

Wichita State University
Thinkers, Doers, Movers, Shockers

**Conceptual Framework
for the Preparation of
Teachers and Other School Personnel
at
Wichita State University**

(Approved by Undergraduate Teacher Education Program Committee, January 29, 2003)
and Teacher Education Faculty, February 7, 2003)*

As the WSU motto suggests, we are all "Thinkers, Doers, Movers, and Shockers." Not only does this motto refer to the Wichita State University's historic mascot, the Wheat Shocker, it also symbolizes our Teacher Education Unit's commitment to preparing Thinkers (who are knowledgeable), Doers (who apply skills and abilities), Movers (who are proactive in advocating positive change) and Shockers (who are proud representatives of WSU within the school and the community).

The vision for preparing teachers and other school personnel at Wichita State University is of candidates who are competent, collaborative, reflective professionals.

Norman Cousins (1978) once said: "A book is like a piece of rope; it takes on meaning only in connection with the things it holds together" (p. 11). Just like Cousins' simile, Wichita State University's vision for the preparation of education professionals and other school personnel is like a rope that connects guiding principles and binds constituents together. This vision of a rope represents a set of commonly agreed upon ideas and commitments and provides direction for individual and corporate efforts. Each strand of the rope represents one guiding principle: **Professionalism and Reflection; Human Development and Diversity; Connection of Teaching Experiences and Assessment; Technology; Content Knowledge, Pedagogical Content Knowledge and Alignment with Standards; and Collaboration.** The rope derives its strength through the twisting of the strands, or guiding principles, into one powerful entity.

* **Note:** College of Education faculty/advanced programs voted 10/3/02 to allow UTPC and Teacher Education Faculty to be the appropriate body for final design and approval of this Conceptual Framework.

WSU Guiding Principles

Professionalism and Reflection

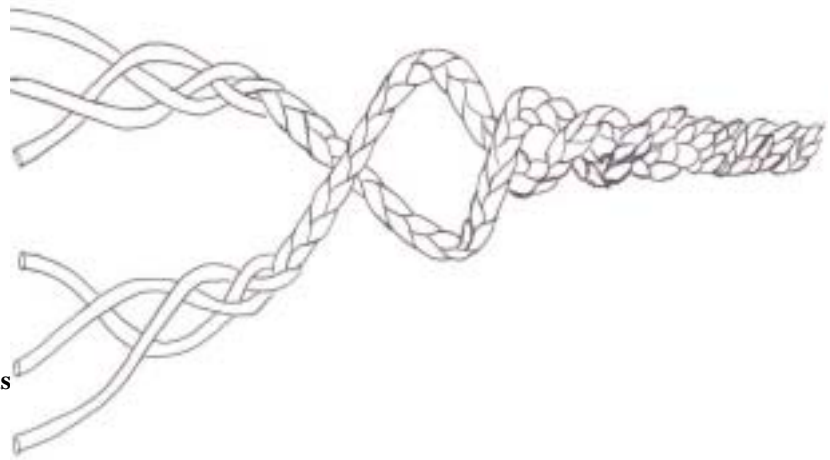
Human Development and Diversity

Connection of Teaching Experiences
and Assessment

Technology

Content Knowledge, Pedagogical Content
Knowledge and Alignment with Standards

Collaboration



1. **Professionalism and Reflection (PR).** Uses a reflective model (e.g., What? Why? So What? Now what?) to improve professional practice. Knows and implements the legal and ethical practices of the profession.
2. **Human Development and Diversity (HDD).** Knows basic theories of human development and learning and understands diversity (e.g., ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area). Applies this knowledge to learning, teaching, guiding, and clinical situations.
3. **Connection of Teaching Experiences and Assessment (CTA).** Understands the cyclical and interactive processes of good teaching (e.g., analysis, preparation, instruction, assessment [qualitative and quantitative], adjustment). Applies this understanding to learning, teaching, guiding, and clinical situations.
4. **Technology (T).** Demonstrates skills in the use of technology appropriate to the respective disciplines. Uses technology to enhance professional productivity in planning, teaching, learning and assessment.
5. **Content Knowledge, Pedagogical Content Knowledge, and Alignment with Standards (CKS).** Knows the content and continues to build knowledge in the disciplinary field(s). Applies this knowledge to teaching within the structure of the standards.
6. **Collaboration (C).** Knows processes to work and advocate collectively and professionally with students/clients and colleagues from different positions and/or organizations toward mutual goals. Collectively plans, builds, and gathers resources to create innovative solutions to existing problems.

The Guiding Principles support the vision for preparing teachers and other school personnel at Wichita State University as follows: Candidates who are competent (Guiding Principles 2-5), collaborative (Guiding Principle 6), reflective professionals (Guiding Principle 1).

Element One: Vision and Mission of the Institution and the Unit

Wichita State University's vision for the preparation of educational professionals is built upon the mission statement of the University supported by the missions of the colleges represented in the unit: the College of Education, College of Fine Arts, Fairmount College of Liberal Arts and Sciences, and the Graduate School.

The *Mission, Role, and Scope of Wichita State University* is to provide comprehensive educational opportunities in an urban setting. Through teaching, scholarship, and public service, the University seeks "to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community." This statement specifically highlights the strands of **human development and diversity** and **collaboration** and implies the relevance of **technology** in being an effective citizen of the global community.

The colleges represented in the unit support the vision with their missions of providing foundations for learning and/or specialized training. The Fairmount College of Liberal Arts and Sciences provides foundations for learning by cultivating intellectual curiosity and fostering contemplation of the human experience and the natural world. The background for the achievement of the strands of **connection of teaching experiences and assessment** and **content knowledge, pedagogical content knowledge, and content aligned with professional and state standards** is implicit in this mission.

The Colleges of Education and Fine Arts further add to the foundations of learning and provide specialized training. The College of Education prepares professionals to benefit society and its institutions through the understanding, the facilitation and the illumination of the learning process. The College of Fine Arts provides instruction in the visual and performing arts both for general knowledge and in specific fields. In addition, the College Fine Arts offers cultural enrichment for the campus community and the greater Wichita area. The strands of **human development and diversity, connection of teaching experiences and assessment, and content knowledge, pedagogical content knowledge, and content aligned with professional and state standards** are further developed through these mission statements.

The primary goals of the Graduate School are to encourage independent scholarship and to develop competence in research and other creative activity. Students are expected to master special fields as well as to develop appropriate methods of inquiry for future professional growth (<http://webs.wichita.edu/gradsch/intro.pdf>). Graduate programs in the unit all contain an element of collaboration. The guiding principles of **connection of teaching experiences and assessment** and **collaboration** are further developed through these mission statements.

Underlying these missions as well are the principles of **professionalism and reflection**.

Element Two: Unit Philosophy, Purpose, and Goals

The unit’s programs are based upon fundamental beliefs in the dignity and inherent worth of all people and in the central role of education in a democratic society. These fundamental beliefs are supported by underlying beliefs about learning, learning environments, and professional programs.

Learning is a life-long process in which both teachers and students are partners; learning is characterized by inquiry and reflection that is translated into appropriate best practices. Professional educators create diverse, appropriate learning environments based upon research and best practice. Such learning environments are relevant, inclusive and equitable, recognizing individuals' commonalties while affirming diversity in all its forms. Finally, quality professional preparation programs are characterized by a commitment to learners and learning that builds a sense of community and fosters pride in the accomplishments of colleagues and students.

The unit’s purpose is to prepare professionals for an increasingly complex accountability-focused society and to advocate responsibly for the profession and for the education of all learners.

The goals of the unit are connected to the guiding principles as follows:

Goals	Guiding Principles
1. Professional preparation programs that are experiential, collaborative, problem-based, and reflection-oriented; designed around specified outcomes; guided by research and best practice, and based upon appropriate discipline knowledge.	<ul style="list-style-type: none"> • Connection of Teaching Experiences & Assessment (CTA) • Collaboration (C) • Professionalism and Reflection (PR) • Content Knowledge, Pedagogical Content Knowledge, and Alignment with Standards (CKS)
2. An institutional culture that is technology rich, seeks a highly qualified and diverse faculty, and encourages creative and innovative solutions to opportunities and challenges,	<ul style="list-style-type: none"> • Technology (T) • Collaboration (C) • Human Development and Diversity (HDD)
3. Graduates who have the interpersonal skills, as well as the professional knowledge, skills and dispositions, necessary to become effective practitioners in a variety of settings and are informed critics and risk-tolerant leaders capable of advancing professional practice,	<ul style="list-style-type: none"> • Professionalism and Reflection (PR) • Content Knowledge, Pedagogical Content Knowledge, and Alignment with Standards (CKS) • Human Development and Diversity (HDD)

<p>4. A dynamic organizational structure that promotes participatory decision-making and responsible citizenship among all stakeholders, and is capable of responding rapidly to emerging opportunities and challenges, systematic inquiry designed to answer fundamental and compelling questions that inform both theory and professional practice,</p>	<ul style="list-style-type: none"> • Professionalism and Reflection (PR) • Collaboration (C) • Connection of Teaching Experiences and Assessment (CTA)
<p>5. A reward structure that reinforces the unit’s vision, encourages innovation, collaboration and cross-disciplinary work as well as individual accomplishment.</p>	<ul style="list-style-type: none"> • Collaboration (C) • Connection of Teaching Experiences and Assessment (CTA)
<p>6. An assessment system that provides timely feedback to candidates on their professional progress as well as in forms the unit and its faculty about the effectiveness of programs,</p>	<ul style="list-style-type: none"> • Connection of Teaching Experiences and Assessment (CTA) • Professionalism and Reflection (PR) • Technology (T)
<p>7. Partnerships that advance the profession, professional preparation and practice,</p>	<ul style="list-style-type: none"> • Professionalism and Reflection (PR) • Collaboration (C) • Content Knowledge, Pedagogical Content Knowledge, and Alignment with Standards (CKS)
<p>8. Professional leadership at local, state, national, and international levels.</p>	<ul style="list-style-type: none"> • Professionalism and Reflection (PR) • Content Knowledge, Pedagogical Content Knowledge, and Alignment with Standards (CKS)

Element Three: Knowledge Bases

Wichita State University’s vision for educators and other school personnel has rather extensive support in education literature.

PROFESSIONALISM AND REFLECTION

The code of standards for the ethical behavior of teachers includes a commitment to students, to the district, and to the profession (KSDE, 1988). As teachers, NEA suggests, “The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals” (NEA, 2002). The commitment to the profession recognizes that “the education profession is vested by the

public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.” To fulfill this obligation, students understand, recognize, and practice their legal and ethical responsibilities with respect to the profession.

Good teaching has been characterized variously: the emphasis on the academic (the liberal arts paradigm); the execution of effective teaching skills and professional standards (behavioristic/technical); the expression of psychological maturity and openness to growth, with students’ perceived needs as the core of good practice (personalistic); assimilation of the craft knowledge of wise practitioners (tradition/craft); and the continual weaving of the effects of reflection on ethics, politics and pedagogy into everyday practice (the inquiry-oriented paradigm) (Zeichner, 1983).

We embrace a developmental path through the various characterizations of good teaching (the academic, technical, clinical, personal and critical) (Valli, 1992). Our goal is to help students think in varied ways about their actions in the classroom and the larger purposes that schools serve, to move between the worlds of essentialist certainty and the evolving possibilities articulated by postmodernism (Stone, 1992). At the heart of this endeavor is valuing our students’ voices (Reichert, 1992) as a starting point for encouragement to evolve through the different levels of reflection -- from technical to interpretive, from interpretive to critical (van Manen, 1977).

Thus, we believe students must engage with the knowledge base of effective teaching research, judge their own performance relative to these behaviors, examine whether a particular strategy or strand of research is something each values, ‘read’ contexts of teaching and respond with power and awareness, negotiate among competing conceptions of pressing issues in education, locate their own knowledge construction within the debate, and recognize the moral responsibility to help interrupt the perpetuation of unjust social practices (Valli, 1992).

CONNECTION OF CURRICULUM, INSTRUCTION, FIELD/CLINICAL EXPERIENCES AND ASSESSMENT

Education that is interpreted as a liberatory, transformative process (Freire, 1968/1986) inherently represents assessment as ongoing, recursive, and intended to inform the process. Alternative models of teaching (Joyce & Weil, 1980), rubrics, authentic assessment, and concurrent evaluation of portfolios (Glasser, 1993) that provide successive approximations of accomplishment provide guidelines for both the learners and those who provide feedback on and set the guidelines for the learning process.

DEVELOPMENT AND DIVERSITY

Human growth and development generally means all the physical and psychological changes a human being undergoes in a lifetime; thus, development is, above all, a study of change (Overton, 1998). When we think about understanding the development of children and helping

them to become competent, responsible adults, we generally consider that common sense will provide us with answers. Whereas common sense may be a legitimate approach, it sometimes leads us into error when trying to intervene (Bukatko & Daehler, 2001). For example, common sense might indicate that prenatal development is an automatic process and that the fetus is nourished through the mother. However, we now know that those first nine months are the most crucial to an individual's well being and that environmental trauma can impede or stop development. For example, we know that both radiation and alcohol during early prenatal development interfere with the development of the brain (Berndt, 1997). Thus, the study of human growth and development is built on a century of research and study; and educators, like parents, benefit from a knowledge of child development by helping identify the things that *all* children need to grow up healthy and "point us toward ways to intervene in the lives of children who need assistance" (Steinberg & Meyer, 1995, p. 6).

In the classic *Democracy and Education*, philosopher educator John Dewey (1916) raised concern about stratification of separate classes if we did not emphasize what binds us together in cooperative pursuits and results. The implication of cooperation is equal involvement, shared participation. In words of eloquent empowerment, Paulo Freire (1968) "cautioned that any situation that prevents others from engaging in the process of inquiry is one of violence" (p. 73). An educator involved in this empowerment is aware of and comfortable with his or her own cultural background in the dynamics of facilitating that awareness for others (Huber, 2002, p. 17). What multicultural education aims to accomplish is the appreciation of others and the skills to work collaboratively toward the accomplishment of a democratic nation in an interconnected world. Multicultural education as a strategy involving multiple approaches to learning and teaching, enables educators to use students' cultural backgrounds to develop effective classroom instruction and school environments (Gollnick & Chinn, 2002, p. 5) responsive to multiple and continuously interacting microcultures including race, ethnicity, gender, language, religion, exceptionality/ability, age, geography, class (p. 9). The parameters documented by G. Pritchey Smith (1998, 2001) in his definitive work on the Knowledge Bases for Diversity, under gird the approach to education that is multicultural.

TECHNOLOGY

"Technology has been here for a long time, it's here to stay, and there's more on the way" (Carroll & Witherspoon, 2002). "To live, learn, and work successfully in an increasingly complex and information-rich society, students and teachers must use technology effectively" (ISTE, 2002). The tools found in homes, schools and universities provide valuable mechanisms for communication, research, problem solving and decision making, all tied closely to the vision and mission of education. When well integrated into the teaching and learning process, technology allows candidates to learn content and technology skills simultaneously.

CONTENT KNOWLEDGE, PEDAGOGICAL CONTENT KNOWLEDGE, AND ALIGNMENT WITH STANDARDS

"The idea that a good education requires that every student receive a rigorous academic core experience is not a new one. A report prepared by the illustrious group of scholars, the Committee of Ten, published in 1894, forcefully called for an established academic curriculum for all high school students, whether or not they were going to college. In many ways this report could have been written today" (Jones, 1996). Fundamentally concerned with equity, authentic,

standards-based reform departs radically from the tracking and instead “aims to hold high expectations and *provide high levels of support* for all students, teachers, and educational leaders” (Thompson, 2001). This connecting to standards requires collaboration among those who have a widely shared understanding of common educational goals while simultaneously responding to the demands for public accountability. In Freirean (1968/1986) pedagogy, knowledge emerges only through participatory, critical, values-oriented, multicultural, student-centered liberatory, experiential, research-minded, and interdisciplinary education. Thus, problem-posing education rejects the banking model of indoctrination to embrace liberatory communication with learners and educators engaged in the process as co-learners (pp. 57-74; Good & Brophy, 1991, pp. 541-542). Reflective, critical inquiry (Schon, 1983) nurtures the awareness that both curriculum making and the learning that it engenders are complex political and social processes as well as intellectual and academic ones that continue to evolve and transform to maintain relevancy in an ever-changing world.

COLLABORATION

Collaboration is a requisite skill for lifelong learning. Critical components of collaboration include that (a) it is voluntary, (b) it requires parity among participants, (c) it is based on mutual goals, (d) it depends on shared responsibility and decision-making, (e) resources are shared, and (f) all team members are accountable (Friend & Cook, 2003; Turnbull & Turnbull, 2001). Turning to key authorities, the following definitions guide further understand of collaboration components: “Interpersonal collaboration is a style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal” (Friend & Cook 2003, p. 5). Collaboration among professionals: “An educational team is a set of interdependent individuals with unique skills and perspectives who interact directly to achieve their mutual goal of providing students with effective educational programs and services” (Friend & Cook, 2000, p. 28). Collaboration can be between families and professionals: “Collaboration refers to the dynamic process of families and professionals equally sharing their resources (motivation and knowledge/skills) in order to make decisions jointly.” (Turnbull & Turnbull 2001, p. 50). Collaboration can also include students: “Collaboration is a style of professional interacting between and among professionals, parents and families, and, where appropriate, students themselves to share information, to engage in collective decision making and to develop effective interventions for a commonly agreed upon goal that is in the best interests of the students” (Mostert, 1998, p. 16).

Element Four: Performance Proficiencies Aligned with the Expectations in Professional, State, and Institutional Standards

The unit’s vision calls for candidates who are competent, collaborative, reflective professionals. Such a vision highlights the importance of standards set by the state (Kansas State Department of Education) and professional organizations. Several programs in the unit also seek external accreditation through the standards set by their professional societies, for instance, the Council for Exceptional Children (CEC), the National Association of School Psychologists (NASP), the National Association of Schools of Music (NASM).

Consistent with such standards as well as the guiding principles represented by the strands of the rope in the unit’s vision, programs in the unit seek to attain these general proficiencies and demonstrate dispositions connected to the Guiding Principles:

Guiding Principles Connected to Proficiencies and Dispositions

Guiding Principles	Proficiencies	Dispositions
Professionalism and Reflection (PR)	<p>Knowledge of legal and ethical concepts related to professional conduct. (PR1)</p> <p>Knowledge of major sources and strategies for securing and compiling relevant/needed educational knowledge. (PR2)</p> <p>Skills to apply legal and ethical concepts to his/her own professional conduct. (PR3)</p> <p>Skills to demonstrate approaches to continuous learning that supports improved professional practice.(PR4)</p>	Values knowledge and continuous learning (to improve professional practice). (PR5)
Human Development and Diversity (HDD)	<p>Knowledge of major developmental principles and theories. (HDD1)</p> <p>Knowledge of relevant historical, philosophical, social, and cultural factors. (HDD2)</p>	<p>Respects and holds high expectations for all learners. (HDD3)</p> <p>Advocates for students/clients. (HDD4)</p>
Connection of Teaching Experiences and Assessment (CTA)	<p>Knowledge of professional practices (approaches, materials and technologies) appropriate for addressing diverse students/clients. (CTA1)</p> <p>Knowledge of major assessment tools and strategies for informing effective professional practice and providing feedback to students/clients. (CTA2)</p> <p>Skills to demonstrate professional performance that reflects current theory, research and practice.</p>	Respects and holds high expectations for all learners. (CTA6)

	(CTA3) Skills to use appropriate assessment strategies to measure readiness/development status and achieve specified outcomes. (CTA4) Skills to plan, implement and evaluate developmentally, culturally and ethically appropriate techniques and strategies for addressing student/client needs, including relevant technologies. (CTA5)	
Technology (T)	Skills in using appropriate technologies in teaching and learning. (T1)	Values knowledge and continuous learning (to improve professional practice). (T2)
Content Knowledge, Pedagogical Content Knowledge, and Alignment with Standards (CKS)	Knowledge of under-girding disciplines (central concepts, tools of inquiry and content structures) essential to effective professional practice, including how different disciplines link together. (CKS1)	Values knowledge and continuous learning (to improve professional practice). (CKS2)
Collaboration (C)	Skills to demonstrate effective communication and interpersonal skills and attitudes. (C1) Skills to plan, implement and sustain an appropriate environment that promotes effective professional practices. (C2)	Values working cooperatively with colleagues and others (e.g., parents, community agencies) to advance best interests of students/clients. (C3)

Element Five: System by Which Candidate Performance is Regularly Assessed

Assessment is an integral part of the vision of the unit and is interwoven among the strands. It is the mechanism for informing candidates of their progress and monitoring the unit and its programs. As a guiding principle, assessment is an integral part of the Conceptual Framework. Within each of the above proficiencies are multiple assessments including a variety of strategies—more traditional teacher-made exams and assignments, performance-based assessments in some coursework and in clinical and field settings, reflective responses and/or journals, and program portfolios—documenting the accomplishment of program goals. Individual program committees review the aggregated information from the results of these assessments to determine the competence of the student(s) and the effectiveness of the program and recommend or implement the necessary changes. The results of program committee reviews, cross-program candidate

assessment data, and other reviews are examined by a unit assessment committee for recommendations to improve unit effectiveness.

In examining the strands, or guiding principles, assessment ends as well as begins a **connection** cycle. Assessment is imperative to **align content with professional and state standards**. **Professionalism and reflection** are dependent on assessment for success. In terms of instruction, the cycle includes assessing learner knowledge, skills, and dispositions, making curricular decisions, teaching, assessing, examining the data, and making further decisions. In terms of program decisions it includes an examination of the conceptual framework, the standards, the delivery, the assessment, an examination of the data, and making informed changes in the conceptual framework and the programs. The assessment system for the unit is of primary importance to accomplishing the vision of the unit.

Candidate assessments are designed to examine the success of the curriculum, instruction and field experiences for candidates. Candidate performance at critical junctures in program (e.g., admission to practicum) as well as performance related to specific program standards and proficiencies are assessed against a priori rubrics. Assessments occur at multiple points across programs and include a variety of strategies (e.g., teacher-made exams and assignments, performance-based assessments within coursework and in clinical and field settings, reflective responses and/or journals, and program portfolios). Individual program committees review the aggregated information from the results of these assessments to determine the competence of students and the effectiveness of programs, to take relevant student actions, and to recommend implicated program changes.

The unit assessment system and program assessments are guided by the following goals:

- Assessing the success of the curriculum, instruction and field/clinical experience.
- Utilizing assessments to revise curriculum, instruction and field/clinical experiences.
- Documenting impact on learners participating in program.
- Determining the quality of alignment of content with the professional and state standards applicable to the program.

Closing

The vision for preparing educators and other school personnel at Wichita State University aims to develop reflective professionals who are competent and collaborative and who have high expectations for themselves and those with whom they work. Such individuals understand relevant technologies and are prepared to practice in diverse settings. This vision provides a touchstone for ensuring connections among curriculum, instruction, field experiences, and assessment as well as for outcomes/content proficiencies aligned with professional and state standards across all programs. Some programs at WSU have created Guiding Program Documents (define these) to specify additional goals and standards unique to each professional field. The overarching conceptual framework for professional education programs at Wichita State University forms the core framework/structure/umbrella for these Guiding Program Documents.

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