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**KENT STATE UNIVERSITY**

**PROFESSIONAL EDUCATION CONCEPTUAL FRAMEWORK**

***Excellence in Education:***

***100 years of Inquiry, Learning, Reflection, and Action***

***(DRAFT REVISION, FALL, 2012)***

***Conceptual framework committee: Joanne Arhar, Stephen Mitchell, Carol Winter, Alexa Sandmann, Marty Lash, Natasha Levinson, Andrew Wiley, Linda Hoeptner-Polin***

**Preamble**

This conceptual framework describes a shared mission and vision for the preparation of educators and other school professionals to work with P-12 learners in schools. It is guided by the history and traditions of Kent State University, an institution built over a century ago upon a commitment to expanding access to and improving public education through research, teaching, and our engagement with public schools in the region and beyond. The conceptual framework defines the vision, mission, philosophy, knowledge bases, candidate proficiencies and Unit Assessment System. It articulates our professional commitments that serve to guide programs, curricula, candidate performance, faculty teaching, scholarship and service, assessment systems, and involvement with schools.

**Professional Education Mission [from NCATE: What is the mission of the unit? How do the missions of the unit and the institution relate to each other? What is the unit’s action statement on achieving the mission?]**

The mission of our educator preparation program is to develop **education professionals**

* Who are committed to providing an equitable education for all learners and approach their work with a spirit of inquiry, reflection, passion, and creativity.
* Who will assume leadership for the shape of their profession and the quality of public education in a rapidly changing and diverse democracy.

Our mission is aligned with the mission of Kent State University to “engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers.”

To achieve this mission, our professional education program provides opportunities for candidates and faculty:

* To deepen our understanding of the meaning of education in a democratic society,
* To develop informed professional judgments by engaging in inquiry that is based on knowledge of one’s discipline, multiple sources of data about learners, collaboration with families and other professionals, and professional commitment to serve all learners
* To develop meaningful partnerships with schools and agencies.

**Professional Education Vision [NCATE: What does the unit want to achieve? What kind of educators does the unit want to produce?]**

It is the aim of the Kent State University professional education faculty to create premier national programs, ones recognized for:

* Outstanding scholarship that impacts theory and practice in their respective fields of study, and
* Innovative learning opportunities that support the development of knowledgeable, reflective, creative, and committed members of local and global education settings.

It is our intent, therefore, to graduate individuals who demonstrate the knowledge, skills and dispositions to respond to a complex and changing global environment. The unit and P-12 schools work in partnership with our candidates to provide a clinically-based preparation program that serves both the needs of P-12 learners and professional education candidates.

**Philosophy, Purposes/Goals and Institutional Standards [NCATE: What is the unit’s overarching belief system? How does this relate to the unit vision and missions? What are the goals and outcomes of the unit? How does it relate to the unit’s philosophy and mission? What standards has the institution set that reflect the mission and identify important expectations for candidate learning? How do the standards address diversity and technology?]**

The principles that guide our teacher preparation are drawn from the lessons of May 4th: *Inquire, Learn, Reflect*. And as a professional education program, to that we add *Act* as agents of change. Carefully designed clinical experiences are embedded within each program which require candidates to inquire, learn, reflect, and act on this experience. A Core Professional Education sequence of four courses introduces candidates to the challenges of education in a democracy, responsiveness to the diversity of learners, the social contexts of learning, and responsible use of technology to enhance teaching and learning.

**Knowledge Bases [NCATE: What theories, research, literature, and wisdom of practice support the critical components of the unit’s conceptual framework? How does the unit’s conceptual framework address relevant local, state, and national educational policies and standards?]**

(We will edit the knowledge base we developed in 2008 that is based on the four candidate profiencies.)

**Summary of the Unit Assessment System [NCATE: What are the transition points at which candidates are assessed. What key assessments are used? How does the Unit ensure assessments are fair, accurate, consistent and free of bias? What policy or process does the Unit follow when candidates are not meeting the Unit’s expectations?**

The Unit Assessment System (UAS) supports Kent State University’s goal of preparing excellent educators and other school professionals.  Assessments are focused on examining the efficacy of candidates as reflective, creative, and committed practitioners.  Our UAS is aligned with our conceptual framework and we engage in a variety of methods to measure the in-depth content knowledge of our candidates, their use of learner-centered pedagogy, their capacity to engage in ethically reflective and culturally-responsive practices, and their professional collaboration skills.

Our UAS for initial licensure includes assessment of candidate progress (transitions); assessment of candidate performance (key assessments); assessment of program graduates (follow-up); and assessment of unit and program operations.  By utilizing both standardized and local tools, Kent State University is able to investigate candidate abilities using nationally-validated and institution-specific measures.  The data come from multiple stakeholders, both internal and external sources, and over multiple points in time. The advanced licensure programs also have methods for assessing disposition, teacher performance, and field experience but those measures are customized by program area.

The Unit has a system in place by which data feed up from the candidate level to the program level, from the program level to the unit level, and from the unit level to the institutional level.  The UAS delineates how the use of data for decision making filters down from the institutional level eventually to the candidate level, contributing to the improvement of candidate knowledge, skills, dispositions, and the impact on student learning.  The unit meets annually to review data for the continuous improvement of the unit and programs therein.

**Candidate Proficiencies [NCATE: What are the expected proficiencies? How are their proficiencies aligned with institutional, state and professional standards? Crate a table to illustrate the relationships between proficiencies and standards, especially for state and institutional standards.]**

The following candidate proficiencies are grounded in the vision and mission of our conceptual framework and guided by the Mission and Vision of Kent State University, Ohio Standards for the Teaching Profession, professional standards (e.g. SPAs, NASP, etc.) and Ohio’s K-12 Learning Standards.

**IN-DEPTH CONTENT KNOWLEDGE**

The candidate:

* + - Knows and understands discipline-specific content and pedagogy
    - Places knowledge in a broader context and integrates it with other content areas when appropriate
    - Seeks out and uses creative, innovative, and content-appropriate teaching methods
    - Knows key content of specialized professional associations and the common core

**LEARNER-CENTERED PEDAGOGY**

The candidate:

* + - Understands the different ways in which students learn
    - Creates an engaging learning environment that helps students build on prior knowledge
    - Facilitates inquiry-based learning and problem solving
    - Uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making
    - Uses technology in an ethical, critical, and creative manner

**ETHICALLY REFLECTIVE AND CULTURALLY-RESPONSIVE PRACTICES**

The candidate:

* + - Exemplifies the highest ethical standards of the education profession
    - Values the richness of human similarities and differences, and understands the implications of these in a socially stratified society and world
    - Adapts assessments, pedagogy, and educational programs to meet individual needs
    - Advocates for students and families in ways that are culturally responsive and knowledgeable

**PROFESSIONAL COLLABORATION**

The candidate:

* + - Understands the role of other professional educators and ancillary personnel Demonstrates leadership for educating all children in collaboration with educators, agencies, families, and communities
    - Uses knowledge, diverse cultural frames of reference, and alternative perspectives to think critically and creatively to solve problems
    - Values and demonstrates commitment to on-going professional development

**Timeline for revisions of Conceptual Framework (CF)**

**Fall, 2012:**

Conceptual Framework committee consisting of faculty representatives from a variety of teacher education programs and principal preparation program met three times to revise the CF. Data Dialog Day provided additional suggestions.

**Spring: 2013:**

Teacher Education Coordinators review at January 11, 2013 meeting. They will present to their faculty at program area meetings and give feedback to Joanne by February 15th. Graduate coordinators for teacher education, principal education, and other school professionals will review by Feb. 15th.

CF committee will review faculty feedback, make edits if needed.

CF will go to the following groups for feedback: KEEP superintendents, select Arts and Sciences faculty who teach classes in the content area…others?

Recommendations will go to CF committee and revisions made by April 1.

CF committee will divide up the literature review and revise to incorporate new elements of the CF. Work will be completed by the end of spring semester and presented to faculty at the teacher education retreat in Mid May.