave in a manner that is truly transformed from where they entered. We have found it useful to speak of seven *role performance expectations* in theorizing about the stance that educators take as they leave formal preparation and enter their craft.

These expectations include desired outcomes (performance expectations) of the SCSU preparation program, but are much more. The role performance expectations provide a foundation for thinking about issues and organizing information about the world. By displaying the role expectations, candidates evidence the capacity to think and act as competent educators. While the role expectations are viewed as holistic, they can more reasonably be discussed by dividing them, somewhat artificially, into seven domains.

In *assessing* candidates for acquisition of the knowledge, skills, and dispositions related to role performance expectations, evaluation activities have been linked to the NCATE Standard I elements through the 10 INTASC Principles. A document specifying the **alignment** between the role performance expectations and the INTASC Principles is provided in Appendix A. In addition, these materials document the assessment items and techniques that align with the role performances through the INTASC Principles.

The connection between INTASC knowledge performances and dispositions has been most thoroughly addressed for role performance two, *Inclusive Educator*, because we consider it critical to our mission; however, these linkages have been developed for all seven of the role performance expectations.

Content transformer. Candidates continuously evaluate and modify pedagogy and instruction in light of their lived experiences and newly-acquired information.

A useful list of characteristics related to the content transformer role was provided in the 2000 exegesis of the SCSU Conceptual Framework:

- Candidates evaluate the overall scope and sequence of the curriculum.
- Candidates assess the authenticity and relevance of the material that they are asked to present and modify curriculum accordingly.
- Candidates reflectively evaluate new information for inclusion in the curriculum; of course, this implies that candidates are disposed to be lifelong learners.
- Candidates demonstrate sensitivity to the ways that content can be addressed to meet the diverse needs of all learners.
- Candidates display the ability to evaluate curriculum in its social context

Inclusive Educator.

Citizenship education in a multicultural society must have as an important goal helping all students, including White mainstream students, to develop the knowledge, attitudes and skills needed to participate

within but also to help transform and reconstruct society
--Banks, 1997, p. 13

The inclusive educator effectively considers diversity in the design, delivery, and development of learning. We expect that candidates come to aggressively consider the equity of schooling as it plays out for students in their context. More to the point, candidates come to truly value the diversity of languages, cultural backgrounds, ability levels, as well as physical, and emotional characteristics of the children and youth that they encounter (Banks, 1997) (see **Unit Diversity and Disposition Proficiencies**).

Manifestations of the inclusive educator role including the following performances and dispositions:

- The candidate demonstrates an understanding of the role of gender, race, socioeconomic level, sexual orientation, and disability awareness in school success.
- Candidates integrate the study of multiculturalism and diversity into the mainstream.
- Candidates demonstrate knowledge of a link between social action and education.

Humanistic Educator. Candidates display the disposition to deeply value all persons, thus treating them equitably—evidencing a regard and appreciation for the worth of individual human beings and a respect for their dignity. Humanism implies human kind's capacity to tackle the problems posed by nature and society. Knowledge, performances, and dispositions addressed in this role were provided in the 2000 write-up:

- Candidates model and teach reasoned discourse in arguing a position.
- Candidates demonstrate an understanding of the philosophical and ethical foundations that shape societies.
- Candidates understand the influences of education on the dispositions, beliefs, and values of peoples.
- Candidates consider the effects of education upon society as undertake instructional planning and assessment.
- Candidates model critical thinking and problem-solving.
- Candidates create learning environments that foster success in all learners that demonstrate the highest regard for all persons.

Cultural Transformer. The primary transformation implied in this role performance is that candidates develop dispositions and a knowledge base allowing them to embrace many cultures and subcultures.

The cultures that can reasonably be transformed by educators include their professional associations, the school(s) in which they work, and, above all, their classrooms. We expect that above and beyond valuing cultural and linguistic differences, candidates advocate for democracy, multiculturalism, and humanism in the cultures which they could reasonably and ethically influence.

Professional educators think creatively and critically about such elements of culture as the [roles of] the sciences and humanities.

Debates about the content of culture demonstrate an understanding of many cultures and perspectives. A cultural transformer demonstrates the ability to be as objective as possible about the assumptions originating from their own background. A willingness to advocate change when cultural assumptions appear to be harming learners is part of the role performance.

- Candidates demonstrate the ability to influence the micro-cultures of their professional associations, the schools in which they serve, and the classrooms in which they teach.
- Candidates demonstrate knowledge about and respect for many cultures and subcultures, including, but not limited to, understanding aspects of such “ways of being” as language, dialect, food, dress, behavioral styles, and gender roles.
- Candidates help learners understand past debates and ideas about the roles of the sciences and humanities in the formation of cultural beliefs.
- Candidates demonstrate a respect for the fine arts for their special role in defining the shape of cultures, including an understanding of the different manifestations of the arts across cultures and subcultures (See Holtzer, 2005, for a discussion of the importance of aesthetics in the development of excellent educators).

Researcher. We expect that candidates will adopt the stance of a systematic enquirer as part of their professional identity. In situations where information is needed to resolve seemingly intractable classroom issues, candidates prove able to locate

information and to generate data via action research.

The candidate knows and applies appropriate research tools and knowledge acquisition practices to their discipline. The candidate is an excellent problem definer and information finder. When necessary, the professional can generate and analyze data related to their teaching independently. The following expectations, set in 2000, are still embraced in the unit:

- Candidates adopt the stance of knowledge seekers in their professional lives.
- Candidates effectively utilize appropriate inquiry methods to resolve curricular and instructional issues.
- Candidates demonstrate an understanding of basic enquiry methods reflecting the qualitative and quantitative traditions, including the ability to consume this work in the search for understanding the teaching and learning process.
- Candidates critique traditional and nontraditional enquiry methods.

Problem Solver/Decision Maker. The transformative professional must effectively employ formal and informal data (quantitative and qualitative) in making decisions about curriculum, learning and behavioral outcomes, and planning methods. In short, transformative professionals possess the knowledge, skills, and dispositions that allow them to select (and then assess) one method versus another, to emphasize one aspect of curriculum over another, to resolve disputes

that arise in the environment, and to set aims for students.

Problem solvers evidence the following performances:

- Educators employ formal and informal data in evaluating student learning.
- Candidates affect changes in the environment, including management skills and curriculum based on formal and informal data.
- Candidates evidence problem solving ability by frequently turning to the professional literature in working through dilemmas and in making decisions about their environment.
- Candidates evidence the ability to attain pertinent information from parents, students, colleagues, and the community in dealing with exigencies and in making everyday decisions.
- Educators plan for continuous growth in order to add new and hone knowledge, skills, and dispositions related to professional decision making.

Reflective Practitioner. Personal transformation requires deep and continual reflection. The candidate continually participates in healthy self-criticism regarding teaching and learning; in addition, the individual continuously, and rigorously re-examines personally held and professionally accepted assumptions about their field.

Nolander-Case, Reagan, and Case (1999) trace ideas about reflection in education to Dewey, who introduced the term in its

present context in 1903. With Dewey, we believe that problem-solving via reflective practice can only occur when (a) real problems within their messy contexts are presented to learners who are then (b) encouraged to reflect on possible solutions iteratively as they propose and test answers. These steps toward problem solving via reflection about real issues are encouraged through the frequent field experiences encountered by SCSU candidates. The following manifestations of the reflective practitioner role were identified in the unit:

- Candidates demonstrate traits related to reflectiveness, especially open-mindedness and introspection.
- Candidates reflect on the long-term implications of classroom practices with an eye toward transforming their approach to assessment, curriculum, and pedagogy.
- Educators reflect on the role of education on and their own practices within that system on the well-being of their students.
- Via reflection, candidates understand the hidden curriculum imbedded in the policies of the school and that occur within their own practices.
- Educators' contemplation of their practice leads to sensible professional development plans.

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Table 1. Alignment matrix: Conceptual Framework and INTASC

Role performance Expectation (SCSU Conceptual Framework)	Brief Explanation	INTASC Principle(s)
A-1. Content Transformer	Candidates continuously evaluate and modify pedagogy and instruction in light of their lived experiences and newly-acquired information.	<p><u>Principle #1 (Subject Matter):</u> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p><u>Principle #2 (Student Learning):</u> The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> <p><u>Principle #4 (Instructional Strategies):</u> The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p><u>Principle #6 (Communication):</u> The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>
A-2. Inclusive educator	The inclusive educator effectively considers diversity, in the design, delivery, and development of learning.	<p><u>Principle #3 (Diverse Learners):</u> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p><u>Principle #10 (Collaboration, Ethics, and Relationships):</u> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>
A-3. Humanistic Educator	Candidates display the disposition to treat all persons well—evidencing a regard and appreciation for the worth if individual human beings and a respect for their dignity.	<p><u>Principle #3 (Diverse Learners):</u> The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p><u>Principle #5 (Learning Environment):</u> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p><u>Principle #10 (Collaboration, Ethics, and Relationships):</u> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>
A-4. Cultural Transformer	Professional educators think creatively and critically about such elements of culture as the sciences and humanities. Debates about the content of culture demonstrate an understanding of many cultures and perspectives.	<p><u>Principle #10 (Collaboration, Ethics, and Relationships):</u> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>

Role performance Expectation (SCSU Conceptual Framework)	Brief Explanation	INTASC Principle(s)
A-5. Researcher	The candidate knows and applies appropriate research tools and knowledge acquisition practices to their discipline. The completer is an excellent problem definer and information finder. When necessary, the professional can generate and analyze data related to their teaching independently.	<u>Principle #8 (Assessment):</u> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
A-6. Problem-Solver/ Decision Maker	The candidate knows and employs a decision-making process for resolution to pedagogical problems	<p><u>Principle #5 (Learning Environment):</u> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p><u>Principle #7 (Planning Instruction):</u> The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p><u>Principle #8 (Assessment):</u> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p>
A-7. Reflective Practitioner	Personal transformation requires deep and continual reflection. The candidate continually participates in healthy self-criticism regarding teaching and learning; in addition, the individual continuously, and rigorously re-examines personally held and professionally accepted assumptions about their field.	<u>Principle #9 (Reflection and Professional Development):</u> The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Table 2. Alignment matrix: Conceptual Framework and NBPTS propositions

Role performance Expectation (SCSU Conceptual Framework)	Brief Explanation	NBPTS Core Propositions
A-1. Content Transformer	Candidates continuously evaluate and modify pedagogy and instruction in light of their lived experiences and newly-acquired information.	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p> <p>2.1. Advanced candidates have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.</p> <p>2.2. Advanced candidates have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.</p> <p>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</p> <p>3.1. Advanced candidates deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.</p> <p>3.2. Advanced candidates know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.</p> <p>Proposition 5: Teachers are Members of Learning Communities.</p> <p>5.1. Advanced candidates collaborate with others to improve student learning.</p>
A-2. Inclusive educator	The inclusive educator effectively considers diversity, in the design, delivery, and development of learning.	<p>Proposition 1: Teachers are Committed to Students and Learning</p> <p>1.1. Advanced candidates are dedicated to making knowledge accessible to all students.</p> <p>1.2. Advanced candidates believe all students can learn.</p> <p>1.3. Advanced candidates treat students equitably.</p> <p>1.6. Advanced candidates respect the cultural and family differences students bring to their classroom.</p> <p>Proposition 5: Teachers are Members of Learning Communities.</p> <p>5.5. Advanced candidates know how to work collaboratively with parents to engage them productively in the work of the school.</p>

Role performance Expectation (SCSU Conceptual Framework)	Brief Explanation	NBPTS Core Propositions
A-3. Humanistic Educator	Candidates display the disposition to treat all persons well—evidencing a regard and appreciation for the worth of individual human beings and a respect for their dignity.	<p>Proposition 1: Teachers are Committed to Students and Learning</p> <p>1.4. Advanced candidates recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.</p> <p>1.5. Advanced candidates understand how students develop and learn.</p> <p>1.7. Advanced candidates are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.</p>
A-4. Cultural Transformer	Professional educators think creatively and critically about such elements of culture as the sciences and humanities. Debates about the content of culture demonstrate an understanding of many cultures and perspectives.	<p>Proposition 1: Teachers are Committed to Students and Learning</p> <p>1.8. Advanced candidates are also concerned with the development of character and civic responsibility.</p>
A-5. Researcher	The candidate knows and applies appropriate research tools and knowledge acquisition practices to their discipline. The completer is an excellent problem definer and information finder. When necessary, the professional can generate and analyze data related to their teaching independently.	<p>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</p> <p>3.3 Advanced candidates know how to assess the progress of individual students as well as the class as a whole.</p> <p>3.4. Advanced candidates use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.</p> <p>Proposition 5: Teachers are Members of Learning Communities.</p> <p>5.4. Advanced candidates can evaluate school progress and the allocation of resources in order to meet state and local education objectives.</p>
A-6. Problem-Solver/ Decision Maker	The candidate knows and employs a decision-making process for resolution to pedagogical problems	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p> <p>2.3. Advanced candidates are able to use diverse instructional strategies to teach for understanding.</p> <p>Proposition 5: Teachers are Members of Learning Communities.</p> <p>5.2. Advanced candidates are leaders and actively know how to seek and build partnerships with community groups and businesses.</p> <p>5.3. Advanced candidates work with other professionals on instructional policy, curriculum development and staff development.</p>

Role performance Expectation (SCSU Conceptual Framework)	Brief Explanation	NBPTS Core Propositions
<p>A-7. Reflective Practitioner</p>	<p>Personal transformation requires deep and continual reflection. The candidate continually participates in healthy self-criticism regarding teaching and learning; in addition, the individual continuously, and rigorously re-examines personally held and professionally accepted assumptions about their field.</p>	<p>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</p> <p>4.1. Advanced candidates model what it means to be an educated person – they read, they question, they create and they are willing to try new things.</p> <p>4.2. Advanced candidates are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.</p> <p>4.3. Advanced candidates critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.</p> <p>Proposition 5: Teachers are Members of Learning Communities.</p> <p>5.5. Advanced candidates know how to work collaboratively with parents to engage them productively in the work of the school.</p>

Appendix A

Annotated Reading List for Faculty Members and Candidates

Related to the Conceptual Framework

Allington, R. L. (2002). *Big brother and the national reading curriculum: How ideology trumped evidence*. Portsmouth, NH: Heinemann

Allington's book describes how a de facto national reading curriculum has been developed based on the ideological preferences of the officials in power rather than being based on any sort of reputable research evidence. The curriculum described in large measure is what is seen currently in most schools

Berliner, D. C., & Biddle, B. J. (1995). *The manufactured crisis: Myths, fraud, and the attack on America's public schools*. Reading, Mass.: Addison-Wesley.

As the title of this book suggests, the authors make a compelling case that test scores and other publicly available data actually indicate that there is not a crisis in American Education or in reading. The book details how government suppression of research data, biased and ill-informed media coverage, and an intentional campaign to undermine the reputation of public schools led many people to believe that there really is a crisis in public education.

Bracey, G. W. (2006). *Reading educational research: How to avoid getting statistically snookered*. Portsmouth, NH: Heinemann.

An easy to read text that helps readers understand educational statistics and research. Specific information is provided on interpreting graphs and tables, what different statistics mean, and on how "accurately" reported statistics can still be used to mislead readers to unsupported conclusions.

Cremin, L. A. (1961). *The transformation of the school: Progressivism in American education, 1876-1957*. New York: Vintage Books.

An easy to read history of the development of public schools in the United States from the late 19th through the mid 20th century. Although this history ends in 1957 the impetus and intentions of much of what we still see in public schools can be seen in this history.

Donaldson, M. C. (1978). *Children's minds*. New York: Norton.

A seminal work on the development of children's thinking and the experience of schooling impacts that development.

Garan, E. M. (2002). *Resisting reading mandates: How to triumph with the truth.* Portsmouth, NH: Heinemann.

Using a simple question and answer format Garan explains and often refutes the evidence and explanations of the National Reading Panel.

Goodlad, J. I. (2004). *A place called school: Prospects for the future(20TH Anniversary Edition).* New York: McGraw-Hill Book Co.

This book is the report of the largest descriptive research project ever undertaken in American schools. Goodlad and his associates studied 38 widely differing schools from all sections of the country and spoke with over 8500 parents, 1300 teachers and 17,000 students, The portrait created and the conclusion reached by this project about what happens in schools are (unfortunately) as valid today as when it was first published.

Goodlad, J. I. (1994). *What schools are for (2nd ed.).* Bloomington, Ind.: Phi Delta Kappa Educational Foundation.

Goodlad suggests that this book is ideally to read in a single sitting. This book helps the reader think about the crucial, but often ignored questions of what we should be doing in schools, and why.

Kozol, J. (1992). *Savage inequalities: Children in America's schools.* New York: Harper Perennial.

This book details the enormous disparities between urban schools that serve primarily children of color, and their nearby affluent suburban counterparts. As Kozol describes overcrowded classrooms without heat or textbooks the inequalities of resources, funding and even school building condition become more and more shocking. This is a crucial book for anyone interested in education.

Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America.* New York: Crown Publishers.

Thirteen years after *Savage Inequalities*, Kozol has continued to look at our schools and has found public schools are more segregated and less equal than they have ever been. This book paints a startling picture of the discrimination and horrific school conditions endured by children of color in large urban districts. Given what is described in these pages apartheid is not an exaggeration.

Ladson-Billings, G. (1994). *The dream keepers: Successful teachers of African-American children.* San Francisco: Jossey-Bass Publishers.

This book tells the story of eight teachers in primarily African American school districts who model rigorous, challenging, culturally relevant teaching in their classrooms. In spite of what is often said it can be done, Ladson-Billings and these teachers demonstrate how.

National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform: A report to the nation and the Secretary of Education, United States Department of Education*. Washington, D.C.: The Commission.

When this report was published in 1983 it was seen as a call to action against public schools that were insufficiently preparing our children for the future, and thus placing our nation “at risk.” Even though many critics see the data reported in this document as misleading or even fabricated (See Berliner and Biddle above) many of the school reform efforts of the past 25 years stem from the conclusions and warnings in this document

National Reading Panel & National Institute of Child Health and Human Development. (2000). *Report of the national reading panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, D.C.: National Institute of Child Health and Human Development, National Institutes of Health.

Much of what we currently see happening in literacy instruction in schools stems from the recommendations contained in this report. Supporters say it contains the best scientific evidence available on the teaching of reading whereas its critics say it is one-sided biased, and flawed. As you consider your own beliefs about reading be sure to read the conclusions in the full report (The executive summary contains some misleading statements about what the report actually says) as well as Elaine Garan's book *Resisting Reading Mandates* (listed above) for a critical review of the report’s conclusions.

Nieto, S., & Bode, P. (2008). *Affirming diversity: The sociopolitical context of multicultural education (5th ed.)*. Boston: Pearson/Allyn and Bacon.

This book uses a case study approach in this text to explore how social, political, cultural and educational factors affect student success (or failure) in our classrooms. The authors also make a powerful case for the benefits of multi-cultural education and socially just education

Noddings, N. (2005). *The challenge to care in schools: An alternative approach to education (2nd ed.)*. New York: Teachers College Press.

This work make the case that caring should be as much a part of our curriculum as the traditional subjects are. The author describes how a philosophy of caring can be applied to issues such as school violence, sexuality and substance abuse.

Paley, V.G. (2004) *Wally’s stories*. Cambridge, MA: Harvard University Press

Drawn from Paley’s own experiences as a kindergarten teacher, this work paints a delightful portrait of how five year olds think, and how children’s fantasy play really is a tool for thinking about the world.

Payne, R. V. (2003) *A framework for understanding poverty*. (3rd edition). Highland TX: Aha Process, Inc

Payne creates a working definition of poverty, suggests “hidden rules” of class that play out in students and classrooms, and makes suggestion for how teachers can overcome them. This work has been very influential in many school districts. However, students are urged to read this work with a critical eye as some critics have suggested that it presents a very negative, stereotypical view of those in poverty.

Pediwell, J. A. (2004) *The saber-tooth curriculum, including other lectures in the history of paleolithic education*. New York: McGraw-Hill Book Company.

This book is a hilarious satire on education's tendency to resist new ideas and to cling to educational ideas simply because "we have always done it this way." Unfortunately this book is still as pertinent today as it was when it was first published in 1939.

Perrone, V. (1991). *A letter to teachers: Reflections on schooling and the art of teaching*. San Francisco: Jossey-Bass.

Gentle, common sense suggestions for replacing textbooks with real books, for embracing diversity, for being genuine with students and for acknowledging students' perspectives and views of the world. This work makes the case that the most important part of our work is in knowing, understanding and encouraging children.