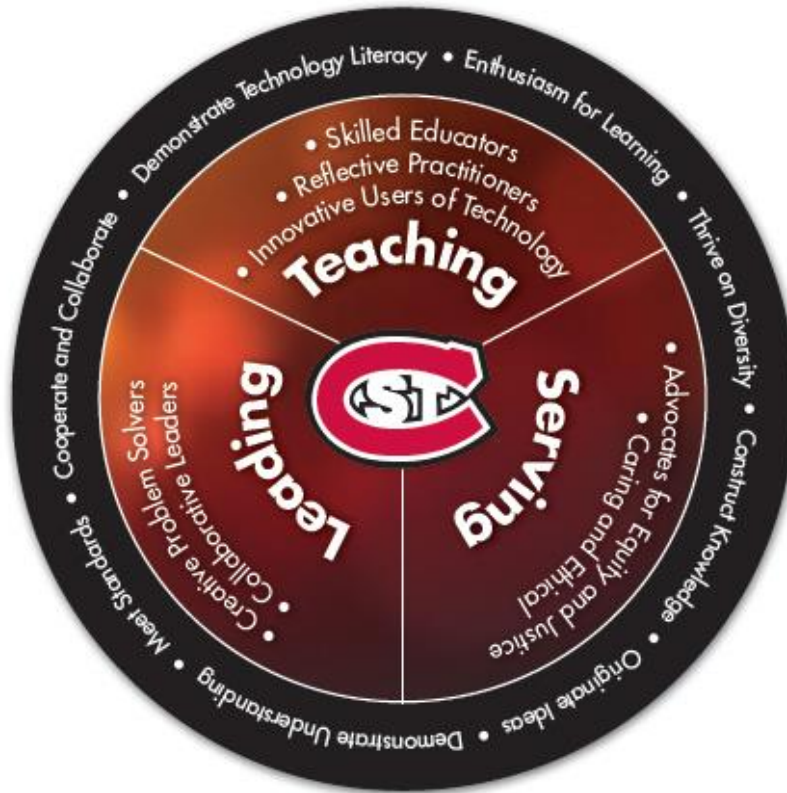


The Teacher Education Unit at St. Cloud State University has been engaged in the process of reviewing and updating the Unit's Conceptual Framework for the past year. Attached, you will find the new, proposed framework.

Tentative Timeline for adoption

| | |
|--|--|
| August 21, 2013 | Present framework to School of Education faculty |
| August 21, 2013 preparation | Present framework to other Deans involved in teacher preparation |
| August 21, 2013 | Send proposed framework to Teacher Education Unit listserv |
| August 21, 2013 | Send proposed framework to TEAC Membership |
| --- --- --- --- | Review and discuss in departments/programs |
| September 10, 2013 representative | Deadline to provide departmental feedback to TEAC |
| September 13, 2013 | Present and discuss proposed framework and departmental feedback at TEAC |
| September 19, 2013 | Send revised proposal to departments/programs for additional feedback |
| --- --- --- --- | Review and discuss in departments/programs |
| October 9, 2013 | Deadline for department/program feedback |
| October 18, 2013 | Revisit proposal at TEAC |
| October 23, 2013 making | Final proposal to departments/programs for decision- |
| November 14, 2013 | Adopt new conceptual framework |

Educating for a New Era



Teaching

Developing educators who understand instructional strategies, planning and assessment and use their content and pedagogical knowledge and skills to inspire P-12 learners to move beyond learning the current "facts" to being able to put knowledge together in new and creative ways.

Leading

Developing collaborative leaders who understand that teaching is no longer a solitary activity within the walls of a classroom, but depends upon working in a collaborative manner with other educators, professionals, families and community members.

Serving

Developing educational leaders who advocate for both individual students and groups of students who may face social injustices in our society.



TEACHER EDUCATION

ST. CLOUD STATE UNIVERSITY.

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EDUCATION FOR LIFE.

Educating for a New Era



The teacher preparation programs at St. Cloud State University have been nationally accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1954. Accreditation by NCATE demonstrates that our programs meet rigorous standards with regard to the preparation of high quality teachers, education specialists and administrators. Our programs are also approved by the Minnesota Board of Teaching.

Effective July 1, 2013, NCATE and Teacher Education Accreditation Council (TEAC) have formally merged, resulting in the Council for Accreditation of Educator Preparation (CAEP). Moving forward, CAEP will be the sole accrediting authority for educator preparation programs.

St. Cloud State is scheduled for an accreditation visit in early 2015, which will focus on addressing the NCATE standards. As we transition from NCATE to CAEP accreditation, St. Cloud State will continue to meet the standards set forth by NCATE while referring to the proposed CAEP standards in our accreditation process.

We are proud of our educator preparation programs and welcome the opportunity to strengthen our work by meeting rigorous national standards. After our 2015 NCATE visit, our teacher preparation unit will fully transition to the CAEP standards.



Educating for a New Era



TEACHER EDUCATION
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EDUCATION FOR LIFE.

St. Cloud State University – Teacher Education Unit
Conceptual Framework
Educating for a New Era
Description of Key Elements

Institutional/Unit Commitment to:

- **Excellence in Teaching-** The St. Cloud State University teacher education program is committed to preparing teachers who understand the importance of pursuing excellence by developing the knowledge and skills to become effective teachers and continuing to develop their knowledge and skills throughout their careers. This commitment is reflected in faculty who model excellence in their own teaching, reflect on their work and aspire towards continuous improvement.
- **Access and Opportunity-** The SCSU teacher education program has a strong history and commitment to providing access to students from different (socioeconomic, student with disabilities and cultural) backgrounds and giving students the support that they need to succeed in our program. As a state university, we offer affordable programs and provide financial assistance to help our students to pay for their programs.
- **Active and Applied Learning-** The SCSU teacher education program is committed to providing students with clinical experiences that allow them to practice the skills they are learning. Faculty members engage students in a variety of projects inside and outside the classroom to learn in an active and real manner.
- **Community Engagement-** SCSU as an institution of higher education is committed to involve students in the community to learn with and from community members, programs and professionals. The teacher education unit reflects this commitment through strong and active partnerships with P-12 schools.
- **Accountability that Improves Teaching-** SCSU teacher education program is committed to working with students to study and implement meaningful accountability measures and processes that are connected with assessing learning and improving teaching by better understanding student learning and being able to individualize approaches to learning to match student needs, level of understanding and style of learning.
- **Global and Cultural Understanding-** SCSU is committed to cultivating a multicultural and engaged campus that prepares students and faculty to embrace living, learning and working in a diverse global community.

Transforming Candidates and Supporting Faculty as Co-Learners to be:

- **Knowledgeable and Skilled Educators**-The basic knowledge base and skills for teachers are identified in the 2011 InTASC standards and refer to four areas: 1) Understanding the learner and learning environments; 2) Content knowledge-that is specific to each licensure area; 3) Instructional Practice-that involves understanding instructional strategies, planning for instruction and assessment; and 4) Professional Responsibility- A commitment to ongoing professional development and ethical practice and collaboration with others.
- **Caring and Ethical Professionals**- The understanding of the importance of building caring relationships with learners and colleagues as a basis for promoting individual and group learning. Ethical practice refers to an awareness of the ethical dimensions of teaching diverse learners and the nature of educational professionalism in the 21st Century.
- **Collaborative Leaders**- This role acknowledges that teaching is no longer a solitary activity within the walls of a classroom but depends upon working in a collaborative manner with other educators, other professionals, families and community members and the responsibility to be advocates for individual learners and the education system.
- **Reflective Practitioners**- Reflective practice involves the ability to assess educational practice by reviewing assessment data, understanding self as an educator/ learner and making adjustments to be more skilled and effective as an educator. Being a reflective practitioner requires a life-long commitment to learning and continuous improvement.
- **Creative, Flexible Problem Solvers**-Teachers need the ability to work with students in creative ways to maximize student learning and display the flexibility to be effective with learners from diverse backgrounds with differing abilities, learning styles and interests. They also need to be creative in engaging parent and family members in learning about a learner's background, interests and needs.
- **Advocates for Equity and Justice in Education**-The current context for education in the US reflects gaps in opportunities, inequity of resources for students in poverty and bias based on race, gender, sexual orientation and SES. Educators have to advocate for all students including individual students and groups of students who may face social injustices in our society.
- **Innovative Users of Technology**-The role of technology in education continues to evolve and educators need to seek innovative ways to engage learners through using and teaching with technology. This includes, but is not limited to enriching learning experiences, enhancing the learning environment, assessing individual learning and communicating with families.

Leading P-12 Students to:

- **Display Inquiry and Enthusiasm for Learning-** Learners need support for their innate curiosity to be understood and stimulated by activities in their educational settings. Educators model this enthusiasm for learning in their approach to education. They continue their own professional development and embrace new information, new ways of thinking and new ways of learning.
- **Thrive on Diversity-** Learners growing up in the 21st Century should embrace new opportunities to interact in a global environment where physical boundaries will no longer constrain their exposure to different ways of thinking and living. Educators model cultural sensitivity and global awareness reinforcing the importance of diverse ideas, cultures and values.
- **Construct Knowledge and Originate Ideas-** Learners will need to move beyond learning the current “facts” to being able to put knowledge together in new and creative ways. Educators model creative presentation and engagement with knowledge, using a variety of modalities including artistic, kinesthetic, technological and traditional.
- **Demonstrate Understanding through Authentic Assessment-** Learners need to demonstrate not just their memorization of facts or concepts but show how this understanding is applied in real-life situations. Educators construct and utilize authentic assessment to ascertain learners’ mastery of skills and understanding.
- **Meet Well-Defined Standards-**Learners must demonstrate mastery of a core set of subjects that will continue to evolve with our understanding of what is most important. Educators continue to review and refine their understanding of current standards and develop relevant learning experiences.
- **Cooperate and Collaborate with Others in Multiple Contexts-** Learners and workers in the 21st Century will collaborate on projects that may stretch across different disciplines and cultures. Learning how to communicate and work as a member of a team on complex real-world issues is a necessary new mind-set and set of skills. Educators model collaboration in their interactions with colleagues, learners, families and community.
- **Demonstrate Technology Literacy-**Learners are able to use digital tools for research, problem solving, and decision-making in an information rich environment. They understand and practice the ethical use of technology in communicating and collaborating with others. Educators model innovative and ethical use of technology with learners and colleagues.

SCSU Education Unit Conceptual Framework

History

The current Conceptual Framework for the Education Unit at St. Cloud State University was developed in the 1990s and has been used through the last NCATE review process during 2007. It has served the unit well as a holistic and integrated description of the teacher candidate roles and the process of moving towards developing skills to carry out the desired roles. The model served as description of our shared vision and represented our intellectual philosophy during that time period.

The College of Education embarked upon a reform of our teacher preparation program in the summer of 2009 when the Bush Foundation provided a planning grant to review our program and propose a long-term process for change. In early 2010 the College was selected as one of 14 institutions to participate in the Bush Foundation Teacher Effectiveness initiative to transform the preparation of teachers by examining our recruitment, preparation, placement and support for our teacher candidates. Over the last 4 years the Teacher Preparation Initiative (TPI) at St. Cloud State University has engaged faculty and P-12 partners in examining current structures and policies, reviewing alternatives and proposing new ways of preparing our teacher candidates. At the same time the University has gone through a reorganization process and the College of Education has become the School of Education, which is smaller and more focused on teacher preparation while strengthening our connections with content area departments and the P-12 schools through the work of TPI. These TPI discussions and university changes have had a profound impact on how teacher preparation faculty think about and approach teacher preparation.

The state of Minnesota has also initiated changes in requirements for teacher candidates to focus on literacy and technology standards, initial basic skills testing, and adoption of edTPA as an assessment for teacher candidates as they complete their student teaching. These changes as well as the national level development of new INTASC standards, 21st Century Skills and an emphasis on accountability based on student outcomes in P-12 have created new demands on our teacher preparation program that require a revision of our current Conceptual Framework.

During the spring of 2012 a new structure was developed to represent the various teacher licensure programs in our education unit and to add the voices of P-12 teachers and administrators to addressing proposals for transforming our teacher preparation at the unit level. One of the first charges for this group called the Teacher Education Advisory Council (TEAC) was to review and revise the Conceptual Framework. TEAC is composed of 35+ faculty, students, P-12 teachers and administrators. During the 2012-13 academic year this body met on a regular basis and included the Conceptual Framework as an official agenda item at 6 meetings. One meeting in November 2012 was dedicated to assessing the current conceptual framework. At this meeting the current framework was reviewed for strengths and weaknesses. In addition, a number of CF models from other institutions were presented and reviewed to help identify areas that our model was missing or for new ways of thinking about representing our values and vision for teacher preparation at St. Cloud State University. While there were a number of strengths that were identified in the current model that still reflected

some key aspects of our identity, there were also new areas that were not represented (e.g., assessment, role of technology, explicit connections to P-12 schools and student outcomes). The work of develop a revised CF continued in meetings with a focus on what are the critical values that SCSU wanted to be depicted in the model and the group began to sort through some of the old model and to add new concepts. It was clear that a new model should be built that retained some of the basic role performances of the original model that were still relevant. It was clear that some of the changes that have occurred in the national educational environment and changes at the university needed to be built into a new model that better represents who we are and what we are striving to be at our best. A small group began meeting during spring 2013 and through the summer to create a new model that depicted our evolving vision and values.

In the analysis of the old model the **strengths** that were identified were:

- Clear focus on role performances as important outcomes for teacher candidates
- Comprehensive view of the preparation process
- Reflection of important unit values in the roles that teachers would be expected to play.
- Careful depiction of learning as a process
- Incorporated liberal education as a foundation for teacher preparation

The role performances were seen as an important foundation to build on as the group developed a new model. Table 1 depicts the connection between the Role Performances of the current model and the outcomes for teacher candidates in the proposed model.

Some of the weaknesses of the current model that were identified were:

- The model was too complex and not easily understood
- It did not include connections to P-12 schools and students.
- The language was outdated.
- Our institutional vision had changed and the model did not include important elements of the new vision.
- There were a number of concepts that are central to teacher preparation as it has evolved over the last decade that were not included in the model (e.g., accountability, technology, 21st Century skills).

This analysis led the TEAC group to a new set of ideas that should guide the development of a revised Conceptual Framework for the Education Unit as St. Cloud State University. Some of the ideas that emerged were:

1. Clarity and updated language so that it would be easy to understand for students and faculty to explain.
2. Reflects the changes at the university level that align our model with the current SCSU and School of Education mission and vision.
3. Illustrates the important connections and collaborative partnerships that we have been building with our TPI teacher reform initiative.
4. A clear connection to P-12 student outcomes that also reflect the emphasis on 21st Century skills

5. Alignment with the new INTASC framework that emphasizes ongoing professional growth and development.
6. Depicts faculty and teacher candidates as co-learners in relation to teacher outcomes preparing students to work with our co-teaching model as they move into their student teaching assignments.

The new model draws from a variety of sources in creating a clear image of our vision, values and educational philosophy. The model begins with the institutional vision that stresses our commitments to: 1) access and opportunity to students who want to become teachers; 2) excellence in teaching; 3) active and applied learning; 4) community engagement; 5) global and cultural understanding; and 6) accountability that improves teaching/learning. This clearly reflects the vision of St. Cloud State University and the new emphasis in the Education unit on collaboration with schools and accountability that matters. The focus on active and applied learning is consistent with the Blue Ribbon NCATE report (2010) on field experiences as an essential element in teacher preparation.

The second level of the proposed model identifies essential elements of effective teachers that extend beyond the narrow version assessing learning in the traditional sense to include the multiple role performances of teachers. These reflect both the foundational roles from current CF model and in addition include the roles of collaborative leaders and creative problem solvers. Faculty are seen as co-learners with students who have the responsibility to model the important characteristics of effective teachers and continue to be open-minded, curious and excited about learning with teacher candidates. This disposition reflects an important change in the revised INTASC that depict standards as aspirational and acknowledges the developmental trajectory of effective teaching. This also fits well with the TPI model that begins to focus on induction and support for beginning teachers.

The third level of the model makes the direct connection to the P-12 students and the vision of what are the characteristics that P-12 students will need to develop to be successful in the 21st Century. The model includes some of the essential concepts from the 21st Century model of education that goes beyond the basics to include collaboration, creativity, curiosity and thriving on diversity.

**St. Cloud State University Teacher Education Unit
Supporting Research for Conceptual Framework**

Note: The Council of Chief State School Officers published an excellent research synthesis in connection with the updated InTASC Model Core Teaching Standards. It is available at http://www.ccsso.org/Resources/Publications/InTASC_Research_Synthesis.html

This resource list includes only studies subsequent to that publication.

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