

Overview/Conceptual Framework

The conceptual framework³ establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

I.4 Summarize the basic tenets of the conceptual framework, institutional standards, and candidate proficiencies related to expected knowledge, skills, and professional dispositions [6,000 characters].

The Professional Education Unit (PEU) of Northwest Missouri State University (Northwest) is dedicated to ensuring educator candidates demonstrate essential knowledge, skills and dispositions of “competent, caring, and qualified” professionals as called for by the National Commission on Teaching and America’s Future (1996). The PEU subscribes to Standards set by the National Council for Accreditation of Teacher Education, the Interstate New Teacher Assessment and Support Consortium, the International Society for Technology in Education and other professional societies that provide frameworks for establishing program-specific outcomes for the teacher candidate.

The PEU developed its original Conceptual Framework as part of a self-study in preparation for NCATE review in 1994, establishing a theme that views “The Teacher as Facilitator of Life-Long Learning in a World of Change”. In 1997, developing competencies in diversity-based issues became a framework priority. In the fall of 2003, the PEU faculty reorganized the conceptual framework in a single document (where previously there had been two—one for PK-6 and another for 7-12). Faculty from Northwest’s College of Arts and Sciences suggested that explicit language be used in the conceptual framework ensuring that all program areas referred to educational components in a common language. The product of these activities was the construction of a conceptual framework built upon foundational concepts anchored in Missouri’s performance standards exhibit I.5.c.2 Conceptual Framework LOGO).

Educator candidates must acquire both depth and breadth of content knowledge and the ability to communicate this knowledge to students. Candidates must also develop pedagogical skills to meet the varied learning needs of students. Northwest’s teacher education program develop educators who make good decisions about developmentally appropriate content and the most effective processes leading to successful learning outcomes for all students.

In the fall of 2011, the PEU Leadership Team met to further refine the conceptual framework around the theme “Learning to Teach–Teaching to Learn”. To illustrate expectations for candidate performance the proficiencies were operationalized to initiate dialogues about the dispositions and skills we seek to develop in teacher candidates. This provides a common language to facilitate communication between teacher candidates, faculty, cooperating teachers, and other stakeholders interested in the education of children. Operationalizing the proficiencies helps candidates understand expectations and ongoing explorations of these proficiencies throughout the preparation program provide opportunities to develop the knowledge, skills, and dispositions associated with teaching and to instill the competencies required for continued

development throughout a teacher's career. See exhibit I.5.c.8 Northwest Conceptual Framework for the full document.

The seven proficiencies included in the PEU Conceptual Framework and the alignment with the Missouri Standards for Educator Preparation (MoSPE) is outlined below:

Missouri Teacher Standards Continuum Alignment

Proficiency #1: Exhibit Content Knowledge

- ST1: Content knowledge aligned with appropriate instruction

Proficiency #2: Increase Pedagogical Knowledge

- ST2: Student, Learning Growth and Development
- ST3: Curriculum Implementation
- ST4: Critical Thinking

Proficiency #3: Use Assessment to improve Learning Outcomes

- ST7: Use of Student Assessment Data to Analyze and Modify Instruction

Proficiency #4: Demonstrate Professional Behaviors

- ST2: Student, Learning Growth and Development
- ST3: Curriculum Implementation
- ST5: Positive Classroom Environment
- ST7: Student Assessment and Data Analysis
- ST8: Professionalism
- ST9: Professional Collaboration

Proficiency #5: Enhance Learning through Effective Use of Technology

- ST6: Effective Communication

Proficiency #6: Cultivate Dispositions

- ST2: Student, Learning Growth and Development
- ST3: Curriculum Implementation
- ST9: Professional Collaboration

Proficiency #7: Embrace Diversity

- ST1: Content knowledge aligned with appropriate instruction
- ST2: Student, Learning Growth and Development
- ST5: Positive Classroom Environment

- ST6: Effective Communication

Missouri Leader/*Superintendent* Standards Continuum Alignment

Proficiency #1: Exhibit content Knowledge

- ST1: Vision, Mission, and Goals
- ST3: Management of Organizational Systems
- ST4: Collaboration with Families and Stakeholders
- ST6: The Educational System

Proficiency #2: Increase Pedagogical Knowledge

- ST1: Vision, Mission, and Goals
- ST2: Teaching and Learning
- ST7: Professional Development

Proficiency #3: Use Assessment to improve Learning Outcomes

- ST2: Teaching and Learning

Proficiency #4: Demonstrate Professional Behaviors

- ST3: Management of Organizational Systems
- ST4: Collaboration with Families and Stakeholders
- ST5: Ethics and Integrity
- ST6: The Educational System

Proficiency #6: Cultivate Dispositions

- ST2: Teaching and Learning

Proficiency #7: Embrace Diversity

- ST4: Collaboration with Families and Stakeholders
- ST6: The Educational System

School Counselor Standards Continuum Alignment

Proficiency #1: Exhibit content Knowledge

- ST1: Student Development
- ST2: Program Implementation

Proficiency #2: Increase Pedagogical Knowledge

- ST1: Student Development
- ST2: Program Implementation

Proficiency #3: Use Assessment to improve Learning Outcomes

- ST1: Student Development
- ST2: Program Implementation

Proficiency #4: Demonstrate Professional Behaviors

- ST1: Student Development
- ST2: Program Implementation
- ST3: Professional Relationships
- ST4; Leadership and Advocacy
- ST5: Ethical and Professional Conduct

Proficiency #5: Enhance Learning through Effective Use of Technology

- ST2: Program Implementation

Proficiency #6: Cultivate Dispositions

- ST3: Professional Relationships
- ST5: Ethical and Professional Conduct

Proficiency #7: Embrace Diversity

- ST1: Student Development
- ST4: Leadership and Advocacy