CONCEPTUAL FRAMEWORK

Overview

A conceptual framework enables a unit to articulate and share with its professional community its way of seeing, thinking and being. This way of seeing, thinking and being encapsulates the sense of the unit across all unit programs. In addition, it sets forth the operational manner of the unit regarding what candidates should know (content knowledge) and be able to do (curricular, technological and pedagogical knowledge and skills), and the kinds of assessments and evaluation measures needed to produce the desired results in candidates performance. (Dottin, xviii)

The Conceptual Framework of the Unit establishes an integrated vision for teaching, learning, professionalism, and educator preparation at Bloomsburg University. It provides the foundation for the institution’s philosophical underpinnings, beliefs and values as well as outlines the proficiencies we emphasize and our commitment to the preparation of effective education professionals. Additionally, it guides the planning, development, and implementation of programs and ensures connections between coursework, field experiences, student teaching, and unit-wide assessment practices. The Conceptual Framework reflects our commitment to the value of developing high professional standards, instilling candidates with the necessary skills for problem solving, preparing students to excel in collaborative professional settings, valuing the necessity of life-long learning, and preparing educators to work effectively with diverse populations. All initial teacher education programs focus on the development of the required knowledge, skills, and professional dispositions to ensure that candidates are prepared to meet all unit, state, and professional standards at the completion of their program. Advanced programs emphasize the same knowledge, skills, and dispositions as described for initial programs, as well as those identified through application of the Rigor and Relevance Framework.

The faculty members of the Unit have also identified the core candidate proficiencies (beliefs) related to the expected knowledge, skills and dispositions for effective practice. In addition to this, faculty members have identified key professional dispositions that serve as observable attitudes and behaviors that reflect the values of the unit. The emphasis on dispositions is exemplary of the critical importance placed upon professional behaviors and the high degree of value held in developing professional attitudes, values, and beliefs within the Professional Education Unit.
**Development of Conceptual Framework**

In 1999, the Professional Education Unit adopted a conceptual framework based upon Charlotte Danielson’s Enhancing Professional Practice: A Framework for Teaching. A decade later, a Conceptual Framework Committee (CFC) comprised of faculty from the Unit was charged with revisiting the design of this conceptual framework to ensure the thoughts, beliefs and values of our educational community were clearly articulated for all. It would clarify the content knowledge they should possess, the skills and methodologies they should master, and the values they should embrace. The essence of their task was to establish a framework for the contents of the heart and mind of an effective educational professional. The new conceptual framework of the unit establishes this integrated vision for teaching, learning, professionalism, and educator preparation that is specific to the mission and vision of Bloomsburg University. Additionally, it guides the planning, development, and implementation of programs and ensures connections between coursework, field experiences, student teaching, and unit-wide assessment practices. The new framework clarifies alignment with professional standards, Pennsylvania Department of Education General Standards, research-based effective practices, and our vision of educator preparation faculty at this institution. Building upon the unit’s mission, the committee emphasized the overriding values established by the unit and supporting dispositions that reflect the culture and specific expectations of faculty. Dates that may be considered important milestones in the evolution or development of the conceptual framework include:

- **May, 1999** - Charlotte Danielson model adopted as Conceptual Framework (CF)
- **October 6, 2009** – Interim Dean issues charge for redesign of the CF
- **Fall, 2009** - CF Committee assigned and membership approved
- **October 6, 2009** - CF Committee meeting
- **October 6, 2010** – January 25, 2010 - CF revisions developed and analyzed; Faculty feedback sought and integrated into the document; Professional beliefs condensed from seven to four statements.
- **January 7, 2010** – Dean’s Council reviewed the status of the CF and provided feedback.
- **January 29, 2010** – Coe/Unit retreat to review CF and connections to new assessments. Alignment of candidate expectations and outcomes occurred.
- **April 29, 2010**: Final version of CF adopted.

*A detailed review of the committee’s work, drafts, minutes and actions may be accessed in Exhibit I.5.c of the 2012 NCATE Institutional Report.*

The development of the Advanced Programs Extension to the Conceptual Framework was completed by the Advanced Programs Committee. The committee was comprised of faculty
leaders from within each advanced program in the unit. Commonalities across faculty and programs were emphasized and used as a foundation for developing the Conceptual Framework. However, the diversity of programs, varying programmatic requirements and unique co-existence with initial programs in the unit were always at the forefront of the committee’s discussion. The expectations of candidate knowledge, skills and dispositions established by the committee were similar to those delineated by the unit for initial programs, but ultimately not the same. For this reason, the Conceptual Framework for the unit’s initial programs provided a basis for our broadened model. Dates that may be considered important milestones in the evolution or development of the Advanced Programs Extension of the Conceptual Framework include:

January 27, 2011 – The meeting was attended by the consultant, Dr. Lucinda Chance. Discussion on necessity and potential structure of CF was initiated. Connections to degree programs, assessment system, diversity requirements and transition points occurred.

February 15, 2011 – The committee discussed connections of the Rigor and Relevance Framework to advanced programs. Distributed information on R & R for committee review. Planned summer diversity experience and structure of Jones Summer Institute.

March 1, 2011 – Chair presented R & R framework for considered expansion of the current CF. Reviewed current CF (Beliefs and Core Dispositions) to establish relevant connections. Reviewed use/application of the content of both documents. Committee recommended a side-by-side be developed for the next meeting.

March 15, 2011 – Committee reviewed the unit’s professional Beliefs and Advanced Program Extension (draft). Changes made to document due to recommendations of committee. Committee voted to approve the document as the Advanced programs Extension to the CF.

April 15, 2011 – Advanced Programs Chair presented the Extension to the Conceptual Framework at the COE Faculty meeting. Faculty voted to approve this document.

*A detailed review of the committee’s work, drafts, minutes and actions is available for review.

I. Vision and Mission of the Institution/Unit

Vision of Bloomsburg University

Bloomsburg University aspires to:
» be a premier public comprehensive university, recognized as a center of thinking, learning and academic excellence
» anticipate and address the changing needs of the Commonwealth
» be a diverse community that produces positive change.
» provide resources to maximize opportunities for success
» be a good steward of our resources and the environment
» develop individuals to be contributing citizens

Within the strategic plan, the values of Bloomsburg University of Pennsylvania students, faculty and staff include:
Mission of Bloomsburg University

Bloomsburg University of Pennsylvania is an inclusive comprehensive public university that prepares students for personal and professional success in an increasingly complex global environment.

Vision of the Unit

The vision of the unit, as a leader in teaching excellence and a resource to our region, is to produce quality educational professionals and leaders who positively impact the academic achievement and personal development of all students in PK-16 schools.

Mission of the Unit

The mission of Bloomsburg University’s College of Education is:

1) to prepare ethical educational professionals (refer to Bloomsburg University’s Strategic Issue 1) who are empowered to assess the development and facilitate the growth of all learners to succeed and lead in our diverse and technologically complex world; and
2) to serve as a resource (refer to Bloomsburg University’s Strategic Issue 4) to the region.

II. Philosophy, Purposes, Goals, and Institutional Standards of the Unit

The faculty of the Professional Education Unit possess strong philosophical beliefs, theoretical assumptions and research backgrounds that are communicated through teaching to Initial and Advanced candidates. This becomes the foundation of our professional lives, curriculum, instructional methodology, assessment practices and field experience programs. Our philosophy is aligned and reflected in all aspects of our conceptual framework, as well as in the expectations for student outcomes.

This conceptual framework reflects the work of many scholars whose ideas have impacted the art and science of teaching. These theorists include Bandura, Beissner, Benson, Bloom, Brown, Calfee, Caplan, Dewey, Dickstein, Driscoll, Emmer, Evertson, Freiberg, Gardner, Gresham, Hodson & Hodson, Horner, Jonassen, Kohn, Lemke, Longert, Marzano, McTighe, Merseth, Morante, Piaget, Popham, Postman, Sapon-Shevin, Schon, Sommer, Sugai, Vygotsky, Wiggins and Yacci. The Unit’s conceptual framework provides a common frame of reference for the translation of research into practice in a manner that is pragmatic and enables our teacher candidates to construct meaning to inform teaching practice. In concert with this theoretical underpinning is research in current effective practices and the standards of various professional associations (NCATE, INTASC, CEC, NCTE, ACTFL, IRA, NCSS, ELLC, NAEYC, AMLE, NCTM and NSTA). The Pennsylvania Department of Education also provides an extensive standards-based system that emphasizes six core elements for teacher preparation in
Pennsylvania (standards, curriculum, instruction, materials and resources, fair assessment, appropriate interventions). In summary, the unit utilizes theory, research, professional standards, and state guidelines to guide its capacity to admit, prepare and support candidates to educate all children. Upon graduation, all candidates must possess the knowledge, skills and professional dispositions to assist PK-12 students in Pennsylvania to achieve academic success.

The overarching goal of the Professional Education Unit is to develop candidates, through modeling, classroom experiences and clinical experiences, into practicing educators who possess a thorough understanding of the content they teach and act upon the following values:

- **Uphold Professional and Ethical Standards** - Candidates consistently honor the law and demonstrate professional integrity through behaviors that reflect national, state, and institutional ethical standards.

- **Embrace Diversity** - Candidates demonstrate fairness, empathy, and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of ALL learners.

- **Engage in Collaborative Endeavors** - Candidates demonstrate professional interpersonal and communication skills. These skills are used to promote positive partnerships (with and between learners: students, families, colleagues, other school professionals, and the global community) to support achievement of learning outcomes.

- **Reflect and Problem Solve** - Candidates demonstrate the ability to make informed decisions through systematic reflection and problem solving. Critical and creative thinking is used for identifying and implementing strategies for improving academic, interpersonal, and emotional learner outcomes.

- **Value Life-Long Learning** - Candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

Faculty members within the [Advanced Programs](#) of the Professional Education Unit have identified the beliefs, skills and professional dispositions necessary to serve as an effective educational professional. The expectations and competencies for all candidates are identified in the College of Education Professional Beliefs and Dispositions. Candidates are expected to demonstrate professional growth as they progress through identified transition points within their chosen program of study. Consistent with Initial Programs, the Advanced Programs at Bloomsburg University are designed with the expectation that candidates must also develop and apply knowledge, skills, and dispositions to serve as effective educational professionals. For Advanced Programs, the Conceptual Framework is extended to include adapted key elements from the Rigor and Relevance Framework. This extension establishes a focus on the acquisition of knowledge, the application of knowledge in educational settings, the assimilation of new ideas, and the adaptation of knowledge for creative problem solving in...
educational settings. The desired outcomes are the development of educational professionals who possess expertise in teaching and learning, are capable of improving teaching and learning, and are equipped to serve as educational leaders in the 21st century. The elements from this framework are addressed and are reflected throughout each course, field experience and program within the Advanced Programs in the Teacher Education Unit.

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Rigor and Relevance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone</td>
<td>Assimilation and Adaptation</td>
</tr>
<tr>
<td>Pre-Capstone</td>
<td>Application and Assimilation</td>
</tr>
<tr>
<td>Entry</td>
<td>Acquisition and Application</td>
</tr>
</tbody>
</table>

### III. Knowledge Bases, Theories, Research and Policies

#### Bloomsburg University College of Education (COE) Conceptual Framework

**Alignment of Candidate Expectations and Outcomes**

All program candidates will develop and demonstrate the following professional competencies:

<table>
<thead>
<tr>
<th>COE Conceptual Framework</th>
<th>Link to NCATE (National Council for Accreditation of Teacher Education)</th>
<th>Link to INTASC (Interstate New Teacher Assessment and Support Consortium)</th>
<th>Link to PDE 430 (National Board for Professional Teaching Standards)</th>
<th>Link to NBPTS Core Propositions</th>
<th>Link to Danielson Framework for Professional Practice</th>
<th>Theories/Thinkers (Majority from last 5 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Belief (PB)</td>
<td>NCATE Standard</td>
<td>Description</td>
<td>INTASC Standard</td>
<td>Description</td>
<td>PDE 430 Description</td>
<td>NBPTS Core Propositions</td>
</tr>
<tr>
<td>PB R1 – Plan Coherent Practice and Pedagogy</td>
<td>Standard 1: Candidate Knowledge, Skills and Professional Dispositions</td>
<td>1a: Content Knowledge for Teacher Candidates</td>
<td>Principle 1</td>
<td>Understands the central concepts, tools of inquiry, and structure of the discipline taught; creates learning experiences to make them meaningful to students.</td>
<td>Category 1: Planning and Preparation</td>
<td>Proposition 1: Teachers are Committed to Students and Their Learning</td>
</tr>
<tr>
<td></td>
<td>Standard 3: Field Experiences and Clinical Practice</td>
<td>1d: Student Learning for Teacher Candidates</td>
<td>Principle 2</td>
<td>Understands how children learn and develop; provides learning opportunities that support their development.</td>
<td></td>
<td>Proposition 2: Teachers Know the Subjects They Teach and How to Teach These Subjects to Students</td>
</tr>
<tr>
<td></td>
<td>Standard 4: Diversity</td>
<td>1e: Knowledge and Skills for Other School Professionals</td>
<td></td>
<td></td>
<td></td>
<td>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2a: Design, Implementation, and Evaluation of Field Experiences and Clinical Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2b: Candidates’ Develop and Demonstrate Knowledge, Skills, and Professional Dispositions To Help All Students Learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3a: Design, Implementation, and Evaluation of Curriculum/Experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Belief (PB)</td>
<td>NCATE Standard</td>
<td>Description</td>
<td>INTASC Standard</td>
<td>Description</td>
<td>PDE 430 Description</td>
<td>NBPTS Core Propositions</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------</td>
<td>-------------</td>
<td>----------------</td>
<td>-------------</td>
<td>---------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>PB #2 - Create inclusive Environments Conductive to Optimal Learning</td>
<td>Standard 1: Candidate Knowledge, Skills and Professional Dispositions</td>
<td>1c: Professional and Pedagogical Knowledge and Skills for Teacher Candidates</td>
<td>Principle 3</td>
<td>Understands how students differ in their approaches to learning; creates instructional opportunities adapted to diverse learners. Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.</td>
<td>Category I: Planning and Preparation</td>
<td>Proposition 1: Teachers are Committed to Students and Their Learning</td>
</tr>
<tr>
<td></td>
<td>Standard 3: Field Experiences and Clinical Practice</td>
<td>1d: Student Learning for Teacher Candidates</td>
<td>Principle 5</td>
<td>Creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</td>
<td>Category II: Classroom Environment</td>
<td>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning</td>
</tr>
<tr>
<td></td>
<td>Standard 4: Diversity</td>
<td>1e: Knowledge and Skills for Other School Professionals</td>
<td></td>
<td></td>
<td>A. The teachers understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can create learning experiences that make these aspects of subject matter meaningful for all students.</td>
<td>Proposition 3: Teachers are Members of Learning Communities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1f: Student Learning for Other School Professionals</td>
<td></td>
<td></td>
<td>B. The teacher understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social, career and personal development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1g: Professional Dispositions For All Candidates</td>
<td>Principle 6</td>
<td></td>
<td>C. The teacher understands how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom</td>
<td>1c: Setting instructional outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3b: Design, Implementation and Evaluation of Field Experiences and Clinical Practice</td>
<td></td>
<td></td>
<td>E: 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</td>
<td>1c: Establishing goals for the counseling program appropriate to the setting and the students served</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3c: Candidates’ Development and Demonstration of Knowledge, Skills, and Professional Dispositions To Help All Students Learn</td>
<td></td>
<td></td>
<td>F: The teacher uses knowledge of effective verbal, nonverbal and media communication techniques supported by appropriate technology to foster active inquiry, collaboration and supportive interaction in the classroom</td>
<td>1c: Establishing goals for ongoing instructional improvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4a: Design, Implementation, and Evaluation of Curriculum and Experiences</td>
<td></td>
<td></td>
<td>G: The teacher plans instruction based upon knowledge of subject matter, students, and the community and curriculum goals</td>
<td>2c: Establishing a culture for productive communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4d: Experiences Working With Diverse Students in P-12 Schools</td>
<td></td>
<td></td>
<td>J: The teacher contributes to school effectiveness by collaborating with other professional and parents, by using community resources, and by working as an advocate to improve opportunities for learning</td>
<td>2c: Managing classroom procedures</td>
</tr>
</tbody>
</table>

- PIaget
- Kohn
- Bandura

- Benson, B.
- Hodson, D., & Hodson, J.
- Marzano
<table>
<thead>
<tr>
<th>Professional Belief (PB)</th>
<th>NCATE Standard</th>
<th>Description</th>
<th>INTASC Standard</th>
<th>Description</th>
<th>PDE 430 Description</th>
<th>NBPTS Core Propositions</th>
<th>Danielson Domain Component/Description</th>
</tr>
</thead>
</table>
| PB#3 – Ensure Effective Instruction and Assessment | Standard 1: Candidate Knowledge, Skills and Professional Dispositions | 1c: Professional and Pedagogical Knowledge and Skills for Teacher Candidates | Principle 4 | Understands a variety of instructional strategies. | Category II: Planning and Preparation | Proposition 1: Teachers are Committed to Students and Their Learning | Domain 1: Planning and Preparation  
Teacher/Specialist/School Counselor |
| | Standard 2: Field Experiences and Clinical Practice | 1d: Student Learning for Teacher Candidates | Principle 6 | Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction. | Category III: Instructional Delivery | Proposition 2: Teachers know the Subjects They Teach and How to Teach These Subjects to Students | Domain 1: Planning and Preparation  
Teacher/Specialist/School Counselor |
| | Standard 3: Field Experiences and Clinical Practice | 1e: Knowledge and Skills for Other School Professionals | Principle 7 | Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals. | Category IV: Professionalism  
The teacher understands:  
A. the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can create learning experiences that make these aspects of subject matter meaningful for all students  
B. how all children learn and develop, and can provide learning opportunities that support their intellectual, social, career and personal development  
C. how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom  
D. a variety of instructional strategies, including interdisciplinary learning experiences, to encourage students' development of critical thinking, problem solving and performance skills  
E. individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation  
F. knowledge of effective verbal, nonverbal and media communication techniques supported by appropriate technology to foster active inquiry, collaboration and supportive interaction in the classroom  
G. and plans instruction based on knowledge of subject matter, students, and the community and curriculum goals  
H. and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner  
I. practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally  
J. and contributes to school effectiveness by collaborating with other professional and parents, by using community resources, and by working as an advocate to improve opportunities for learning | Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning | Domain 3: Instruction (Teacher)  
Domain 3: Delivery of Service (Specialist/School Counselor) |
| | Standard 4: Diversity | 3b: Design, Implementation and Evaluation of Field Experiences and Clinical Practice | Principle 8 | Understands and uses formal and informal assessment strategies. | Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience | Proposition 5: Teachers are Members of Learning Communities | 3a: Communicating with students  
3b: Collaborating with teachers in the design of instructional units and lessons  
3c: Assessing student needs |
| | Standard 6: Unit Governance and Resources | 4a: Design, Implementation and Evaluation of Curriculum and Experiences | | | 3b: Using questioning and discussion techniques  
3c: Engaging teachers in learning new instructional skills  
3d: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs |
| | | 4d: Experiences Working With Diverse Students in P-12 Schools | | | 3e: Engaging students in learning  
3f: Sharing expertise with staff  
3g: Using counseling techniques in individual and classroom programs |
| | | 6d: Unit Facilities | | | 3d: Using assessment in instruction  
3e: Locating resources for teachers to support instructional improvement  
3f: Brokering resources to meet needs |
| | | 6e: Unit Resources Including Technology | | | 3e: Demonstrating flexibility and responsiveness |
| | | | | | Domain 4: Professional Responsibilities  
Teacher/Specialist/School Counselor |

Theories/Thinkers (Majority from last 5 years): Jonassen, Beissner, & Yacci  
Gresham, Horner & Sugai, Brown, Villa - Literature on inclusive education and Response to Intervention  
Postman, N.  
American Assoc of Colleges for Tchr Ed  
Lemke, C.  
Wiggins & McTighe  
Popham  
Morante, E.
<table>
<thead>
<tr>
<th>Professional Belief (PB)</th>
<th>NCAE Standard</th>
<th>Description</th>
<th>INTASC Standard</th>
<th>Description</th>
<th>PDE 430 Description</th>
<th>NBPTS Core Propositions</th>
<th>Danielson Domain Component/Description</th>
<th>Theories/Thinkers (Majority from last 5 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PB #4 – Exhibit Professionalism</td>
<td>Standard 1: Candidate Knowledge, Skills and Professional Dispositions</td>
<td>Standard 3: Field Experiences and Clinical Practice</td>
<td>Standard 4: Diversity</td>
<td>Standard 6: Unit Governance and Resources</td>
<td>Principle 9</td>
<td>Reflects on teaching.</td>
<td>Principle 10</td>
<td>Category IV: Professionalism</td>
</tr>
<tr>
<td>1b: Pedagogical Content Knowledge and Skills for Teacher Candidates</td>
<td>1c: Professional and Pedagogical Knowledge and Skills for Teacher Candidates</td>
<td>1d: Student Learning for Teacher Candidates</td>
<td>1e: Knowledge and Skills for Other School Professionals</td>
<td>1g: Professional Dispositions For All Candidates</td>
<td>Principle 10</td>
<td>Fosters relationships with colleagues, parents, and agencies in the larger community.</td>
<td>Proposition 2: Teachers Know the Subjects They Teach and How to Teach These Subjects to Students</td>
<td></td>
</tr>
<tr>
<td>3b: Design, Implementation and Evaluation of Field Experiences and Clinical Practice</td>
<td>3c: Candidates’ Development and Demonstration of Knowledge, Skills, and Professional Dispositions To Help All Students Learn</td>
<td>4a: Design, Implementation and Evaluation of Curriculum and Experiences</td>
<td>4d: Experiences Working With Diverse Students in P-12 Schools</td>
<td>6d: Unit Facilities</td>
<td>6e: Unit Resources Including Technology</td>
<td>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience</td>
<td>Proposition 5: Teachers are Members of Learning Communities</td>
<td></td>
</tr>
<tr>
<td>4b: Design, Implementation and Evaluation of Curriculum and Experiences</td>
<td>4c: Communicating with families</td>
<td>4d: Participating in a professional community</td>
<td>4e: Growing and developing professionally</td>
<td>4f: Showing professionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4f: Showing professionalism, including integrity and confidentiality</td>
<td>4f: Showing professionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Dewey
- Schon
- Gresham, Horner & Sugai, Brown - Literature on inclusive education and Response to Intervention
- Caplan, J. and Calfee, C.
NCATE – National Council for Accreditation of Teacher Education
INTASC – Interstate New Teacher Assessment and Support Consortium
PDE 430 – Pennsylvania Department of Education - Statewide Evaluation Form for Student Professional Knowledge and Practice is the mandated evaluation instrument that must be used to evaluate pre-service teachers for certification in the state of Pennsylvania.
NBPTS – National Board for Professional Teaching Standards
IV. Candidate Proficiencies Related to Knowledge, Skills, and Dispositions

The following candidate proficiencies are addressed and are reflected throughout each course, field experience, and program within the teacher education unit at both the initial and advanced program levels. **We believe** effective educational professionals will apply their knowledge, skills, and dispositions to:

1. **Plan Coherent Practice and Pedagogy**
   - Demonstrate Knowledge of Discipline-Specific Content
   - Demonstrate Knowledge of Content-Related Pedagogy
   - Demonstrate Knowledge of Standards for Performance Outcomes
   - Demonstrate Knowledge and Recognition of the Diverse Needs and Interests of Learners
   - Design Effective Instruction and/or Service Using Internal and External Resources
   - Plan for the Effective Use of Volunteers and/or Other Professionals to Enhance Learning

2. **Create Inclusive Environments Conducive to Optimal Learning**
   - Demonstrate Belief That Everyone Can Learn
   - Establish Learning Environments Based on Mutual Respect and Rapport
   - Demonstrate an Understanding of How Cultural Identities Shape Professional Expectations and Practices
   - Demonstrate an Understanding of Cultural Similarities and Differences Through Instruction and/or Service to Optimize Learning
   - Differentiate Practices and Curricula to Ensure Fairness and Value Diversity
   - Establish and Communicate Clear Behavioral Expectations
   - Structure and Monitor Learning Environment to Support Academic, Interpersonal, and Emotional Performance Outcomes of Learners
   - Organize and Manage Instructional Environment

3. **Ensure Effective Instruction and Assessment**
   - Communicate Clear Learner Expectations, Content Explanations, and Guidance/Feedback
   - Engage Everyone in Varied Learning Activities and Resources
   - Monitor and Differentiate Relevant Instruction and/or Service to Meet the Needs of Learners
   - Provide Opportunities for Individual and Collaborative Problem Solving through Critical and Creative Thinking
• Design and Use Formative and Summative Assessments Congruent with Performance Outcomes of Learners
• Maintain and Analyze Data for Use in Monitoring Learner Progress and Differentiating Instruction and/or Service
• Utilize Technology Effectively to Enhance Learning

4. **Exhibit Professionalism**

• Demonstrate Decision Making Aligned with Professional Ethical Standards
• Participate in Reflective Inquiry for Professional Growth
• Collaborate and Communicate with Colleagues, Families, and Community Members to Meet the Needs of Learners
• Engage in Professional Growth Opportunities and Resources at Local, State, National, and International Levels
• Engage in School Initiatives, Activities, and Events to Enhance the Learning Community
• Demonstrate Individual and Collaborative Problem-Solving Skills
• Remain Current and Appropriately Use New Instructional Technologies

Faculty members within the unit have identified key dispositions and a system to assess professional dispositions based on observable behaviors in educational settings. **Professional dispositions** are defined as the attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. Two central professional dispositions that are emphasized are fairness and the belief that all students can learn. These dispositions are embedded in program curricula as well as modeled and encouraged by members of the unit. Candidates develop and consistently demonstrate professional dispositions based on observable and measurable behaviors at various targeted program transition points. Each disposition corresponds to the ideals valued by the Professional Education Unit. We believe effective educational professionals demonstrate the following professional dispositions in order to serve as effective educational professionals:

**Uphold Professional and Ethical Standards** - Honors the law and demonstrates professional integrity through behaviors that reflect national, state, and institutional ethical standards.

• Complies with university and school district policies and procedures (e.g., meets expectations, produces quality work, exhibits academic honesty, demonstrates good citizenship)
• Adheres to local, state, and federal rules and laws (e.g., creates a safe environment for students, demonstrates ethical conduct, maintains professional relationships)
• Communicates with honesty and integrity (e.g., uses appropriate language, maintains confidentiality, treats all people with respect and dignity)
• Displays a professional demeanor (e.g., dresses appropriately, meets attendance expectations, actively participates in class)

• Adheres to the all professional standards, including the use of technologies (e.g., accesses authorized websites, uses personal electronic devices as appropriate)

**Embrace Diversity** - Candidates demonstrate fairness, empathy, and compassion based on their belief that everyone can learn. Candidates actively seek out multiple perspectives and diverse experiences to address the academic, interpersonal, and emotional needs of ALL learners.

• Exhibits fair treatment of others (students, colleagues, professionals, staff, and families) (e.g., promotes social justice, exhibits fairness in assessing students’ academic, social and emotional development, promotes respectful students’ interactions with others)

• Interacts with sensitivity to community and cultural norms (race, ethnicity, age, gender, sexual orientation, ability/disability, and social economic status)

• Values and responds to all aspects of a child’s well-being (cognitive, emotional, psychological, social, and physical)

• Utilizes a full range of differentiated instructional practices (e.g., considers students’ strengths, needs and experiences when planning instruction, uses flexible groupings for instruction, provides opportunities for all students to succeed)

**Engage in Collaborative Endeavors** - Candidates demonstrate professional interpersonal and communication skills. These skills are used to promote positive partnerships (with and between learners: students, families, colleagues, other school professionals, and the global community) to support achievement of learning outcomes.

• Meets professional expectations (e.g., seeks help in a timely manner, completes assignments on time, participates equitably in teamwork, is punctual, follows procedures for extensions)

• Considers and responds to multiple perspectives (e.g., incorporates professional feedback and constructive suggestions)

• Demonstrates kind, caring and respectful interactions with others (e.g., maintains emotional control, responds appropriately to actions and reactions of others, adapts to unexpected or new situations, acts from a positive frame of reference)

• Utilizes professional oral and written communication based on the purpose and audience (e.g., employs suitable tone of voice, and verbal and nonverbal expressions, uses grammatically correct sentences, exercises appropriate self-disclosure)

**Reflect and Problem-Solve** - Candidates demonstrate the ability to make informed decisions through systematic reflection and problem-solving. Critical and creative thinking is used for identifying and implementing strategies for improving academic, interpersonal, and emotional learner outcomes.
• Accepts responsibility for personal actions or decisions (e.g., shows an understanding of policies and procedures for professional behaviors and dispositions)

• Solves problems proactively (e.g., recognizes problems and seeks resolutions, collaborates and problem solves with others)

• Seeks clarification and assistance as needed (e.g., seeks and utilizes human and material resources)

• Engages in processes of continuous reflection based on relevant assessment data (e.g., utilizes systematic reflection processes for problem-solving and modifying educational practices)

**Value Life-long Learning** - Candidates engage in professional growth and encourage curiosity and inquiry as reflective agents of change by sharing knowledge responsibly and participating as a community resource.

• Completes assigned tasks that demonstrate high personal and professional standards

• Seeks to keep abreast of new ideas, evidence-based practices, and understandings in the field to improve instructional practices and teaching activities (e.g., reads educational journals, attends professional meetings and conferences, engages in professional discussions with others)

• Demonstrates positive attitude toward learning through intellectual curiosity and participation in professionally-related experiences (e.g., actively participates in class activities and professionally-related associations, exceeds expectations for assignments, tasks and teamwork)

• Reflects upon teaching practices (e.g., identifies areas of strengths and needs, engages in professional development based upon self-reflection)
## V. Assessment System

### UNDERGRADUATE TRANSITION POINTS: DATA COLLECTION SCHEDULE

<table>
<thead>
<tr>
<th>Program</th>
<th>Conceptual Framework</th>
<th>Collection of Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to Teacher Education (Entry)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Education Admissions Packet</td>
<td></td>
<td>Checked by TEAP Coordinator Advisor with Packet</td>
</tr>
<tr>
<td>GPA 3.0 Overall and in Major</td>
<td></td>
<td>Checked by TEAP Coordinator Advisor with Packet</td>
</tr>
<tr>
<td>Haberman-Star Teacher Prescreener</td>
<td>x</td>
<td>Office of Planning and Assessment</td>
</tr>
<tr>
<td>PTE Field Experience</td>
<td>x</td>
<td>Checked by TEAP Coordinator Advisor with Packet</td>
</tr>
<tr>
<td>Praxis I</td>
<td>x</td>
<td>Admission Packet 48-60 credits</td>
</tr>
<tr>
<td>Teacher Disposition Checklist (Self-assessment)</td>
<td>x</td>
<td>Applied in target courses/ASIP Submission</td>
</tr>
<tr>
<td>Pre-Student Teaching Admission (Pre-Capstone)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Education Admission Packet Renewal</td>
<td>x</td>
<td>Checked by Advisor 90+ credits</td>
</tr>
<tr>
<td>GPA 3.0 Overall and in Major</td>
<td>x</td>
<td>Checked by Advisor 90+ credits</td>
</tr>
<tr>
<td>Grade of &quot;C&quot; or Better in all Education Courses</td>
<td>x</td>
<td>Checked by Advisor 90+ credits</td>
</tr>
<tr>
<td>Diversity Requirement</td>
<td>x</td>
<td>Checked by Advisor 90+ credits</td>
</tr>
<tr>
<td>Methods Lesson Plan</td>
<td>x</td>
<td>Applied in target courses/ASIP Submission</td>
</tr>
<tr>
<td>Student Teaching (Capstone)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher Student Teaching Evaluation (Mid/Final)</td>
<td>x</td>
<td>Cooperating teacher/ASIP Submission</td>
</tr>
<tr>
<td>PDE 430</td>
<td>x</td>
<td>University Supervisor/ASIP Submission</td>
</tr>
<tr>
<td>Pre/Post Exit Student Teaching Survey</td>
<td>x</td>
<td>Office of Planning and Assessment</td>
</tr>
<tr>
<td>Student Teaching Lesson Plan</td>
<td>x</td>
<td>Student Teaching Supervisor/ASIP Submission</td>
</tr>
<tr>
<td>Student Teaching Unit Plan</td>
<td>x</td>
<td>Student Teaching Supervisor/ASIP Submission</td>
</tr>
<tr>
<td>Teacher Disposition Checklist (University Supervisor)</td>
<td>x</td>
<td>Completed between first and second placement</td>
</tr>
<tr>
<td>University Student Teaching Supervisor Evaluation (Mid/Final)</td>
<td>x</td>
<td>Student Teaching Supervisor/ASIP Submission</td>
</tr>
<tr>
<td>Follow-up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni Survey (3-years out)</td>
<td>x</td>
<td>Standardized across all departments</td>
</tr>
<tr>
<td>Career Development Center Follow-up Survey</td>
<td>x</td>
<td>Standardized across all departments</td>
</tr>
<tr>
<td>Cooperating Teacher Survey</td>
<td>x</td>
<td>Standardized across all departments</td>
</tr>
<tr>
<td>Employer Survey (1-year out)</td>
<td>x</td>
<td>Standardized across all departments</td>
</tr>
<tr>
<td>Praxis II Specialty Tests</td>
<td>x</td>
<td>Standardized across all departments</td>
</tr>
</tbody>
</table>

### BU CONCEPTUAL FRAMEWORK

1. Plan Coherent Practice and Pedagogy
2. Create Inclusive Environments Conducive to Optimal Learning
3. Ensure Effective Instruction and Assessment
4. Exhibit Professionalism

---

10/12/2011
## ADVANCED PROGRAMS TRANSITION POINTS: DATA COLLECTION SCHEDULE

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Unit Level</th>
<th>Conceptual Framework</th>
<th>Rigor and Relevance</th>
<th>COLLECTION OF MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to Graduate School (Entry)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate School Application Packet</td>
<td>x</td>
<td>4</td>
<td>1</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>Undergraduate GPA 3.0 Overall and in Major</td>
<td>x</td>
<td>3</td>
<td>1</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>Professional Disposition Checklist (Self-assessment)</td>
<td>x</td>
<td>4</td>
<td>1, 2</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>Haberman Star Teacher Prescreener</td>
<td>x</td>
<td>2, 4</td>
<td>1, 2</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>Pre-Capstone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Education Packet Completion</td>
<td>x</td>
<td>3, 4</td>
<td>1, 2</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>GPA 3.0 Overall and in Major</td>
<td>x</td>
<td>3</td>
<td>1, 2</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>Meets Course Grade Requirement of Program</td>
<td>x</td>
<td>3</td>
<td>1, 2</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>Diversity Requirement</td>
<td>x</td>
<td>2, 4</td>
<td>1, 2, 3</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>Unique Program Assessments</td>
<td>x</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3</td>
<td>Individual Program Designation</td>
</tr>
<tr>
<td>Capstone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship, Student Teaching or Practicum Evaluation</td>
<td>x</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3</td>
<td>COE Assessment (Course embedded)</td>
</tr>
<tr>
<td>Professional Disposition Checklist (University Supervisor)</td>
<td>x</td>
<td>4</td>
<td>1, 2, 3</td>
<td>COE Assessment (Course embedded)</td>
</tr>
<tr>
<td>Research Rubric (Dept. Paper, Thesis or Course Assignment)</td>
<td>x</td>
<td>1</td>
<td>2, 3</td>
<td>COE Assessment (Course embedded)</td>
</tr>
<tr>
<td>Exit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Program Exit Survey</td>
<td>x</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3</td>
<td>Checked by Graduate Coordinator/Advisor</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>x</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3</td>
<td>Standardized across all departments</td>
</tr>
<tr>
<td>Career Development Center Follow-up Survey-Placement Data</td>
<td>x</td>
<td>4</td>
<td>2, 3</td>
<td>Standardized across all departments</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>x</td>
<td>1, 2, 3, 4</td>
<td>2, 3</td>
<td>Standardized across all departments</td>
</tr>
<tr>
<td>Praxis II Speciality Tests</td>
<td>x</td>
<td>1, 2, 3</td>
<td>1</td>
<td>Individual Program Designation</td>
</tr>
</tbody>
</table>

### BU CONCEPTUAL FRAMEWORK

1. Plan Coherent Practice and Pedagogy
2. Create Inclusive Environments Conducive to Optimal Learning
3. Ensure Effective Instruction and Assessment
4. Exhibit Professionalism

### RIGOR AND RELEVANCE FRAMEWORK

| 1. Acquisition and Application |
| 2. Application and Assimilation |
| 3. Assimilation and Adaptation |

10-11-11
Summary of Assessment System

The unit’s assessment system is detailed in the Assessment Handbook. The unit has policies and procedures for assessment of applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Data from all key assessments (except the PRAXIS/PAPA scores) are collected each semester and are entered into ASIP by the individual designated to complete the assessment form. Each year, the COE Assessment Office provides data reports to each program germane to the key assessments.

Each year, a unit-wide faculty meeting occurs for the purpose of the review, analysis and action planning concerning data and related assessment issues within the COE. Faculty members meet by department and program area leading up to this larger COE meeting to analyze relevant data from the key assessments that were collected during the previous academic year. A Program Assessment Report (see page 16) is submitted after review relevant to each key assessment. The two primary components of the Program Assessment Report are an analysis of the data and a description of how the assessment results will be used for continuous program improvement.

Applicant Qualifications: Admission to Initial Teacher Education

Initial preparation programs are at the baccalaureate or post-baccalaureate levels that prepare candidates for their FIRST professional education license.

Undergraduate Students seeking initial certification must submit a completed application packet to their faculty advisor no sooner than the completion of 48 credits and no later than the completion of 60 credits or during the semester in which they will complete 60 credits. Transfer students with 48 credits or more must submit a completed application packet by their second semester at Bloomsburg University. The Coordinator of Teacher Education Admissions Packets reviews the admission packet and submits a recommendation to the Program Chairperson indicating that the student be admitted or not be admitted to the program. Enrollment in upper division professional education coursework (300 and 400 level courses) is contingent upon admission to the Teacher Education Program. For formal admission to teacher education, ALL prospective candidates must:

1. Obtain current Pennsylvania qualifying (i.e., passing) scores for the Praxis I: Pre-Professional Skills Tests (PPST) or PAPA PECT Series. (For Praxis requirements, see: www.state.pa.us, choose “Education” on dropdown under PA State Agencies; left side, choose “Certifications”; right side, choose “Teacher Certifications System; and then choose “List Certification Application Procedures”.)
2. Possess an overall cumulative grade point average of 3.0.
3. Possess a grade of C or better in all undergraduate professional education, specialization, and communication courses, as specified by your program of study, with a grade of C or better. (The grade of C-[minus] does not meet this criterion.) Graduate students must adhere to the grade requirements established in PRP 3565 or those established by their graduate program and specified within their application packet.
4. Complete 6 semester hour credits in college level mathematics.
5. Complete at least 6 hour credits in college level English composition and literature.
6. Successfully complete initial field and clinical experience hours, as outlined in the curriculum and/or program of study.
7. Submit two (2) recommendations from professional education faculty.
8. Submit the results from a current tuberculosis screening administered within the last two years.
9. Possess professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate.
10. Submit a resume.
11. Obtain current background clearances: Act 34 (Request for Criminal Record Check), Act 151 (Child Abuse History Clearance), and Act 114 (Federal Criminal History Record). Clearances are current if provided within one year of the date issued on the form. Any clearance with an infraction will trigger a “Program Review Counseling Session” by the College of Education.

Upon completion of the admissions process, the student recommended for program admissions becomes a Teacher Education “Candidate.” Graduate Degree Students seeking initial certification must submit a completed application packet, including the contents listed above, to their Graduate Program Coordinator no sooner than the completion of 12 graduate credits and no later than the completion of 24 graduate credits. The designated Graduate Program Coordinator will review the admission packet and submit a recommendation to the Program Chairperson indicating that the student be admitted or not be admitted to the program. Additional entrance proficiencies may be established and required by individual programs. Upon completion of the admissions process, the student recommended for program admissions becomes a Teacher Education “Candidate.”

Candidate Performance: See tables above.

Graduate Performance: See tables above.

Unit Operations: Assessment of professional education unit operations are consistently undertaken by the unit in relation to its governance, planning, budget, personnel, facilities, services and policies/procedures, and resources that support the unit’s mission.

Unit operations are assessed in the following manner:

• Students enrolled in undergraduate and graduate initial programs complete the Pre/Post Exit Student Teaching Survey at the end of their Student Teaching/Capstone experience.

• The Cooperating Teachers for initial and advanced Student Teaching Candidates complete a Cooperating Teacher Program/Placement Evaluation Survey at the end of the semester in which they have served the university. Cooperating Teachers are asked to assess university supports, training, supervisory interactions, resources, procedures, candidate requirements, and overall quality of the program.
• Each tenure-track and adjunct faculty member at Bloomsburg University is evaluated by students/candidates enrolled in each course. The evaluations are processed by the Office of Institutional Research and included in the yearly performance reviews of faculty.

• Each tenure-track and adjunct faculty member at Bloomsburg University is evaluated by the Department Evaluation Committee and Department Chairperson on an annual basis. The evaluations are submitted to the Dean of the COE and Provost for an annual review.

• The Dean of the COE has the responsibility to effectively manage, coordinate, and oversee the governance, planning, budget, personnel, and facilities of the unit. The Dean’s performance is evaluated yearly by the University President.