Teacher as Model and Mentor: Ever Teaching, Ever Learning, Ever Changing

A Conceptual Framework for Beginning Teacher Preparation at Marian College

Revised and Approved by the School of Education Faculty December, 2003
The College Mission is to promote learning in the liberal arts and Franciscan traditions: to profoundly transform a student’s mind and character.

**College Mission Statement**

Marian is a Catholic college committed to excellent teaching and learning in the liberal arts and Franciscan traditions. Because of this commitment, a Marian student receives an education that profoundly transforms the student’s mind and character. A Marian graduate is someone with:

**A knowledgeable and professional approach to the world.** Marian graduates possess a high degree of knowledge, skill and commitment to their professions. They have successful careers in nursing, business, education, law, medicine, ministry and other fields. They are leaders at the forefront of their professions.

**A broad, multi-dimensional and critically inquisitive approach to the world.** Marian graduates know how to question and think critically. They have a strong desire to learn from different perspectives on any given issue. They know how to learn and keep learning over a lifetime. They are good at discovering creative solutions to the challenges set before them. They are skilled at communicating ideas to diverse audiences. Given the needs of the contemporary world, they have a global perspective on the issues of the day.

**An ethically informed and holistic approach to the world.** Marian graduates have the moral bearings and ethical discernment that allows them to move beyond simple facts to the question of moral responsibility. They have the wisdom and sense of purpose to know who they are, where they came from, where they are going and how they can contribute to the betterment of the world.

**A spiritually mature approach to the world.** Marian graduates recognize the importance of the spiritual dimension to human life and understand how faith illumines all that we learn, do and ultimately value in life. The Franciscan values of dignity of the individual, peace and justice, reconciliation, and responsible stewardship serve as clear guideposts for them in making the many decisions and choices that life will present them.
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A Tapestry

At Marian College, we view teaching and learning as processes like those involved in weaving a tapestry. While there are important skills and knowledge to be learned, individuals will create a unique, personal tapestry, because of differences in background, personality, and motivation. Marian College is the loom, providing the knowledge framework and the work space for the learning that takes place during the college years.

There are two basic types of thread woven together to form a tapestry. The vertical or warp threads form the foundation on which the other threads are woven. The knowledge, skills, and dispositions gained from the general education liberal arts courses are the warp threads forming the foundation for the pedagogical learning of our teacher education candidates. The knowledge, skills, and dispositions gained from the professional education courses form the horizontal or weft threads. These strands include an emphasis on helping the beginning teacher

1. to understand structures of the content areas
2. to address developmental levels of learners
3. to adapt instruction for diverse learners
4. to vary instructional strategies
5. to motivate students and create a positive classroom environment
6. to communicate effectively
7. to plan instruction according to curriculum goals and contexts for learning
8. to assess student learning both formally and informally
9. to reflect on personal strengths and weaknesses and engage in professional development
10. to foster parent and community engagement
11. and to develop a commitment to teaching as a moral endeavor.
In weaving the tapestry, the beginning teacher produces a personalized design reflecting the program of study, the college-wide learning goals, and the individual values brought to the learning process.

The circle surrounding the tapestry represents the schoolal knowledge base: intentionality of action, developmentally appropriate practices, best practices in the content areas, modeling and mentoring, transcultural approaches to address the diversity of students, and reflective practice. These six areas reflect the knowledge and skill base by which the teacher candidates construct their weavings. Embedded in Standard 11 are the four Franciscan core values of dignity of the individual, responsible stewardship, reconciliation, and peace and justice.

Because a weaver works on the reverse side of the tapestry and does not see the completed design until the work is cut free from the loom, a small hand mirror is often used to catch glimpses of the right side of the work to see how it is progressing. Field experiences allow small glimpses of how theory and practice are being interlaced in the development of the beginning teacher.

Before the work is removed from the loom, the selvedges, or reinforced outer edges of the tapestry, must be completed. A weaver's skill is often judged by how straight the selvedges are. Metaphorically, student teaching is much like the selvedges, for it serves as the culminating capstone experience that ties together the learning from general education courses, specialty studies courses, and professional education courses. Once the final selvedge is complete, the tapestry is removed from the loom. This long awaited “freeing from the loom” is the performance that verifies program completion for recommendation of licensure from Marian College.

Even though the tapestry is removed from the loom, it still is not completed. There are a number of small slits or gaps that must be sewn together by hand. Marian College graduates will continue lifelong learning to refine and embellish the tapestry they have created. The circle surrounding the tapestry represents the personal approach the individual weaver brings. The product of weaving can be a beautiful tapestry; however, the intricate process involving the gift of self makes the product that much more beautiful.
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Candidates progress through a series of benchmark assessments that provide information regarding their knowledge, skills, values, and attitudes toward children, parents, schools, learning, and teaching.

The Process

The process of becoming a teacher through the Marian College Education program is captured in a multiple phase assessment system. It begins with our teacher candidates learning to take responsibility for themselves and others. This process continues with their building upon program values while developing their own understanding of the world and specific approaches to effective teaching and learning. It culminates in a final assessment of the candidate’s specific abilities and dispositions toward children, learning, and the teaching process. Each candidate’s personal and professional growth is facilitated through inquiry, interaction, and independent application. This growth is supported by a faculty that models and mentors candidates in a supportive and caring community. The completed preparation process provides a foundation that enables powerful learning experiences for children.

Benchmark 1: Phase I
In this initial assessment, pre-education candidates are judged on general abilities and dispositions for continuation in their selected program. Through interview and portfolio review, candidates are assessed critically regarding their performance in early field experiences, their self-assessment abilities, their communication abilities, and their early demonstration of professionalism.

Benchmark 2: Phase II
In this second assessment, candidates are judged on content knowledge and more specific abilities related to appropriate planning, developing and using a repertoire of instructional strategies, differentiating and adapting instruction and assessment for diverse learners, communicating effectively, and connecting decision-making to a personal teaching philosophy.

Benchmark 3: Phase III
In this last assessment, candidates are judged on their abilities to design and implement instruction independently; collaborate with peers and colleagues; align the processes of planning, instructing, and assessing students; make and defend qualitative judgments about children’s learning; provide solutions for challenges in teaching, and communicate effectively with students, parents, and school community partners.
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Conceptual Framework: Unabridged

The Marian College School of Education knowledge base ensures that the professional education programs are focused on essential knowledge, professional skills, and dispositions that reflect caring and competent beginning teachers. The School of Education embraces the vision of the college to provide education that profoundly transforms lives, society, and the world.

To do this, the college prepares graduates who are

- Knowledgeable and professional;
- Inquisitive in a broad, multi-dimensional and critical way;
- Ethically informed and holistic in perspective;
- Spiritually mature

To support this vision, the college embraces the following mission: to be a Catholic college dedicated to excellent teaching and learning in the Franciscan and liberal arts traditions. As part of a liberal arts institution that intends to transform Marian College students’ lives, the School of Education embraces a complementary vision: to prepare teachers who can transform the lives of their students, families, and the wider community. The foundation for these visions is based on four Franciscan core values of dignity of the individual, responsible stewardship, reconciliation, and peace and justice. These form part of the basis for candidate and program assessment. Taken together, these items inform the school's philosophy statement:

The process of becoming a teacher through the Marian College Education program begins with our teacher candidates learning to take responsibility for themselves and others. This process continues with their building upon inherited values and developing their own understanding of the world. Each candidate’s personal and professional growth is facilitated through inquiry, interaction, and independent application. This growth is supported by a faculty that models and mentors candidates in a supportive and caring community. The completed preparation process provides a foundation that enables powerful learning experiences for children.

The program theme is

Teacher as Model and Mentor:
Ever Teaching, Ever Learning, Ever Changing

This theme suggests that School of Education faculty consciously and deliberately design curriculum and instruction in ways that model best practice. At the same time, faculty reflect on their practice, using this reflection to inform their own teaching and provide feedback to their teaching peers.
GENERAL EDUCATION

The General Education program at Marian College is an important element in the transformation of the student’s mind and character. It is designed to provide a common educational experience within the Catholic Franciscan tradition. To assist teacher candidates in the pursuit of their education, the faculty has identified five areas of competency which they believe are central to intellectual, moral, social, physical, and spiritual development. The courses which support these areas of competency are designed to provide a basis so that teacher candidates can explore new areas of learning; acquire a deeper understanding of previously encountered areas; recognize their place in world developments; and examine both their social and spiritual existence. This core educational experience is intended to establish the beginning point of a lifetime of learning, analysis, and contemplation.

The following five categories represent the areas of competency identified for a liberal education at Marian College:

MORAL REASONING Goal: Within the context of a Catholic and Franciscan college, to demonstrate an understanding of religious faith and philosophy regarding values and ethics in social and personal experience

SCIENTIFIC AND QUANTITATIVE UNDERSTANDING Goal: To achieve an understanding of the concepts of science and mathematics and their relationship to contemporary life

INDIVIDUAL AND SOCIAL AWARENESS Goal: To recognize how the actions and thoughts of individuals are affected by and can affect their social, political, and economic milieus

CULTURAL AWARENESS Goal: To demonstrate an understanding and appreciation of the arts, history, literature, languages, and faiths of both Western culture and other world cultures

EFFECTIVE COMMUNICATION Goal: To develop college-level proficiency in oral and written communication as a basis for constructive human interaction

As part of their preparation, candidates study subjects to meet expectations in these five core areas. They study extensive coursework in their majors and minors to ensure competency in the subject area. Content is as important as pedagogy in preparing effective teachers. Darling-Hammond in a recent NCTAF report suggests what’s important. Highly qualified teachers

- possess a deep understanding of the subjects they teach;
- evidence a firm understanding of how students learn;
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- demonstrate the teaching skills necessary to help all students achieve high standards;
- create a positive learning environment;
- use a variety of assessment strategies to diagnose and respond to individual learning needs;
- demonstrate and integrate modern technology into the school curriculum to support student learning;
- collaborate with colleagues, parents and community members, and other educators to improve student learning;
- reflect on their practice to improve future teaching and student achievement;
- pursue professional growth in both content and pedagogy; and
- instill a passion for learning in their students.

Ingersoll (1999) suggests that ill-preparation of secondary teachers in their content leads to low achievement of students. Ball (2000) suggests that the teacher who has strong content knowledge can understand what students are saying, can contend with classroom challenges, and can attend to student differences.
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Marian College School of Education
Teacher as Model and Mentor:
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School Goals:
Developmentally Appropriate Practice
Best Practices
Mentoring
Intentionality

General Education Goals:
Moral Reasoning
Scientific and Quantitative Reasoning
Individual and Social Awareness
Cultural Awareness
Effective Communication
Knowledge Base

The school’s knowledge base emerges from six specific thematic areas: intentionality of action, developmentally appropriate practices, best practices in the content areas, modeling and mentoring, diversity/transcultural focus, and reflective practice.

Knowledge Area 1: Intentionality of Action

Eliasmith (2003) defines intentionality as “the property of the mind by which it is directed at, about, or ‘of’ objects and events in the world.” People normally distinguish between behaviors that are performed ‘intentionally’ and those that are performed ‘unintentionally.’ But many philosophers have found it quite difficult to explain precisely what the distinction amounts to. At first glance, it may appear that an action can only be performed intentionally if the agent had an intention to perform it, but even this seemingly trivial characterization has been remarkably controversial (Knobe, 2004). While a full discussion of the relationship between mind, consciousness and intention is not relevant here, it is important to note that bringing conscious awareness of action to the forefront of teaching often makes the difference between students’ understanding and not understanding. Reminding teacher candidates of purposes, goals, and/or reasons enlarges their understanding of what they’re learning. Flavel (1979) was the first to address metacognition. He says that metacognition consists of both metacognitive knowledge and metacognitive experiences or regulation. Metacognitive knowledge refers to acquired knowledge about cognitive processes, knowledge that can be used to control cognitive processes.

Applied to the School of Education, we cannot assume that our teacher candidates understand our reasons for teaching them in certain ways. We attempt to clarify for teacher candidates the what, how, and why of our own practice as we model for them, which in turn encourages their own development of metacognitive abilities while teaching. Malle and Knobe (1997) suggest that an action is considered intentional if the agent has:

1. a desire for an outcome
2. a belief that the action will lead to an outcome
3. an intention to perform the action
4. the capacity or ability to perform the action
5. awareness while performing the action

The school includes a sixth aspect: reflection afterwards as part of understanding practice. Taken together, these six aspects provide a framework for helping teacher candidates understand the intentionality of teaching: that teachers use thoughtful and deliberate activities and materials to engage students in learning.
Knowledge Area 2: Developmentally Appropriate Practice

NAEYC (1992) provides the best explanation of developmentally appropriate practice embraced by the School of Education. Additionally, The National Middle School Association suggests that young adolescents have seven developmental needs.

- physical activity
- structure and clear limits
- creative expression
- competence and achievement
- meaningful participation in families, school
- communities, opportunities for self-definition (Scales, 1991)

Not meeting these needs often results in alienation from school, loss of general self-esteem and a sense of belonging, and destructive methods of coping, including delinquency and drugs, and loss of positive social interaction with adults and peers.

While the school’s programs span K-12 preparation, the principles are ones which are embraced by all. The following adapted excerpts from the NAEYC Standards (2001) provide definitional understanding of the school’s use of the term developmentally appropriate practice.

1. Creating a caring community of learners

Developmentally appropriate practices occur within a context that supports the development of relationships between adults and children, among children, among teachers, and between teachers and families. Such a community reflects what is known about the social construction of knowledge and the importance of establishing a caring, inclusive community in which all children can develop and learn. At the secondary level, teachers must work hard to develop appropriate learning contexts that respect all students. Teachers cannot teach students they do not know well.

2. Teaching to enhance development and learning

Adults are responsible for ensuring children's healthy development and learning. Relationships with adults are critical determinants of children's healthy social and emotional development. These adults serve as mediators of language and intellectual development. At the same time, children are active constructors of their own understanding who benefit from initiating and regulating their own learning activities and interacting with peers. Therefore, teachers strive to achieve an optimal balance between children's self-initiated learning and adult guidance or support.
Teachers accept responsibility for actively supporting the development of children and provide occasions for children to acquire important knowledge and skills. Teachers use their knowledge of child and adolescent development and learning to identify the range of activities, materials, and learning experiences that are appropriate for a group or individual child. This includes attention toward children with special needs. This knowledge is used in conjunction with knowledge of the context and understanding about individual children's growth patterns, strengths, needs, interests, and experiences to design the curriculum and learning environment and guide teachers' interactions with children and adolescents. The needs of English language learners must also be addressed within the design of instruction.

At the secondary level, teachers must use the same principles to develop effective teaching strategies that address adolescent needs and concerns. Interactions must be based on mutual respect, knowledge of adolescents, and content knowledge.

3. Constructing appropriate curriculum

The content of a curriculum is determined by many factors, including the subject matter of the disciplines, social or cultural values, and parental input. In developmentally appropriate programs, decisions about curriculum content also take into consideration the age and experience of the learners. Achieving success for all children and adolescents depends, among other essentials, on providing a challenging, interesting, developmentally appropriate curriculum. In some respects, the curriculum strategies of many teachers today do not demand enough of children and in other ways demand too much of the wrong thing.

On the one hand, narrowing the curriculum to those basic skills that can be easily measured on multiple-choice tests diminishes the intellectual challenge for many children. Such intellectually impoverished curriculum underestimates the true competence of children or adolescents, which has been demonstrated to be much higher than is often assumed. Watered-down, oversimplified curriculum leaves many children unchallenged, bored, uninterested, or unmotivated. In such situations, children's experiences are marked by a great many missed opportunities for learning. On the other hand, curriculum expectations sometimes are not appropriate for the age groups served. When next-grade expectations of mastery of basic skills are routinely pushed down to the previous grade, and whole group and teacher-led instruction is the dominant teaching strategy, children or adolescents who cannot sit still and attend to teacher lectures, or who are bored and unchallenged or frustrated by doing workbook pages for long periods of time are mislabeled as immature, disruptive, or unready for school. A particular need is to focus on children with special needs who need adapted curriculum. In addition, English language learners need sheltered instruction and/or other kinds of assistance in learning the curriculum.
At the secondary level, teachers develop curriculum that moves beyond rote memorization. Focusing only on the needs for college or post-secondary preparation, while ignoring life development goals, minimizes the secondary experience for students. Curriculum development must be rigorous within the defined expectations of subject area specialization. Secondary teachers must look to themselves if their students seem bored by their teaching.

4. Assessing children’s learning and development

Assessment of individual children's development and learning is essential for planning and implementing appropriate curriculum. In developmentally appropriate programs, assessment and curriculum are integrated, with teachers continually engaging in observational assessment for the purpose of improving teaching and learning. Accurate assessment of children is difficult because their development and learning are rapid, uneven, episodic, and embedded within specific cultural and linguistic contexts. Too often, inaccurate and inappropriate assessment measures have been used to label, track, or otherwise harm children.

At the secondary level, assessment of adolescents must take into account development of the adolescent intellect. Embedding assessment into instruction and focusing on formative feedback enhances students’ intellectual growth.

5. Establishing reciprocal relationships with families

Developmentally appropriate practices derive from deep knowledge of individual children and the context within which they develop and learn. The younger the child, the more necessary it is for professionals to acquire this knowledge through relationships with children’s families. The traditional approach to families has been a parent education orientation in which the professionals see themselves as knowing what is best for children and view parents as needing to be educated. There is also the limited view of parent involvement that sees PTA membership as the primary goal. These approaches do not adequately convey the complexity of the partnership between teachers and parents that is a fundamental element of good practice.

When the parent education approach is criticized in favor of a more family-centered approach, this shift may be misunderstood to mean that parents dictate all program content and professionals abdicate responsibility, doing whatever parents want regardless of whether professionals agree that it is in children's best interest. Either of these extremes oversimplifies the importance of relationships with families and fails to provide the kind of environment in which parents and professionals work together to achieve shared goals for children.

At the secondary level, teachers seek ways to engage parents in their adolescents’ learning through assignments and progress reporting. Teachers
cannot dismiss the relationship of parent and family engagement by accepting it only as PTA membership. Teachers must seek ways to interact with parents informally and positively. In particular, parents of children with special needs and of English language learners must be invited to and supported in the school at all levels.

The School of Education has prepared a flyer entitled *Teacher Education: Commitment to Parents and Families*. The goals, which the school tries to meet throughout preparation of the teacher candidates, include the following:

- All candidates will recognize and accept the importance the program places on parent and family partnerships;
- Candidates are competent and effective communicators with all parents and families in a variety of situations.
- Candidates should honor parents as necessary partners in their children’s education;
- Candidates recognize the gifts that parents and families bring to their children’s education and share the responsibility for building the capacity of the parents to utilize their gifts.

**Knowledge Area 3: Best Practices in Content**

Best practice is not defined only as “what works.” It is research-based practice that provides for students’ learning. The school strives to teach beginning teachers these practices as well as model them in college courses.

General best practices in all content areas at all developmental levels include the following:

1. **Student-centered**: Students own questions, interests, and needs should be the starting point for schooling.

2. **Experiential**: Active, hands-on concrete experience is the most powerful.

3. **Holistic**: Children learn best when they encounter whole ideas, events and materials.

4. **Authentic**: Rich, complex ideas and materials are at the heart of curriculum.

5. **Expressive**: Students regularly use a range of communicative media.

6. **Reflective**: Learners reflect, debrief, and abstract from their experiences.
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7. Social: Learning is socially constructed and often interactional.

8. Collaborative: Cooperative learning taps the social power of learning.

9. Democratic: The classroom is a model community; students are citizens of the school.


12. Constructivist: Students are not passive learners but recreate and reinvent every cognitive system.


Throughout foundations and methods courses, teacher candidates learn best practices in their content area (Zellman, Daniels, Hyde, 1998), classroom environment, multicultural education, technology, and exceptional needs.

Because the teaching of reading is extremely important at all grade levels and in all content areas, the school has adopted the following exemplary research-based practices for literacy teaching:

1. Teach reading for authentic, meaning-making literacy experiences: for pleasure, to be informed, and to perform a task.
2. Use high-quality literature.
3. Integrate a comprehensive word study/phonics program into reading/writing instruction.
4. Use multiple texts that link and expand concepts.
5. Balance teacher and student led discussions.
6. Build a whole class community that emphasizes important concepts and builds background knowledge.
7. Work with students in small groups while other students read and write about what they have read.
8. Give students plenty of time to read in class.
10. Use a variety of assessment techniques to inform instruction (Morrow, Gambrel, Pressley, 2003).
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Principals' Concerns

A Rhoden and Cardina 1996 study asked principals what abilities classroom teachers needed. The results indicated five key areas. Classroom teachers must be able to (a) engage students in critical thinking, (b) develop students' interpersonal abilities, (c) guide students in resolving conflicts in a respectful manner, (d) incorporate effective computer usage in pedagogy, and (e) implement appropriate alternative assessment techniques. Grove (1992) also believes that teachers should be able to participate in collaborative inquiry to develop ways to improve classroom instruction. The School of Education requires all elementary education majors to participate in a formal inquiry project in their student teaching placement. Secondary education licensing students complete a seminar in their content area.

Constructivism

Constructivism is an approach to teaching and learning based on the premise that cognition (learning) is the result of "mental construction." In other words, students learn by fitting new information together with what they already know. Constructivists believe that learning is affected by the context in which an idea is taught as well as by students' beliefs and attitudes. It is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own "rules" and "mental models," which we use to make sense of our experiences. Learning, therefore, is the process of adjusting our mental models to accommodate new experiences.

A major theme in the theoretical framework of Bruner (1986, 1990) is that learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. Cognitive structure (i.e., schema, mental models) provides meaning and organization to experiences and allows the individual to "go beyond the information given."

Caine and Caine (1991) suggest that brain-compatible teaching is based on 12 principles:

1. "The brain is a parallel processor" (p. 80). It simultaneously processes many different types of information, including thoughts, emotions, and cultural knowledge. Effective teaching employs a variety of learning strategies.
2. "Learning engages the entire physiology" (p. 80). Teachers can't address just the intellect.
3. "The search for meaning is innate" (p. 81). Effective teaching recognizes that meaning is personal and unique, and that students' understandings are based on their own unique experiences.

4. "The search for meaning occurs through 'patterning' " (p. 81). Effective teaching connects isolated ideas and information with global concepts and themes.

5. "Emotions are critical to patterning" (p. 82). Learning is influenced by emotions, feelings, and attitudes.

6. "The brain processes parts and wholes simultaneously" (p. 83). People have difficulty learning when either parts or wholes are overlooked.

7. "Learning involves both focused attention and peripheral perception" (p. 83). Learning is influenced by the environment, culture, and climate.

8. "Learning always involves conscious and unconscious processes" (p. 84). Students need time to process 'how' as well as 'what' they've learned.

9. "We have at least two different types of memory: a spatial memory system, and a set of systems for rote learning" (p. 85). Teaching that heavily emphasizes rote learning does not promote spatial, experienced learning and can inhibit understanding.

10. "We understand and remember best when facts and skills are embedded in natural, spatial memory" (p. 86). Experiential learning is most effective.

11. "Learning is enhanced by challenge and inhibited by threat" (p. 86). The classroom climate should be challenging but not threatening to students.

12. "Each brain is unique" (p. 87). Teaching must be multifaceted to allow students to express preferences.

**Knowledge Area 4: Modeling and Mentoring Processes**

Human beings thrive when they are supported. A strong mentoring relationship provides support that allows teacher candidates to learn in new ways, to be inspired, to understand themselves. It is a conscious activity – mentoring does not happen accidentally. Mentoring is often defined as a sustained relationship between an expert and a novice (Zachary, 2000). The expert provides support and guidance to help the novice learn the necessary skills to continue in a profession, in this case teaching. Ultimately, the mentor-student teacher relationship is based on a common desire to see children have the best learning experiences in a classroom.

Mentoring is based on a set of assumptions, as laid out by Zachary (2000):

- Mentoring can be a powerful growth experience for mentor and mentee
- Mentoring is the process of engagement
- Facilitating successful mentoring is a reflective process that takes preparation and dedication
- Mentoring with staying power focuses on the learners, the learning process, and the learning
The practice of mentoring beginning teachers emerged in the 1980s as a professional development strategy for achieving a variety of goals. One goal focuses solely on teachers who are just entering the profession, while two others extend the benefits of mentoring to other educators in the school and district community. Mentorship promises potential benefits in at least the following three areas (Little, 1990).

1. New teacher induction - to help transition beginning teachers into the classroom and acculturate them to the specific school and district setting in which they will work.

2. Career enhancement - to provide an avenue for leadership, public recognition, and reward for skilled veteran teachers who serve their schools and districts as mentors, professional developers, and/or contributors to curriculum and instructional improvement.

3. Professional development and program innovation - to build capacity for school and district program innovation and to guide local education reform.

As local and state-initiated teacher mentoring programs have been implemented and refined over time, the first two of these goals have proven to be interrelated. Most veteran teachers who serve as mentors to new teachers are recognized by, and in some cases receive tangible rewards from, their school districts. A positive effect of teacher mentoring on the third goal, building capacity for local professional development and program innovation, is even less readily apparent in school practice. Theoretically, the development of new and more effective classroom and collegial practices by teachers involved in a mentoring relationship can be diffused throughout their school and beyond. That is, through mentoring activities, both the novice teacher and mentor gain understandings and concrete skills that will benefit their students and can be shared with colleagues. Expertise in specific areas of curriculum and instruction can, for example, enable them to help grade level team members implement a district-adopted early reading program more effectively, or improve their academic school's practice of using cooperative learning. Little (1990) suggests that, ideally, the twin aims of a formal mentoring program are "to reward and inspire experienced teachers, while tapping their accumulated wisdom in the service of teachers and schools."

At Marian College, mentoring occurs in multiple ways between the program director and interns, the formal mentors and interns, cooperating teachers and interns, and interns and interns. Formally assigned mentors complete mentor training before making the commitment to an intern and then work with that intern for the entire length of the program. Mentoring calls upon expert teachers to become more aware of their own practices and their impact on student learning, to intentionally share strategies and self understandings, and to provide critical, yet accurate, feedback to interns on their progress. Through this process, mentors and school faculty model the mentoring processes teachers need to use.
with students in the classroom. Faculty are expected to walk the talk by modeling the practices associated with the six knowledge areas. In classrooms where students engage in learning, teachers are more than information givers. Teachers are facilitators, guides, and co-learners. As facilitators, teachers provide rich learning environments, experiences, and activities; create opportunities for students to work collaboratively, to solve problems, develop authentic tasks, and share knowledge and responsibility.

Teachers play complex and varied roles as guides. They mediate, model, and coach. When mediating student learning, teachers must constantly adjust the level of information and support according to students' needs and help them link new information to prior knowledge, refine their problem-solving strategies, and learn how to learn. Teacher modeling involves thinking aloud and demonstrating, when needed. Coaching involves giving hints or cues, providing feedback, refocusing student efforts, assisting students in the use of a strategy, and providing procedural and factual knowledge when needed.

**Knowledge Area 5: Teaching as a Diversity/Transcultural Process**

Multicultural education in the United States is an approach to teaching and learning based on democratic values and beliefs, affirming cultural pluralism within diverse societies and an interdependent world. It is based on the assumption that the primary goal of public education is to foster the intellectual, social, and personal development of all students to their highest potential (Bennett, 1999). Tiedt and Tiedt (1999) agree that “multicultural education is an inclusive teaching/learning process that engages all students in developing a strong sense of self-esteem, discovering empathy for persons of diverse cultural backgrounds, and experiencing equitable opportunities to achieve their fullest potential” (p. 18). Nieto (1996) provides an additional comprehensive definition:

Multicultural education, defined in a sociopolitical context, is a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, linguistic, religious, economic, and gender among others) that students, their communities, and teachers represent. Multicultural education permeates the curriculum and instructional strategies used in schools, as well as the interactions among teachers, students, and parents, and the very way that schools conceptualize the nature of teaching and learning. Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action (praxis) as the basis for social change, multicultural education promotes the democratic principles of social justice (p. 307-308).

Banks and Banks (2001) suggest that multicultural education is a reform movement designed to affect schools and other institutions so that we learn from
all social classes, gender, racial and cultural groups. We also need to learn from all groups of children with exceptional needs, differing languages, and varied sexual orientation. All groups must have the opportunity to learn from each other as well as from teachers. Educational equality and improved achievement are the ideals we all work toward.

The National Association for Multicultural Education (NAME) provides the following definition of multicultural education used by the School of Education:

Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents such as the U.S. Declaration of Independence, constitutions of South Africa and the United States, and the Universal Declaration of Human Rights adopted by the United Nations. It affirms our need to prepare students for their responsibilities in an interdependent world. It recognizes the role schools can play in developing the attitudes and values necessary for a democratic society. It values cultural differences and affirms the pluralism that students, their communities, and teachers reflect. It challenges all forms of discrimination in schools and society through the promotion of democratic principles of social justice. It helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse groups. It prepares all students to work actively toward structural equality in organizations and institutions by providing the knowledge, skills, and dispositions for the redistribution of power and income among diverse groups. Multicultural education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking. To accomplish these goals, multicultural education demands a school staff that is culturally competent, and to the greatest extent possible, racially, culturally and linguistically diverse. Staff must be multiculturally literate and capable of including and embracing families and communities to create an environment that is supportive of multiple perspectives, experiences, and democracy. Recognizing that equality and equity are not the same thing, multicultural education attempts to offer all students an equitable educational opportunity, while at the same time encouraging students to critique society in the interest of social justice.

The School of Education uses Banks' model of the five types of multicultural curriculum to help assess its efforts in preparing teacher candidates:

1. **Content integration**: deals with the extent to which teachers use examples, data, and information from a variety of cultures and groups to illustrate key concepts, principles, generalizations and theories in their subject area or discipline.
2. **Knowledge construction**: describes the procedures by which social, behavioral, and natural scientists create knowledge and the manner in which the implicit cultural assumptions, frames of reference, perspectives
and biases within a discipline influence ways that knowledge is constructed. When the knowledge construction process is implemented in the classroom, teachers help students understand how knowledge is created and influenced by the gender, religious, regional, racial, ethnic, and social class positions of individuals and groups.

3. **Prejudice reduction**: describes the characteristics of children’s racial attitudes and suggests strategies that can be used to help students develop more democratic attitudes and values.

4. **Equity pedagogy**: describes how teachers use techniques and methods that facilitate the achievement of students from diverse gender, abilities, racial, ethnic, and social-class groups. Multicultural course content often provides intervention strategies that are designed to help students and members of low status-population groups to increase academic achievement.

5. **Empowering school culture**: describes the process of restructuring the culture and organization of school so that students from diverse groups will experience educational equality and cultural empowerment. Such variables as labeling practices, social climate, grouping practices, staff expectations, and student achievement are explored. Teacher candidates review literature that focuses on institutionalized factors of the school culture and environments that need to be reformed in order to increase the academic achievement and emotional growth of students from diverse groups.

Marian College teacher candidates are challenged to reform educational curriculum and instructional practices in both their instructional planning and delivery practices:

- **Level 4: Action Approach**
  i. Students actively make decisions on important personal, social, and civic problems and take actions to help solve them

- **Level 3: Transformative Approach**
  i. Students view concepts, issues, events, and themes from the perspectives of diverse religious, gender, socio-economic, ethnic, and cultural groups

- **Level 2: Additive Approach**
  i. Content, concepts, lessons, and units are added to the curriculum without changing the structure

- **Level 1: Contributions Approach**
  i. Heroes, heroines, holidays, food, and discrete cultural elements are celebrated occasionally

**Knowledge Area 6: Reflective Practice**
Donald Schön (1983) suggests that the capacity to reflect on action so as to engage in a process of continuous learning is one of the defining characteristics of professional practice. He argues that the model of professional training which he terms "Technical Rationality" — of charging students up with material in training schools so that they could apply it when they entered the world of practice — has never been a particularly good description of how professionals "think in action," and is quite inappropriate to practice in a fast-changing world.

The cultivation of the capacity to reflect in action (while doing something) and on action (after you have done it) is an important feature of professional preparation of teachers, and its encouragement is seen as a particularly important aspect of the role of the mentor of the beginning professional. Indeed, it can be argued that "real" reflective practice needs another person as mentor or professional supervisor who can ask appropriate questions to ensure that the reflection goes somewhere, and does not get bogged down in self-justification, self-indulgence or self-pity. Schon's work provides an alternative to the “first learn theory, then put it into practice” assumptions about professional learning that seem to form the basis of pre-service teacher education programs.

Besides Schon, however, Carl Rogers and John Dewey also provide a basis for how the school considers reflective practice (1963, 1980). Dewey (1910/1997) argues that scientific thinking applied to educational practice might provide deeper understandings of practice. Teachers hunt for evidence to prove or disprove their beliefs. The search for this evidence takes the teacher through "active, persistent, and careful considerations of the presumptions of that belief p.6)". Reflection occurs when the teacher has considered the connection between what he/she sees as poor performance and what he/she understands it to mean. Cochran-Smith and Lytle (1993) suggest that reflective practices serve as a means to retrospection, introspection, and speculation. Journals and personal narratives serve tremendous value to teachers who are critically examining what they do and why they do it.

The School of Education works hard to establish reflective practice – not some abstract rumination, but a careful analysis. The process begins with teaching students how to write a formal reflection in early field courses.

**Assessment**

**Defining Assessment Needs**

As new definitions of learning based on cognitive, philosophical, and multicultural research perspectives emerge, they suggest new ways of assessing students. The School of Education embraces new understandings of assessment that emanate from new understandings of learning. Meaningful learning occurs when a learner has a knowledge base that can be used with fluency to make sense of the world, solve problems, and make decisions. Learners need to be self-
determined, feel capable, and continually strive to acquire and use the tools they have to learn. They need to be strategic learners who have a repertoire of effective strategies for their own learning. Finally, they need to be empathetic learners who view themselves and the world from perspectives other than their own.

As learning in schools is redefined, both the curriculum and the classroom environment will be realigned. A thinking curriculum includes in-depth learning; involves students in real-world, relevant tasks; engages students in holistic tasks; and utilizes students' prior knowledge. These changes require a collaborative classroom which is notable for its change in the roles of students and teachers. The collaborative classroom is characterized by shared knowledge among teachers and students, shared authority among teachers and students, teachers as mediators, and heterogeneous groupings of students.

These changes in the definition of learning, the curriculum, and the classroom context then lead to new understandings of assessment. If the shape of the educational experience for students is being changed, the ways that have been used previously to evaluate successful student learning need to undergo a shift as well. The 11 program principles provide the basis for all learning goals. The school’s 11 Program Principles reflect the national INTASC* standards, the IN DOE DPS developmental standards, and the School of Education’s emphasis on moral commitment. Each program bases curriculum, instruction and assessment on a set of principles that reflects these developmental principles as well content standards. Each principle has a set of knowledge, skills (performances) and dispositions associated with it.

<table>
<thead>
<tr>
<th>Program</th>
<th>Developmental Standards</th>
<th>Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>Primary and Intermediate Developmental Standards</td>
<td>IN DOE DPS Elementary Generalist Standards</td>
</tr>
<tr>
<td>Exceptional Needs-Mild Intervention</td>
<td>Primary and Intermediate Developmental Standards</td>
<td>IN DOE DPS Exceptional Needs – Mild Intervention</td>
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</table>
### Program Developmental Standards

<table>
<thead>
<tr>
<th>Program</th>
<th>Developmental Standards</th>
<th>Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT Primary and Intermediate Developmental Standards with appropriate English as a New Language (IN DOE DPS-ENL) standards infused</td>
<td>IN DOE DPS Elementary Generalist Standards Selected ENL standards</td>
<td></td>
</tr>
<tr>
<td>Middle School Licensing Program</td>
<td>IN DOE DPS Early Adolescent Developmental Standards</td>
<td>IN DOE DPS Content Teaching Standards (English/Language Arts, Fine Arts, Foreign Language, Mathematics, Physical Education and Health, Science, Social Studies)</td>
</tr>
<tr>
<td>Catholic School Educator Program</td>
<td>Primary and Intermediate Developmental Standards</td>
<td>IN DOE DPS Elementary Generalist Content Standards</td>
</tr>
<tr>
<td>Secondary Licensing Program</td>
<td>High School Developmental Standards</td>
<td>IN DOE DPS Content Teaching Standards (English/Language Arts, Fine Arts, Foreign Language, Mathematics, Physical Education and Health, Science, Social Studies)</td>
</tr>
</tbody>
</table>

**Two Types of Assessment**

The School of Education's assessment program focuses on two aspects: candidate assessment and program assessment. External accreditation at the national (NCATE) and state (IN DOE DPS) levels requires a system of assessment that tracks both aspects. Each candidate is monitored individually through a three-phase assessment system. Data from candidate performance, along with other measures, are used to assess individual program strengths and weaknesses. The Teacher Education Committee (TEC) provides oversight of all these processes.
Individual Student Assessment

The School of Education evaluates teacher candidates in two ways: through individual course assessment and a phase assessment process. Performance assessment is emphasized in each.

The school organizes feedback to students with the “domains” framework outlined by Charlotte Danielson in *Enhancing Professional Practice: A Framework for Teaching* (1996). These domains provide the formal structure for providing formative and summative evaluation for the field components in courses and student teaching. The domains are *planning and preparation, the classroom environment, instruction, and professional responsibilities*:

Domain 1: Planning and Preparation

These components define how an intern organizes the content that students are to learn and how the intern designs instruction. The content must be transformed through instruction which sequences information and experiences to make learning accessible to the students. Appropriate learning activities, materials, and strategies should enhance developmentally-appropriate content in a way that makes sense for all the students. Assessment strategies should reflect the goals of the teacher and document student progress. The general skills in this domain are reflected primarily through the plans the intern prepares:

- Demonstrates knowledge of content and pedagogy
- Demonstrates knowledge of students
- Designs coherent instruction
- Selects instructional goals
- Assesses student learning
- Demonstrates knowledge of resources

Domain 2: Classroom Environment

These components include the interactions which occur in a classroom, basically non-instructional ones which are necessary for effective teaching and learning. The intern should make the classroom a comfortable and safe environment which encourages risk-taking yet structured learning, but always with high expectations. The intern should model appropriate adult behavior and guidance, and demonstrate understanding that authority is grounded in knowledge and expertise. The general skills in this domain are demonstrated through classroom interaction and how well the intern uses physical space:

- Creates an environment of respect and rapport
- Establishes an environment for learning
- Manages classroom procedures
- Manages student behavior
- Organizes physical space

Domain 3: Instruction

This domain contains the fundamental components – the actual engagement of learners. The intern should create excitement about the importance of learning and the significance of the content, with clear and coherent language and processes. The intern cares deeply about what she/he is teaching and is eager to engage students in learning
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The work the intern asks students to do promotes critical thinking and real-life work, not busywork. The intern encourages ALL students, providing feedback as needed. The general skills in this domain are demonstrated through classroom interaction:

- Communicates clearly and accurately
- Uses questioning and discussion techniques
- Engages students in active learning
- Provides feedback to students
- Demonstrates flexibility and responsiveness

**Domain 4: Professional Responsibilities**

The components in this domain include a focus on collegiality and teacher responsibilities. The intern should be highly regarded by the cooperating teachers and others during the internship experience. The intern is dependable, completes responsibilities professionally, and interacts well with others in the school. The general skills in this domain are observed by the cooperating teacher and detailed in logs that the intern keeps during the experience:

- Maintains accurate student records
- Communicates with families
- Contributes to the school
- Grows and develops professionally
- Shows professionalism

Depending on the focus and level of expertise, teacher candidates are evaluated in one or more of these domains in each of their field experiences. The 11 program principles, specific content related to program, and developmental standards are included as appropriate.

**Program Assessment**

The School of Education has six separate preparation programs: Elementary Education, Exceptional Needs, Middle School Licensing, Secondary Education Licensing, Catholic School Educator, and the Master of Arts in Teaching (MAT). Data are collected for each program.

The three-phase individual candidate assessment system checks candidate performance for entry into the preparation program, continuation in the preparation program and completion of the preparation program. The school has determined a set of abilities at each checkpoint that are aligned with the multiple standards the school must use for accreditation purposes.

Program assessment occurs once during the year. Phase assessment data, feedback from graduates and teacher candidates, faculty, cooperating teachers and mentors, student teaching supervisors, and principals provide data for improving programs. The school has developed feedback forms with rubrics to gather this information. A Student Advisory Board assists the school in soliciting feedback from teacher candidates.
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Learning goals derive primarily, but not solely, from the standards. A curriculum matrix maps the standards with courses. Faculty then must devise assessment tools that demonstrate how each student in the course meets the standards. Faculty use rubrics to assess student performance.

The school has developed a data base that tracks demographic data as well as academic data on each candidate.

Multiple Assessments of Individual Candidates

Following is an explanation of the three-phase assessment program. Standards are mapped to each of the abilities (although not all are listed here because of length). The MAT program uses a slightly altered version of the phase assessment program. The same abilities are assessed but the methods are different.

**Individual Candidate Assessment (Phase Assessment Program)**

**Phase I**
The following abilities are judged for successful completion of Phase 1:
- Observes critically
- Uses appropriate language and form
- Communicates effectively in analysis of self and others
- Identifies personal values
- Articulates personal teaching philosophy
- Acts responsibly and professionally
- Takes charge of own learning
- Relates values to college and program mission

*All candidates must submit the following for review:*
1. criminal history check
2. transcript to check for minimum GPA requirements
3. PRAXIS I test results
4. Portfolio for review by the Teacher Education Committee
5. Interview with two members of the Teacher Education Committee

**Phase II**
The following abilities are judged for successful completion of Phase II:
- Applies understanding of child development to planning instruction
- Demonstrates understanding of essential content knowledge
- Creates learning experiences that demonstrate understanding of content knowledge
- Develops variety of strategies for student learning based on best practices, utilizing current resources
- Adapts instruction for diverse learners
- Defines and analyzes problems in teaching
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- Communicates effectively, considering context and audience
- Uses formative and summative assessments of children’s learning
- Relates personal teaching philosophy to decision-making

The following items are reviewed as described:

1. In the secondary licensing program, teacher candidates submit a portfolio in EDU 454 for review by one secondary education faculty member and one content area faculty member.
2. In the elementary education licensing program and Catholic School Educator Program, faculty submit the individual rubrics of work from candidates for review by the Chair of the Teacher Education Committee (TEC). This review is then submitted to the TEC for approval of candidates’ continuation in the program.
3. MAT teacher candidates submit a program portfolio for review by two college faculty members.
4. In the exceptional needs program, teacher candidates submit a program portfolio for review by the Exceptional Needs Advisory Board.
5. Teacher candidates in the middle school program submit a portfolio as part of EDU 455 for review by two faculty (one middle school person and one college person).

Phase III
The following abilities are judged during senior seminar and student teaching for successful completion of Phase III:

- Designs and implements instruction independently
- Provides solutions for teaching problems
- Communicates effectively with students, parents and community
- Collaborates effectively with peers and colleagues
- Aligns processes of planning, instructing, and assessing students
- Makes and defends qualitative judgments about children’s learning

The following items are reviewed by the Chair of the TEC and the licensing director for successful completion of the program:

1. Senior seminar grade
2. Student teaching grade
3. Portfolio review score
4. GPA
5. Praxis II scores

The candidate is considered a program completer when all three phases have been successfully completed (for a full description, see Chapter 3, p. 68.

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NCATE National Council for the Accreditation of Teacher Education
IN DOE DPS Division of Professional Standards
INTASC Interstate New Teacher Assessment and Support Consortium
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<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>ENL</td>
<td>English as a New Language</td>
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<tr>
<td>TESOL</td>
<td>Teachers of English to Students of Other Languages</td>
</tr>
<tr>
<td>TEC</td>
<td>Teacher Education Committee</td>
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(Includes sources cited in the text and all sources used to prepare courses)


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