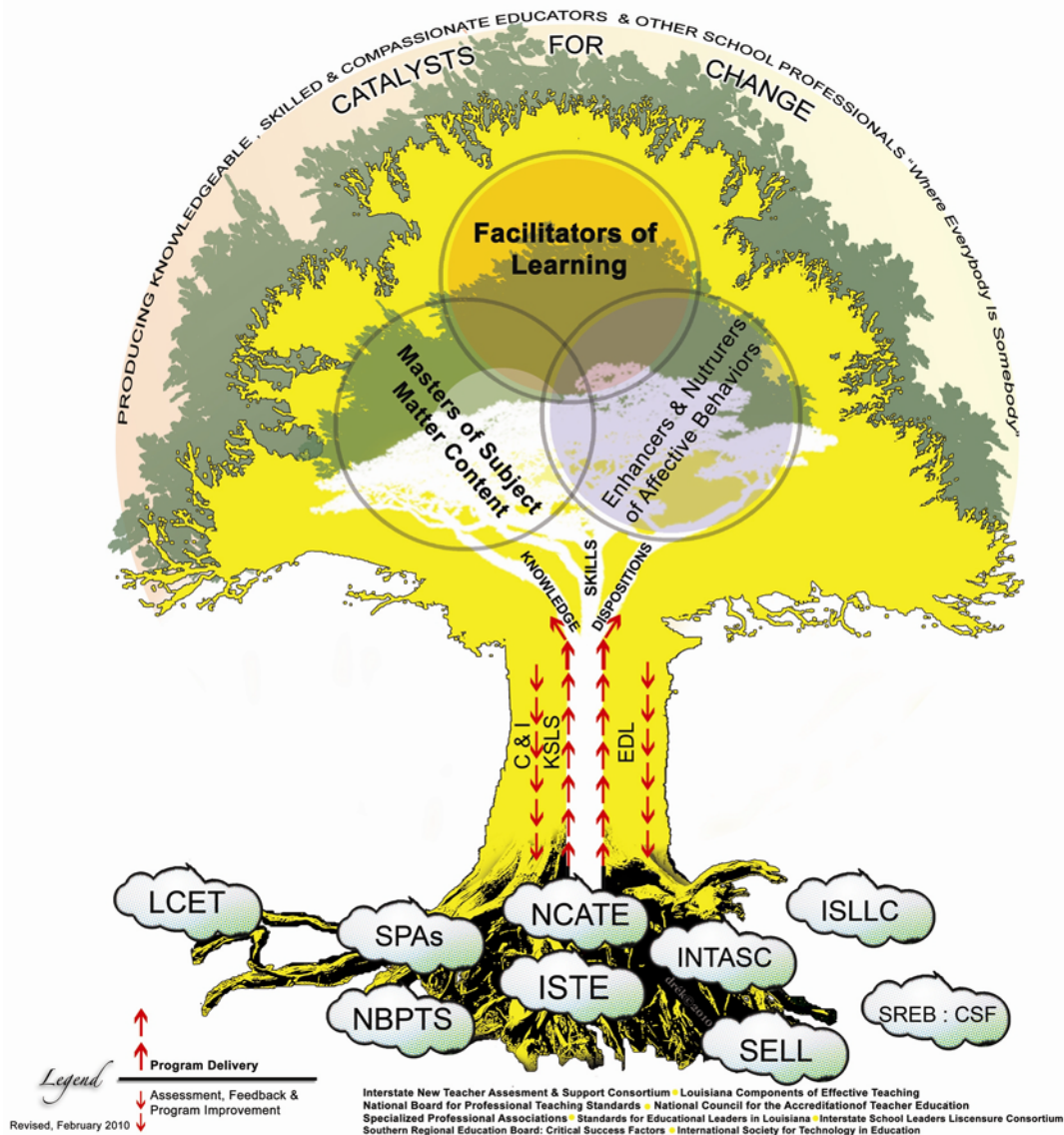


# Grambling State University

## College of Education Conceptual Framework



**Conceptual Framework Overview:** The College of Education’s *Conceptual Framework* depicts the outcomes, processes and proficiencies related to expected knowledge, skills and professional dispositions embedded in the vision, mission and philosophy of the COE. The tree model is a graphic representation of the *Conceptual Framework*. The tree represents the dynamic model of the living entity that is the professional educator preparation programs at the University. The roots draw from the knowledge, skills and dispositions identified by the specialized professional associations and state and national standards. The candidates become Masters of Subject Matter Content, Facilitators of Learning, and Enhancers and Nurturers of Affective Behaviors and ultimately become Catalysts for Change in their educational settings. As candidates advance through an integrated and systematic assessment of the curriculum, instruction and impact on student

learning associated with diversity and technology and aligned with professional, state and institutional standards, they grow as branches and leaves develop and reproduce on a tree.

**COE Vision:** Producing knowledgeable, skilled, and compassionate educators and other school professionals in the place “*Where Everybody is Somebody.*”

**COE Mission:** Providing quality teaching and learning which advances life-long learning and human experiences for teachers and other school professionals.

**COE Philosophy:** Committing to excellence in teaching, scholarship, service, and professional development through life-long learning and the empowerment of learners.

**COE Purpose:** Producing highly qualified teachers and other school professionals who demonstrate competency in their respective areas, exhibit characteristics of thoughtful practitioners, use best practices in all aspects of their work, advocate for children, and who are accountable to themselves, their students and the profession. Each program offered at the baccalaureate and master’s levels lead to licensure (certification).

**COE Goal:** Ensuring that candidates acquire the professional skills, knowledge bases and dispositions that reflect best practices in research, service, teaching, and administration within the field of education.

**COE Institutional Standards:** The institutional standards of the COE reflect the University’s goals for undergraduates and graduates. ([www.gram.edu](http://www.gram.edu)) Previously the mission of the university was to provide equal access for all. Currently the university is a selective admissions’ institution based on a student’s need for no more than one remedial course. However, both the University and COE continue to provide opportunities for professional and intellectual development as well as self-actualization for undergraduate and graduate students. In addition, the University and COE seek to generate new knowledge while rendering service to the community and society. The COE adheres to the University’s mission through providing opportunities to strategically use the technologies available in a global society, as well as build or maintain an appreciation for diversity.

**Knowledge Bases & Proficiencies for Initial and Advanced Candidates:** All teacher preparation programs are housed with the COE, but content courses and faculty from the College of Arts and Sciences are integral parts of the teacher preparation process. Through broad-based curricula consisting of research-based instruction, strategic field experiences and performance-based assessment, the curriculum and instruction, kinesiology/pedagogy, and educational leadership programs produce teachers and educational leaders. The content of the curricula is based on national standards of the Specialized Professional Associations (SPAs) and Interstate Licensure Consortium (ISLLC), state standards (e.g. Louisiana Components of Effective Teaching [LCET], Standards for Educational Leaders in Louisiana [SELL], and Bulletin 746), regional standards (e.g. Southern Regional Education Board [SREB]) and unit standards. The candidate proficiencies related to the expected knowledge, skills and professional

dispositions, including proficiencies associated with diversity and technology are aligned with the expectations in professional, state, and institutional standards captured in three outcomes.

Examples of the knowledge base theorists are incorporated with the outcomes.

**1. *Masters of Subject Matter Content:*** The Unit has established for this outcome the following program objectives:

- 1.1. Demonstrate knowledge of content that underlies professional competencies (McTighe, J., and Wiggins, G. 2004).
- 1.2. Apply knowledge of best pedagogical practices for use in the instructional process (Stronge, 2007).
- 1.3. Describe diverse strategies for interrelating disciplines in the instructional process (Banks, J. 2008).
- 1.4. Identify technology infusion strategies for diverse populations. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. (ISTE 2009, Grabe and Grabe, 2001).
- 1.5. Plan effective lesson procedures and demonstrate effective delivery strategies (Wiggin and McTighe, 1998).
- 1.6. Interpret and implement appropriate and multiples measures of assessment (Popham, 2001; Carey, 2001).
- 1.7. Reflect on the value of practices, knowledge inquiry and critical thinking behaviors (Barell, 1998).
- 1.8. Identify personal, professional, and curricular values (Darling-Hammond, 1995).

**2. *Facilitators of Learning:*** Candidates should exhibit the following proficiencies/competencies to facilitate learning within classrooms, buildings, and districts:

- 2.1. Demonstrate the effective delivery of standards-based instruction (Woolfolk, 2007; Miller and Darling-Hammond, 1992).
- 2.2. Create and maintain effective management strategies (organization of time, space, resources, activities (Walker and Shea, 1995).
- 2.3. Devise activities which promote active involvement, critical/creative thinking and problem solving skills for all students (Marzano, Pickering, Pollock, 2001; Spivey, 1997; Brooks and Brooks, 1999).
- 2.4. Demonstrate the use of diverse experiences that incorporate the underlying philosophy of education that is multicultural across the curriculum (Banks, 2001; Grant and Gomez, 1996).
- 2.5. Perform strategies that incorporate literacy learning across the curriculum (Vacca and Vacca, 1996; Rubin, 2000).
- 2.6. Apply strategies that accommodate diverse learner needs by selecting and using appropriate resources (Grant and Sleeter, 2007; Heward, 2003).
- 2.7. Analyze research that relates to strategies for promoting effective teaching and learning, and life-long learning in a global society (Marzano, 2003).
- 2.8. Commit to the continuing development of life-long learning in a global society (e.g., Dewey, 1916; Sternberg, 1997).

- 2.9. Relate knowledge of educational theorists to planning, lesson delivery, and classroom management (Jaggers, 2002).
- 2.10. Demonstrate an awareness of the social, cultural, political, economic and comparative context of schools and learners (Oakes, 1985).
- 2.11. Utilize technology in planning and presenting lessons, research, and professional development (Draves (2002).
- 2.12. Facilitate school improvement (Nanus, 1992).
- 2.13. Model best practices for teaching and learning (Zemelman, Daniels, Hyde, 1998).
- 2.14. Demonstrate competence as action researchers (Holly, Arhar, Kasten, 2009).
- 2.15. Demonstrate proficiency in the application of research findings (Holly, Arhar, Kasten, 2009).
- 2.16. Model best practices for implementing reading specific to content area (Behrens, Rosen, 2008).
- 2.17. Advocate for literacy and numeracy across the curriculum (Cooper, 2006).

**3. *Enhancers and Nurturers of Affective Behaviors:*** The expectation is that candidates and graduates exhibit the following competencies/proficiencies:

- 3.1. Display positive self-concept development and respect for others (Woolfolk, 2007; books on Reflective Practitioner; Shor, 1987; Standord, 1999).
- 3.2. Practice a positive attitude and mutual respect toward students, parents, and colleagues (Gerlach, 2003).
- 3.3. Display sensitivity to diverse learning styles and multiple intelligences (Armstrong, 2003).
- 3.4. Demonstrate sensitivity to the many facets of diversity (Banks, 2002).
- 3.5. Organize school, family, and community partnership (Heward, 2003).
- 3.6. Influence the development of healthy mental, physical and social lifestyles (Kunjufu, 1988).
- 3.7. Display a commitment to the improvement of student learning and school improvement (Marzano, 2003).
- 3.8. Display a classroom climate that is conducive to learning (Silver et.al. 2000).

**COE Assessment System and Unit Evaluation:**

The unit system is designed to collect and analyze data on applicant qualifications, candidate performance, graduate performance, and unit operations. The goal of the system is to facilitate continuous ongoing self study to promote efficient and effective unit and quality program operations that positively impact three outcomes: applicant and candidate qualifications, initial and advanced candidate proficiencies, and graduate competencies. Assessments are aligned with state and national standards and the

conceptual framework thus ensuring that data are used to enhance, expand, and improve curricula and instructional programs.

The GSU *Conceptual Framework* provides a system for ensuring *coherence* among the diverse curricular programs of study and the unit's assessment system. Specifically, the *Conceptual Framework* reflects the unit outcomes, and competencies/proficiencies as related to the system for assessing the overall operation of the unit. The COE's assessment system is based on teacher licensure tests (The Praxis Series), educational theorists/best practices research, state and national standards, specialized professional associations, federal mandates/ societal needs, and graduate feedback.

As outlined in the *Conceptual Framework*, the COE's assessment system is designed to promote and produce teacher candidates and educational personnel who are masters of subject matter content, facilitators of learning, and enhancers and nurturers of affective behaviors. Specific assessment measures are utilized as candidates' progress through different phases of the program (entry, midway, advanced standing, and program follow-up). Efforts are made by the unit to help ensure that the candidates have a smooth transition from program admission to exit. The data collection process involves six *transition points*. Formal procedures are used to track, monitor, and evaluate the candidate's readiness as she/he moves through each phase of the program.

Program improvement has resulted from data collected from various sources. Specific data include Praxis scores, portfolio assessment, and conferences with candidates. Additional sources of data used to make program improvement have been acquired through feedback from supervising teacher and employer surveys. Based on the feedback, on-going Praxis sessions have been organized and implemented. Professional accountability courses have been revised and expanded to reflect the current Praxis content and format. Additional faculty development seminars have been added to focus on assessment and technology.

Grambling State University seeks to mold candidates and graduate students into effective classroom teachers and educational leaders and to provide scholars, professionals, educators and leaders who respond to the needs of their communities. It is the goal to create educational opportunities for all students regardless of individual difference by producing teachers and educational leaders who are effective in the classroom, school and related surroundings. The overarching goal is to produce scholars and professionals who impact society through teaching, guidance, supervision, administration and community involvement.