Conceptual Framework

Department of Education
Teacher Education Program
GEORGETOWN COLLEGE

TEACHER EDUCATION PROGRAM

*Developing Scholars Who are Competent and Caring Educators, Committed to a Spirit of Service and Learning*
CONCEPTUAL FRAMEWORK
Georgetown College Department of Education

Originally developed: 2001-2002 academic year
First Revision: 2004-2005 academic year

Georgetown College Mission and Goals

Georgetown College officially opened on January 1, 1830, as an institution affiliated with the Baptist leadership of Kentucky. Since its inception, Georgetown College has been dedicated to developing scholars who are committed to its Christian heritage. As stated in the Georgetown College Catalog, “The College’s sole reason for existence lies in its mission to develop ethical scholars, tomorrow’s leaders who are ably equipped to meet the challenges of the 21st Century” (http://www.georgetowncollege.edu/catalog/the-college).

Continuing with its Baptist tradition, a primary goal of the College is to “foster a knowledge of and commitment to the Christian faith” (Georgetown College Catalog, http://www.georgetowncollege.edu/catalog/the-college). As part of this Christian commitment, students are involved in a number of experiences throughout their tenure at Georgetown College. These include various mission programs, service projects, and travel experiences. In addition, all undergraduate students are required to attend a specified number of Nexus events, “designed to create meaningful connections that enhance, expand and engage the cultural, intellectual, and spiritual life of the campus community” (http://www.georgetowncollege.edu/catalog/academic-policies).

A second major goal of the College is to “provide students [with] a foundation in the liberal arts and sciences” (http://www.georgetowncollege.edu/catalog/the-college/). A liberal arts program of studies allows students to explore relationships between and among significant branches of knowledge, and encourages students to understand and appreciate conflicting points of view. Georgetown College is committed to the breadth and depth of knowledge afforded through an emphasis on the liberal arts, and to the spiritual growth of students, faculty, and staff. “[T]he historic purposes of Georgetown College have remained essentially the same throughout its long existence and now into the twenty-first century: to foster the discovery and critical appraisal of knowledge, and to promote the understanding and communication of ethical and spiritual values” (http://www.georgetowncollege.edu/catalog/the-college).

The Unit’s Mission

The education unit’s mission is “to develop scholars who are competent and caring educators, committed to a spirit of service and learning. This is consistent with 1) Georgetown College’s institutional mission to be, “a small, residential, co-educational liberal arts college distinguished by a combination of respected, rigorous undergraduate and graduate programs, an array of
opportunities for involvement and leadership, a commitment to Christian values and its distinctive heritage” (http://www.georgetowncollege.edu/about/mission/) and 2) Georgetown College’s Quality Enhancement Plan Mission Statement “to create learning experiences which address needs in three areas: academic learning goals, met through service; expectations for deeper understanding of civic responsibility, met through opportunities for structured critical reflection; and community needs, met through collaborative partnerships” (http://www.georgetowncollege.edu/qep/).

The education unit’s mission statement was developed in 1994, and has been used to guide program development and evaluation since that time. Focusing on our mission helps us develop educators who possess the competence and dispositions necessary for teaching in the 21st century, who are committed to service, and who will continue to grow professionally throughout their careers.

**The Unit’s Vision**

In April, 2006, unit regular and adjunct faculty, along with selected arts and sciences faculty, gathered for a retreat for the purpose of developing a vision statement for the Teacher Education Program. This group of faculty examined the program’s mission statement and various sections of the conceptual framework, and worked collaboratively to define the unit’s vision for educators who graduate from our Program. This vision statement represents the culmination of those discussions.

Consistent with our mission to develop scholars who are competent and caring educators, committed to a spirit of service and learning, we have the following vision for our Teacher Education Program:

Our vision is to develop and nurture master teachers. These teachers will serve as innovative scholars and educational leaders who are driven by a conviction that educators play a vital role both in the lives of their students and in society. Thus, they will model standards of excellence and motivate their students to meet those standards through mutual inquiry and reflection. They will recognize students’ multiple strengths, create a caring community that honors students’ diversity, and inspire students to become critical thinkers and life-long learners.

Our mission and vision statements have subsequently been shared with college faculty and administrators, with students in our Teacher Education Program, and with members of the professional community.

**Unit Philosophy, Purposes, Professional Commitments, and Dispositions**

The major goals and accompanying skills and dispositions of the Teacher Education Program were developed during the 2001-2002 academic year and represent several months of deliberation among unit faculty. Unit faculty read and discussed jointly several texts (Berry, 1972; Brell, 2001; Fickel, 2009; Fuchs, 2001; Gallegos Nava, 2001; Hansen, 1997; Palmer, 1998; Zeichner & Liston, 1996) and spent many hours in workshops and meetings examining
together their beliefs about teaching and the qualities of effective teachers. Practicing teachers, current and former Teacher Education Program students, and other college faculty were also asked to provide their perspectives on what they believe to be the competencies and dispositions of effective teachers. Finally, unit faculty consulted Kentucky Teacher Standards, the Professional Code of Ethics for Kentucky School Personnel, and professional society standards in revising the conceptual framework.

Since these initial conversations, education faculty have been engaged in continuous dialogue about what constitutes effective teaching. We have added additional programs and several new faculty members to our unit, and each change has led to a refinement of who we are and what we believe collectively about education and our role as educators. Specific conversations within the unit and with the professional community around skills and dispositions related to teacher leadership began in 2008. These conversations led to a formal proposal for a Master of Arts in Teacher Leadership program, which was subsequently approved by the state and implemented in 2010.

Our beliefs about teaching and learning are consistent with a holistic perspective, which acknowledges the multidimensionality of student development: aesthetic, social, emotional, physical, moral, cognitive, and spiritual (Miller, 1992). The holistic paradigm suggests that teachers be committed to “lighting a flame” rather than merely “filling a pail” (Elkind, 1992). That is, the teacher’s intent should be to guide, motivate, and nurture student learning and development, rather than to transmit knowledge uncritically.

Consistent with the institution’s emphasis on Christian discernment, students are perceived as inquisitive and capable beings who are spiritually motivated to learn about the world around them and to find meaning in their lives (Purpel, 1989). Student inquiry and exploration are central tenets of a holistic perspective. We believe that the purpose of education—and subsequently, the primary role of teachers—is to lead students toward self-discovery and global understanding so that they might become ethical and responsible citizens in their local, national, and international communities. Toward these ends, teachers respect the thoughts and insights of students, engage students in higher-level thinking and in the active exchange of ideas, and immerse students in participatory and real-world learning (Brooks and Brooks, 1993). Human development is enhanced through this process of mutual inquiry: “the person in charge of education is being formed or re-formed as he/she teaches, and the person who is being taught forms him/herself in this process” (Freire, 1998, p. 31). Thus, teachers remain scholars throughout their lives, continually learning in the process of teaching others.

Admittedly, we continue to struggle with how best to operationalize this holistic philosophical perspective. We, too, are learners. Like many other educators, we tend to be caught between two conflicting paradigms, or what Yoram Harpaz (2005) calls the “old education” and the “new education”: “In the former approach, the curriculum is in the center, whereas in the latter approach the student is in the center.” We concur that an emphasis on outcomes is necessary for assuring a quality program. Yet there is the danger that a rigid focus on outcomes can result in an inflexible, transmission-type model that places the curriculum, rather than the student, at the center. Our aim is to continue to find ways to model the process of inquiry in our own teaching so that students might experience a sense of “lighting a flame.” Hence, while this philosophical
perspective guides our work as educational leaders, our conceptual framework will always remain fluid as we continue to learn and grow in our own practice as educators.

At the same time, we agree that there are basic principles of quality teaching that have “stood the test of time”—that have been shown through research and practice to be abilities and qualities that all good teachers possess. Good teachers know their content, and use this knowledge to plan instructional opportunities for students that enable them to grasp new concepts and make connections. Good teachers use assessment data to inform their instruction in order to help every student achieve at high levels. Good teachers collaborate with other educators and with families and communities to assure that every student’s needs are met. Good teachers have effective management skills and can create a classroom environment where productive learning can occur. Good teachers reflect on their teaching and on their role as educators. Finally, good teachers possess certain dispositions that are essential for realizing the potential of every child. Faculty in the Teacher Education Program are committed to assuring that candidates enter the teaching profession with these skills and dispositions. We are also committed to assuring that these competencies and dispositions are enhanced in our advanced programs as teachers continue their professional development.

We believe that adherence to the philosophical principles of holistic teaching and to the qualities of effective teachers leads to higher levels of student development (cognitive, social, and emotional) in schools. We also believe that adherence to these principles prepares students for participating in a democratic and global society. Faculty in the Teacher Education Program continually strive to model these principles through their own teaching practices and through their relationships with students. Candidates in both the undergraduate and graduate Teacher Education Programs learn to apply these principles through various course requirements and experiences (lesson and unit planning, projects, class discussions, field and clinical work, etc.).

The philosophical perspective that frames the undergraduate and graduate Teacher Education Programs is realized through the skills, competencies, and dispositions that we believe effective teachers demonstrate. We are committed to assuring that all graduates of our Teacher Education Program possess these skills, competencies, and dispositions, which are encapsulated into the following three broad-based goals:

1. Goal One: to prepare teachers who possess the professional skills and competencies necessary for realizing a high level of achievement for all students. These professional skills and competencies include a thorough knowledge of one’s specialty content, effective instructional planning and implementation, (including the effective use of technology in instruction), using multiple assessments (both formative and summative) to improve student learning, employing effective classroom management strategies, creating effective learning environments, and collaborating with various stakeholders. (This goal relates to what teachers do.)

2. Goal Two: to prepare teachers who have the professional values and dispositions necessary for creating supportive and constructive learning communities. These professional values and dispositions include a commitment to the profession, a commitment to students and families, an appreciation for diversity (including
commitment to the ideal of fairness and the belief that all students can learn), a commitment to fairness and equity, and high moral and ethical standards. (This goal relates to what teachers believe.)

3. Goal Three: to prepare teachers who engage in continuous **reflective practice** in order to improve their practices and to make positive changes in their schools and communities. Reflective practice includes technical, practical, and critical reflection. (This goal relates to how teachers evaluate and improve what they do and what they believe).

**Candidate Proficiencies and Supporting Knowledge Bases**

The three categories noted above consist of specific knowledge, skills, and attributes that have been found in the professional literature to be linked to quality teaching. They also reflect the beliefs and mission of the College and the education unit. At various checkpoints throughout the teacher preparation programs, candidates are evaluated according to their emerging competence in meeting these program goals. Faculty performance is also evaluated using the conceptual framework, as are all facets of program development.

Outlined below are the candidate proficiencies that serve as the foundation of the Georgetown College Teacher Education Program, along with the professional knowledge bases (theories, research, and wisdom of practice) that support these proficiencies. This narrative section also shows alignment with professional and state standards.

I. Professional Skills and Competencies

*Developing scholars who are competent . . . educators. . .*

These skills and competencies have been determined through consulting the Kentucky Teacher Standards and the professional knowledge bases, and through dialogue with students, faculty in other disciplines, and local practitioners. The state of Kentucky has outlined ten standards for teachers that are based upon education knowledge bases. The Professional Skills and Competencies for our graduates reflect those standards, and include:

*Expected Outcome 1.1:* KTS 1: Demonstrates knowledge of content  
*Expected Outcome 1.2:* KTS 2: Designs/plans instruction  
*Expected Outcome 1.3:* KTS 4: Implements/manages instruction  
*Expected Outcome 1.4:* KTS 5: Assesses and communicates learning results  
*Expected Outcome 1.5:* KTS 3: Creates/maintains learning climate  
*Expected Outcome 1.6:* KTS 8: Collaborates with colleagues/parents/others  
*Expected Outcome 1.7:* KTS 6: Demonstrates implementation of technology

Students enrolled in our Teacher Education Program develop these skills and competencies through both in-class and out-of-class experiences (e.g., field experiences, service-learning projects). In every undergraduate methods course and throughout our various Master’s-level programs, students spend a specified number of hours in public school classrooms. The required experiences in these classrooms range from observation to tutoring and teaching small groups or the whole class, with subsequent analysis of student achievement data. Candidates in all
programs are also required to complete field experiences in diverse classroom settings. Each of these skills and competencies and the supporting knowledge base is examined below. Alignment with professional standards is also discussed.

**Outcome 1.1:** The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas. *(KTS 1; also addresses professional content standards in each specialty area).* This outcome is further broken down into two elements, 1.1 A Content Knowledge and 1.1 B Pedagogical Content Knowledge.

In Kentucky, all teacher education candidates must complete a major in an area of specialization. Faculty in the Education unit work closely with arts and sciences faculty to assure that required courses for teacher preparation meet major requirements and align with national specialty standards and the Kentucky Core Academic Standards. Faculty in each academic certification are familiar with the national standards in their specialty areas and have aligned course assessments with those standards. (See program review documents.)

**Supporting Knowledge Base**

In his book *Teachers for Our Nation’s Schools*, John Goodlad (1990) writes: “It is... reasonable to expect that teachers be among the best-educated citizens of the community—that they bring to everyday discourse and civic decisions a broad background of knowledge and understanding” (pp. 43-44). In consistency with our mission to develop competent educators, it is important that teachers be models of intellectual vitality, both for the students they teach and the communities they serve.

Knowledge of content is foundational to pedagogical knowledge; teachers must have a thorough grounding in the concepts that they teach in order to make them accessible to others (Shulman, 1987). In fact, research shows that a depth and breadth of knowledge in one’s subject area is related both to what is taught in classrooms, and how it is taught. For instance, research indicates that knowledge of content is related to a teacher’s tendency to emphasize higher level conceptual development in a specialty area, such as problem-solving and inquiry. In contrast, less knowledgeable teachers are more likely to emphasize facts and procedures (Putnam & Borko, 1997).

Faculty in the Teacher Education Program believe that a thorough knowledge of one’s discipline is essential to quality teaching. Teachers must have a breadth and depth of knowledge in their particular specialty field(s) so that they can determine what concepts to teach and how to teach them, make connections for students, maintain flexibility in instructional strategies, and tap into a variety of resources. Teachers must also have a broad range of knowledge in order to integrate ideas across the disciplines and connect content knowledge to the real world (Darling-Hammond, 1998). Consistent with a holistic perspective, faculty believe that it is particularly important that teachers’ content knowledge remain current so that they can facilitate real-world applications and engage in inquiry.

Faculty also believe that effective teachers possess pedagogical knowledge that is specific to
various content areas, and that this knowledge needs to be intentionally taught (Shulman, 1987). Cochran (1997) defines pedagogical content knowledge as “a type of knowledge that is unique to teachers, and is based on the manner in which teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach)” (Cochran, 1997, http://www.narst.org/publications/research/pck.cfm).

The Teacher Education Program at Georgetown College offers undergraduate (initial) and graduate (initial and advanced) certification programs, each with a strong emphasis on content. Students who enroll in the undergraduate Teacher Education Program must complete a general education curriculum (“Foundations and Core”) that includes a Foundations course sequence: Essential Proficiency courses: Areas of Inquiry courses addressing Fine Arts, Humanities, Social and Behavioral Sciences, Natural Sciences, Religious Studies, Writing Skills: and “Flag” courses addressing writing skills, quantitative skills, and cultural awareness. Middle and secondary education majors must complete a major in their selected fields of study; Elementary Education majors complete at least 15 hours of 300+ level coursework outside of the major. Candidates who enter our MA-Alternative Certification program must have completed a major in a “certifiable area.” Undergraduate candidates also complete methods courses that provide pedagogical content knowledge that aligns with specific areas of specialization.

In our advanced Teacher Education Program, students have several options. Advanced candidates complete additional hours of content and/or content pedagogy courses in their chosen field(s). Alternately, candidates may elect to complete endorsements/enhancements in one of the following areas: Reading, Literacy Specialist, Gifted Education, Instructional Technology, Teacher Leadership, Moderate and Severe Disabilities, or English as a Second Language. Elementary teachers have similar options. All Masters-level students complete a core of Education courses in addition to the area of specialization.

**Outcome 1.2:** The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. *(KTS2)*

**Supporting Knowledge Base**

Effective teachers plan instruction that is challenging and engaging, and that requires all students to think at high levels. They use what Tharp and Gallimore (1991) refer to as “instructional conversations”--classroom discussions that encourage genuine student participation and active collaboration--versus the “recitation” patterns often found in traditional classrooms. This “reciprocal interaction” model promotes high cognitive and linguistic functioning and a rich exchange of ideas (Cummins, 1986; Wells, 1986). Teachers must therefore develop questions that allow such conversations to occur.

Students vary in a multitude of ways. They come to school with diverse cultural knowledge, different skills and abilities, and with various preferred ways of learning (Darling-Hammond, 1997; Gardner, 1983; Ladson-Billings, 1994). Effective teachers know how to plan for
instruction to meet the needs of all students. Quality instructional planning involves designing learning experiences that are culturally relevant to students (Gay, 2000). Skillful teachers know how to infuse students’ cultural knowledge into the curriculum, as well as how to integrate students’ preferred learning modalities and interests (Tomlinson & Allan, 2000). Thus, they consider students’ background knowledge and incorporate non-traditional learning experiences (such as drama, music, and instructional technology) in their instructional planning.

Effective teachers consider what materials and technological resources will be required and how conceptual links can be made across various content areas. Indeed, one of the characteristics of effective instruction for diverse populations noted in the research literature is thematic teaching (Garcia, 1991), where broad-based themes are explored in depth (NCTE, 1995; Pappas, Kiefer, & Levstik, 1999).

An important phase of planning is how to group students for instruction. Teachers must know how to group students effectively and flexibly so that individual instructional needs are met, yet no student gets labeled or receives inferior instruction based upon his or her perceived capabilities (Oakes, 1985). Allowing students to work in groups also helps students to develop effective team membership skills.

Finally, teachers must decide how student learning will be assessed. In the planning phase, therefore, they must determine what concepts are to be acquired, and how those concepts will be evaluated. To do so, they must have a thorough knowledge of the Kentucky Program of Studies and Core Content for Assessment so that these essential concepts can be addressed in instructional planning. They also must have a thorough knowledge of various assessment measures for evaluating the learning objectives of every lesson, and ways for teaching and assessing a diverse student population. Candidates take courses in instructional methodology and diversity that prepare them to use the Kentucky Core Academic Standards in lesson/unit planning, to consider the needs of a diverse student population in designing the curriculum, and to determine the formative and summative assessments that they will use to assess learning.

**Outcome 1.3:** The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. (KTS 4)

**Supporting Knowledge Base**

While quality instruction begins in the pre-instructional (planning) phase, skillful teachers are able to guide student learning, clarify misconceptions, and provide effective demonstrations and explanations. Expert teachers are able to use assessment data to decipher when learning breaks down, and modify instruction accordingly. They are also able to use effective teaching techniques (e.g., modeling, explaining, demonstrating) that facilitate student learning. In their book *Strategies that Work: Teaching Comprehension to Enhance Understanding*, Harvey and Goudvis (2000) report on research by Durkin (1979) over three decades ago:
Durkin’s classroom observations (1979) found that teachers were most likely to say just enough about an assignment so that students understood the formal requirements, but they stopped short of demonstrating how to solve the task cognitively. . . In many classrooms, assigning was the norm; teaching was conspicuously absent.” (2000, p. 12)

In Georgetown College’s Department of Education, we believe that constructivist, student-centered approach facilitates student engagement and exploration, but, as the authors above note, explicit teaching—through modeling, demonstrating, thinking aloud, etc.—should be used when appropriate in order for students to grasp certain skills and concepts. While learning is more self-directed in a student-centered classroom, guiding student learning also requires that certain knowledge and skills be taught directly.

Consistent with our philosophical perspective, effective teachers consider the social and emotional dimensions in implementing instruction. In their study of exemplary fourth grade teachers, Allington, Johnston and Day (2002) concluded that “These exemplary teachers created classrooms that engaged their students in learning to read, write, and think about important topics, themes, and issues” (p. 466). Research shows that learning tasks are more engaging when they are purposeful to students, involve peer collaboration and real-world experiences, provide opportunities for student choice, provide challenge and stimulate curiosity, and when basic skills are taught in the context of meaningful themes or topics (Freppon & McIntyre, 1999; McCarthey, Hoffman & Galda, 1999; McCombs, 1996; Turner, 1995).

Effective teachers use a variety of resources in implementing instruction. These resources not only include instructional materials, but also home/community resources and technological resources. Effective teachers are able to make real-world connections that help students see the purpose behind what they are learning. They are also able to embed the use of technology in instruction to enhance student motivation for learning and to promote inquiry and higher-level thinking (Leu, 2002). As noted previously, effective teachers possess pedagogical content knowledge that enables them to use teaching strategies that have been found to be effective within specific disciplines. Thus, effective teachers consider the content, various ways for teaching the content, and what they know about the students they teach in designing and implementing instruction.

At Georgetown, candidates take several general and content-specific methods courses. In the initial elementary certification program, they take courses for teaching science, social studies, mathematics, language arts, reading, and the humanities. In the middle and secondary certification programs, they take both general and content-specific courses that prepare them to teach in their particular specialty area(s). All candidates take courses in instructional technology and diversity that provide knowledge on how to use technology effectively in implementing instruction, how to differentiate instruction for different learning needs, and how to make instruction culturally relevant for all students.

**Outcome 1.4:** The teacher assesses learning and communicates results to students and others.
with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. (KTS 5)

Supporting Knowledge Base

“The primary purpose of assessment is to improve student learning” (National Forum on Assessment; cited in Stuart, 2003, p. 33). Teacher candidates must be able to use the work of P-12 students to demonstrate the impact of their teaching on student achievement. Hence, the ability to develop quality assessments that are linked to learning objectives, and the ability to analyze resulting student work, are both skills that are central to effective teaching.

Assessment is a critical component of instruction; that is, teachers must be able to use formative assessment data to assess continuously students’ understandings and levels of development so that they might modify instruction accordingly (Darling-Hammond, 1998; Taylor & Nolen, 2005). Skillful teachers use multiple assessment measures to evaluate student learning. These include authentic assessments that evaluate the processes and products of students while actually engaged in learning, along with student self-assessments, assessments using technology, and more formal and summative evaluations (Stiggins, Arter, Chappuis & Chappuis, 2006).

Johnston (1998) examines the difficulties that are inherent in a dependence upon standardized testing, and concludes that “Because of the cultural nature of testing in general and literacy testing in particular, the test performance of those most at risk of being misjudged by testing should at least have the benefit of a wide range of observations including interviews with students and parents” (p. 98). Research shows that using standardized tests with English language learners can be particularly problematic (García, McKoon, & August, 2008). Thus, it is especially important that teachers consider students’ language and cultural backgrounds, developmental levels, and learning styles in designing effective evaluation measures, and provide numerous opportunities for students to demonstrate competence.

Throughout both the initial and advanced programs at Georgetown College, students learn and practice various formative and summative assessment techniques. Assessment is incorporated in many of the methods classes, and in many of their field and clinical experiences they are required to assess student learning and analyze student work. In advanced-level programs, students take a specific course in assessment.

**Outcome 1.5:** The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. (KTS 3)

This outcome is further broken down into two elements, 1.5 A Classroom Climate and 1.5 B Management/Discipline Strategies.

Supporting Knowledge Base
The ability to organize and maintain a classroom environment that is orderly and productive is consistently noted in the professional literature as being associated with high-quality instruction (Cruickshank, 1990; Good & Brophy, 1987). Effective teachers foster self-discipline among students and are consistent and respectful in implementing discipline policies and procedures. They know how to organize the learning environment for maximum productivity, and are able to provide a classroom structure that meets the multiple learning needs of students. Effective teachers are also able to adapt their discipline procedures to accommodate diverse learners (Ballenger, 1999; Delpit, 1995). They also possess what Kounin (1977) has referred to as “withitness”—the notion that good teachers are aware of classroom dynamics and are able to respond in positive ways.

In his classic book *Mind and Society*, Lev Vygotsky suggests that there is a dynamic interaction between the individual learner and the social environment within which learning occurs (Vygotsky, 1980). According to Vygotskian theory, higher psychological processes are mediated through social activities and various “mediation tools,” such as language. Thus, there is a dynamic interaction between the child and the social environment within which learning occurs. It is the teacher’s role, therefore, to provide learning opportunities within the child’s zone of proximal development in order to maximize a child’s intellectual potential.

At the same time, teachers must be aware of the importance of the emotional climate in the classroom, and establish an environment that promotes respect and concern for every individual within the learning community. In her book *Teaching to the Brain’s Natural Learning Systems* (2002), Barbara Given suggests that we each possess five learning systems: emotional, social, cognitive, physical, and reflective. In discussing the emotional system, she states that “unless teachers establish a classroom climate conducive to emotional safety and personal relevancy for students, children will not learn effectively and may reject education altogether” (p. 6). Effective teachers are models of respectful, supportive interaction, and encourage it amongst their students, creating a climate of helpfulness where students are committed to the success of all (Berry, 2006). They acknowledge that bigotry and harassment in all forms need to be addressed and challenged. Such teachers validate students by encouraging goal-setting and accepting the many student differences in talents, knowledge, and perspectives. Effective teachers demonstrate an ethic of care and create a collaborative community that supports and nurtures every student (Noddings, 1992; Gay, 2000). This competence is further elaborated in the narrative under *Goal II: Professional Values and Dispositions*, below.

At Georgetown College, undergraduate candidates engage in field experiences in every methods class, and they discuss various classroom situations in their college classes. They also take a course that specifically addresses classroom management and discipline. In the initial certification program at the Master’s level, students also take a specific course in classroom management. Students in the Learning and Behavior Disorders (LBD) Master’s Program take a course in Behavior and Classroom Management that is specific to the LBD population.

Further, teacher candidates are assessed on particular dispositions that relate to demonstrating an ethic of care (see Goal II). Candidates are also assessed on their ability to establish instructional environments that are conducive to student learning. Faculty seek to model respectful and
encouraging interactions with the students they teach and are assessed on their relationships with students through the formal evaluation process at the College.

**Outcome 1.6:** The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge. *(KTS 8)*

**Supporting Knowledge Base**

The importance of positive school-community relationships is emphasized in the professional literature (Henderson, 1987; Lareau, 1989). Research shows that there is a positive correlation between family involvement and student achievement (Henderson & Mapp, 2002). To bridge the gap between home and school, teachers must be able to learn from the families they serve so that they can determine the “funds of knowledge” that students possess (González, Moll, & Amanti, 2005). Hence, an important role of the teacher is to establish productive partnerships with families and communities. Effective teachers not only communicate with families and outside resources, but they invite them to become integrally involved in designing and implementing instructional plans and projects to enhance student learning (Endrizzi, 2008).

Collaboration with other teachers is also important to professional growth and student learning; thus, teachers must be able to demonstrate effective communication and team membership skills (Wolf, Borko, Elliott, & McIver, 2000). In fact, such collaboration is identified in the professional literature to be an important element of teacher leadership (Katzenmeyer & Moller, 2001; Lambert, 1998).

In many education courses, collaboration is an integral part of the educational experience. Teacher candidates collaborate on projects, curriculum design, and inquiry. Throughout all of our teacher preparation programs, candidates are also required to collaborate with teachers and others in P-12 classrooms through their various field and mentored teaching experiences. Graduate candidates collaborate with parents and peers in order to develop as teacher leaders. The ability to collaborate with others is part of the assessment process for all of our candidates and is a disposition that is assessed in the various programs.

**Outcome 1.7:** The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research. *(KTS 6)*

As noted previously, effective teachers use a variety of resources in implementing instruction. One essential resource in instruction is technology. Effective teachers have a thorough understanding of technological innovations, and are able to use technology to support, enhance, and motivate student learning. They also know how to use technology to promote higher-level thinking. Such teachers employ technology not simply as an instructional delivery method, but primarily as a tool to construct knowledge—as “Mindtools” that engage students in critical thinking about the content that they are studying (Jonassen, Carr & Yueh, 1998). They also actively involve students using various media to enhance student learning. For instance, effective
teachers use hypermedia to encourage students to critique their social worlds, to construct critical responses to literature, and to examine the historical forces that have shaped their lives (Myers & Beach, 2001). Consistent with the unit’s philosophy, skilled teachers conceive of modern technologies as “tools for learners to construct their own meaning” rather than merely as sources of knowledge (Jonassen, Peck, & Wilson, 1999, p. 14).

Effective teachers are also able to use technology to enhance their own professional growth by knowing how to access the professional literature and to conduct internet searches efficiently. They use computer technology to communicate with colleagues and with the wider community and to assist in reporting and analyzing student achievement data that will inform their instruction.

Candidates in the Teacher Education Program at Georgetown College are required to take a course in instructional technology. In conjunction with this course, candidates complete field experiences in which they observe and implement technology in classrooms. In addition, the use of technology in instruction is reinforced in various methods courses throughout the Program.

II. Professional Values and Dispositions

*Developing scholars who are. . . caring educators, committed to a spirit of service. . .*

Faculty in the Teacher Education Program at Georgetown College take seriously the charge to develop professional values and dispositions in students, and to nurture those same values and dispositions in ourselves. Content knowledge and pedagogical skills are necessary but not sufficient for realizing a high level of student achievement; professional skills and competencies must be balanced with professional values and dispositions that lead to positive and productive relationships with students, families, and colleagues. Given the Christian ethos in which teaching and learning occurs, the moral, ethical, and spiritual development of students is embedded in many of the classroom and extracurricular experiences students receive.

Georgetown College education faculty, education students, and local practitioners who work closely with our Teacher Education Program believe there are numerous professional values and dispositions teachers ought to possess. We have categorized these as follows: (1) Commitment to the Profession and to Students and Families; (2) Appreciation for Diversity; and (3) Moral and Ethical Standards.

**Outcome 2.1: Commitment to the Profession and to Students and Families**

This outcome is broken down into two elements, 2.1 A and 2.1 B each aligning directly with a Kentucky Teacher Standard:

**2.1A/KTS 9:** The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.
2.1B/KTS 10: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

Supporting Knowledge Base

Educators who are committed to the profession of educating our youth have a strong sense of vocation and mission. For such educators, teaching is more than a job; rather, it is an obligation to students, their families, the community, and the profession to teach every student to the best of his or her ability. Such teachers are willing to go the “extra mile.” They also possess a sense of efficacy, i.e., the belief that they are responsible for student learning and that their actions can affect learning in positive ways.

Such teachers demonstrate what Geneva Gay (2000) calls “the power of caring.” She writes that caring “is manifested in the form of teacher attitudes, expectations, and behaviors about students’ human value, intellectual capability, and performance responsibilities” (p. 45). Caring teachers believe in the potential of every child. An ethic of care can be seen as “an act of affirming and encouraging the best in others” (Noddings, 1992, p. 25). Caring involves establishing connections with students that are based upon a holistic perspective of the learner and an acknowledgement that the role of the teacher goes beyond imparting rational knowledge.

Gay (2000) further writes that caring relationships:

…are characterized by patience, persistence, facilitation, validation, and empowerment for the participants. Uncaring ones are distinguished by impatience, intolerance, dictations, and control. . . Teachers who genuinely care about students generate higher levels of all kinds of success than those who do not. (p. 47).

Caring teachers tend to be optimistic about students and their capabilities, and hopeful for students’ futures (Dempsey, 1994). Thus, teachers demonstrate an ethic of care when they insist that students learn to the best of their ability, and when they hold them to high standards. In so doing, teachers affirm the worth of every student and validate their competence.

Teachers who are committed to the profession and to the students they teach are risk-takers who are amenable to change; that is, they are willing to confront challenges and to adapt their instruction to meet the needs of their students. Such teachers are perpetual learners; they seek out new ways to enhance student achievement, to develop productive relationships with students and families, and to improve their instructional practices (Ballenger, 1999). In other words, they do not settle for the status quo, but continuously modify their practices in order to find “what works” for every student. Thus, every teacher becomes a leader in that every teacher engages in inquiry that can lead to constructive change (Lambert, 1998).

Committed teachers are also passionate about their chosen vocation and field(s) of inquiry. Such teachers are avid learners themselves, and they demonstrate their joy for teaching and learning and their excitement for their particular subject(s) in all that they do. They can be described as
“critical intellectuals” (Giroux, 1988), keeping abreast of developments in their discipline and in the education profession, sharing those developments with students and colleagues, and continuously questioning and challenging those ideas and practices. A commitment to the profession also includes the imperative to remain active as learners and to be engaged in educational reform, that is, to be “teacher-leaders” in their schools and communities (Fullan, 2000).

Faculty at Georgetown College take seriously the importance of modeling a commitment to the profession and to the students they teach. In consistency with our Christian heritage, faculty are evaluated in their service to the institution and to the community. They are also evaluated on their intellectual vitality and contributions to the profession. Faculty in the Teacher Education Program are asked to demonstrate adherence to the conceptual framework in their own teaching, which includes having high expectations for every student.

Teacher education candidates’ dispositions are assessed throughout the program, but particularly at the initial (entry) stage, using a variety of measures and specific indicators for each major disposition (see continuous assessment plans for the various programs). Faculty expect students to possess a commitment to the profession and to students and families upon program entrance. This commitment is assessed through various indicators (such as, enthusiasm for teaching, commitment to learning, meeting high standards in completing course assignments, completing course work in a timely manner, displaying exemplary attendance, showing active involvement in the profession, showing persistence in working with students in the field, seeking new ideas and resources, collaborating effectively with others, accepting feedback on professional growth, etc.). Students are informed in every class that these indicators will be evaluated.

When a student’s dispositions are inconsistent with the program’s conceptual framework, faculty submit a “Dispositions Evaluation – Record of Concerns” specifying the specific concern(s) for which the student is being referred. (See Appendix B.) Candidates who fail to meet program standards are required to meet with their academic advisor to develop an action plan and address all areas of weakness. Depending upon the severity of the infraction(s), advisors may recommend delay in enrolling in further course work. Multiple infractions can result in denying admission to or removal from the Teacher Education Program, and are determined on a case-by-case basis.

Undergraduate teacher education candidates work with K-12 students in very Education class throughout the program through what is known as the Teacher Assistant (TA) Program. In these experiences, they are involved in the classroom in various ways, from observing and working with individual students in earlier classes, to teaching small groups and the whole class in later methods courses. Candidates know the dispositions that they are expected to exhibit in these experiences, and they are required to demonstrate a commitment to every student they teach by “going the extra mile,” seeking alternative strategies and resources, showing persistence and perseverance, and having high expectations for all students. They are evaluated on these dispositions through evaluation forms submitted by classroom teachers as well as their TA reflections.
In the initial certification programs, candidates develop emerging leadership capacities by engaging in case study inquiry, e.g., by analyzing data on student progress and making instructional decisions. They are also encouraged to engage in regular professional development, and in some classes, attendance at professional events is part of the course requirements.

To develop leadership skills in the traditional Master’s program, students are required to select a particular problem at either the classroom or school level and conduct an action research project that investigates the problem. In addition, in both the MA and the MA-Alternative Certification Programs, candidates complete a diversity portfolio in EDU 591: Closing the Achievement Gap, whereby they are required to work collaboratively with the family of their selected case study student. Through this experience, candidates learn a great deal about the problems that some families face that limit their ability to help their child. They also develop a commitment to these students and their families as they assist them in overcoming obstacles to learning. Achievement data in candidates’ lessons provide evidence of the positive results of this holistic approach.

**Outcome 2.2: Appreciation for Diversity**

**Supporting Knowledge Base**

Education faculty believe that teachers must be able to “connect” with students in order to facilitate learning, and establishing such connections requires a knowledge of and appreciation for students’ cultural backgrounds and a willingness to learn from the students and communities being served. Thus, an important disposition that teachers should possess is a respect for families, students, and students’ cultural knowledge. When teachers value students’ cultural knowledge, they look for competence rather than deficits, and adapt their instructional practices to make them more culturally congruent (Gay, 2000; Ladson-Billings, 1994; Nieto, 2000). As previously stated, effective teachers believe in the educational potential of every child, and they act upon that belief by holding high expectations for all students. Effective teachers also acknowledge that teaching involves educating the whole child, and they work to form positive working partnerships with families so that they might learn how best to teach each student (Chavkin, 1993; Lynn, 1997).

When teachers respect students’ cultural knowledge and learn from those they serve, they can also discover how to care for and nurture students in culturally-appropriate ways (Irvine, 2003; Valenzuela, 1999). Effective student/teacher relationships require that teachers be able to relate to students on a cognitive, emotional, and aesthetic level. Discipline practices, too, must be culturally relevant in order to create a positive and productive learning environment. The discourse styles and management practices typical of white teachers have been found to be ineffective with many students of color (Ballenger, 1999; Delpit, 1995). In her research, Jacqueline Irvine (2003) found that “Caring for [students of color] meant firm, fair discipline, high standards and expectations, and an unwillingness on the part of teachers to let students ‘slide by’” (p. 43). Thus, teachers must be willing to modify their ways of interacting with students when necessary to make them more culturally congruent.

Teachers who respect and value students’ cultural knowledge also tend to believe in students’ capacity for learning and seek to develop a sense of efficacy in their students. That is, teachers
who view their students as capable individuals tend to recognize and acknowledge their students’ potential for effective citizenship, leadership, and societal transformation (Banks, 1997; Gallegos Nava, 2001; Powell, 1999; Powell, Cantrell, and Adams, 2001). Essentially, in developing efficacy, teachers encourage students to believe in themselves and in their ability to make a difference, both in their own lives and in the lives of others. Such teachers become advocates for students and their families, promoting equity and justice in the learning community so that all students have an equal opportunity to reach their full potential.

Finally, a respect for diversity is manifested through welcoming diverse perspectives in the curriculum and in the classroom (Banks, 1994). Effective teachers model a spirit of open-mindedness and creative thought by encouraging new ideas and being receptive to having their own ideas challenged. They facilitate productive dialogue within their classrooms and work to establish a democratic environment that welcomes diversity of opinion and higher-level thinking. Such teachers do not operate using a “transmission” or “banking” model of education where students are viewed as empty vessels, passively waiting to be filled (Cummins, 1986; Friere, 1970/1993); rather, these teachers believe that students and teachers are active co-constructors of knowledge. Indeed, as students generate knowledge, they begin to develop a sense of efficacy--the notion that they are intelligent, capable citizens who can make a difference in society.

Candidates in both the initial and advanced Teacher Education Programs at Georgetown College are required to take specific courses in teaching diverse learners. In these courses, they reflect on their own identities as teachers (race, ethnicity, gender, socioeconomic status, etc.) and learn various ways for making their practices culturally responsive. Specifically, candidates are guided through various activities in their understanding of race and economic privilege, and how it affects teachers’ perceptions of the students and families they serve. In addition, candidates acquire strategies for working with second language learners in these and other courses.

Candidates also are required to have field experiences in diverse classrooms. In the undergraduate program, students are placed in a variety of diverse settings, including local community centers and various public schools in nearby north Lexington. Consistent with the College’s Christian heritage, many undergraduate candidates are also involved in various national and foreign missions experiences.

**Outcome 2.3: Moral and Ethical Standards.**

**Supporting Knowledge Base**

Consideration of professional values and dispositions, including things like appreciation of diversity, fairness, and commitment to professional values and action, moves from discussions of what is “believed to be the case” to an emphasis on “normative considerations” of what “should or ought to be the case” (Fenstermacher and Soltis, 2009, 32). Georgetown’s faculty believe issues of trust and integrity are critical components of this. In his book *The Courage to Teach* (1998), Parker Palmer writes that “good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher” (p. 10; emphasis in original). Palmer says
integrity for teachers requires “discerning what is integral” to oneself and reflects the experiences and complexities of an individual’s identity. “If the work we do lacks integrity for us, then we, the work, and the people we do it with will suffer” (Palmer, 1997, 19).

Hackman and Johnson (2009) discuss the importance of ethics in leadership through the metaphor of “casting light or shadow” (336-338) and summarize ethical behavior as moral sensitivity, judgment, motivation, and consistent action. These must be hallmarks of ethical teachers and teacher leaders.

Consistent with the principles of holistic education and with the Christian heritage of the College, faculty acknowledge that every person is also “a spiritual being who is oriented towards meaning and has an innate curiosity for learning” (Gallegos Nava, 2001, p. 29). A consideration of the spiritual dimension is essential to all teaching and learning. The spiritual essence in each of us is what connects us to the human family and to the universe in general. It provides a sense of meaning in life, and forms the basis for moral and ethical decisions concerning one’s responsibility and purpose within both the natural and physical worlds.

Teachers who have a strong spiritual foundation develop a reverence for life and seek both to nurture human life and to preserve the natural world. Thus, moral and ethical values and dispositions such as respect for others and for the physical universe, honesty and responsibility, and high moral integrity emerge from the spiritual self.

Faculty in the Teacher Education Program take seriously the task of nurturing this spiritual dimension through interactions with students both inside and outside the classroom, and through modeling an ethic of care and respect. Philosopher Nel Noddings (1992) believes cultivating the capacity to care for others ought to be a primary role of schools. This capacity includes caring for self, for others, and for life in all of its forms. “According to care theory”, Fenstermacher says (2009), “justice is an inadequate standard for human conduct” which has permitted a moral rationale for such things as harsh treatment of prisoners, indifference to things like poverty and disability, and acts of war. An ethic of care, on the other hand “would prohibit such heinous acts, requiring instead that we do all in our power to enable others to grow and flourish” (35).

In order to help students lead morally responsible lives, teachers themselves must be able to engage in moral and ethical thinking (Strike & Soltis, 1998). “Adults do not simply transmit moral qualities and beliefs to children,” Weissbourd (2003) writes. These qualities and beliefs emerge and continually evolve in the wide array of relationships that every child has with both adults and peers starting nearly at birth. . . Fair, generous, caring, and empathetic educators model these qualities and can effectively guide students in sorting out [moral] questions” (p. 7).

Educators who would influence students’ moral development are those who model awareness, empathy, and who attempt to understand student perspectives. Such teachers seek to foster development of healthy authentic identity in students, and make consistent effort towards fairness, justice and full opportunity for all.

Georgetown College has committed to developing teachers who have a "spirit of service and learning". Hackman and Johnson (2009) couch such discussion in terms of virtue ethics,
altruism, and leaders as servants. Their "Ethical challenges of Leadership" are heavily influenced by a business and communication perspective, but this has been a concern throughout the history of education. Swiss educator, Johann Heinrich Pestalozzi, considered by many to be the founder of pedagogical science, believed education was the only way to consistently develop the moral life in which self-discipline and reason can overrule the basic "animal instincts" and selfishness that tend to control us. He promoted a caring, nurturing environment in schools, with a calmness and security that allowed children to catch the moral principles he saw as critical. “And finally the same applies to moral powers” Pestalozzi said, "love only develops by the act of loving and not by talking about love, religious faith only develops by believing, not by talking about faith nor by the . . . learning by heart, of things believed by others. (Pestalozzi, Swansong, 1826, quoted in Bruhlmeier, Arthur (2011). “Upbringing and Formative Education” at http://www.heinrich-pestalozzi.de/en/documentation/fundamental_ideas/education/).

Palmer (1998) says teachers can operationalize these principles by taking time to listen to their inner voices—to discover the teacher within—so they can reclaim their identity and integrity. Candidates in Georgetown’s Teacher Education Programs are challenged to do this by reflecting upon their personal and professional philosophies. Candidates in EDU 131 – Current Issues in Education examine the program’s conceptual framework and write a philosophical statement comparing their own philosophy to this document. This essay is later submitted as a requirement for program entrance. Candidates in the Master of Arts in Education Program complete EDU 510 – Foundations for Teacher Leadership, in which they also examine the conceptual framework and the work of various theorists and develop a “self-assessment of professional identity.” EDU 506 – History and Philosophy of Education, is another place where many of Georgetown’s students confront this call to consider personal and professional integrity.

Palmer says that unlike many professions, “teaching is always done at the dangerous intersection of personal and public life” (Palmer, 1997, p. 17) and one aspect of this intersection is the oversight of government agencies. Upon entrance to all programs, candidates are required to sign Kentucky’s Code of Ethics (http://www.kyepsb.net/legal/ethics.asp ) verifying that they uphold the ethical commitments of the profession. This document specifies that ethical considerations prohibit students from being subjected to "embarrassment or disparagement” and that they be provided services in a "non-discriminatory and constitutional manner". Teachers must never engage in sexually related talk or behaviors with students "with or without consent". They should be able to distinguish personal views from the views of their employing agency, and they should never knowingly misrepresent their qualifications for any position.

To summarize, Georgetown College education faculty, education students, and local practitioners who work closely with our Teacher Education Program believe the Professional Values and Dispositions detailed above are major factors that characterize effective teachers.). Teachers must recognize that their role is not merely to teach instrumental knowledge and skills for students to fit into society, but rather to develop the human potential in every child. They have a critical, ethical responsibility to strive “to meet the educational needs of all students in a caring, non-discriminatory and equitable manner (from NCATE definition of “Fairness (Professional Disposition)” http://www.ncate.org/Standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx #F ). The Professional Values and Dispositions within the outcomes: (1) Commitment to the
Profession and to Students and Families; (2) Appreciation for Diversity; and (3) Moral and Ethical Standards are reflected in the unit’s mission, to develop scholars who are competent and caring educators, committed to a spirit of service and learning.

III. Reflective Practice

Developing scholars who are competent and caring educators, committed to a spirit of... learning

Supporting Knowledge Base

Continuous reflection is an essential component of effective teaching. Isenberg (2003) writes that: “The emerging image of the professional teacher is one who thinks systematically about his or her practice in the context of educational research and the experience of others, and will work creatively and collaboratively as a member of a learning community” (p. 14).

Teacher reflection can take a variety of forms. In their book Reflective Teaching: An Introduction, Zeichner and Liston (1996) outline five traditions of reflective teaching: (1) the academic tradition, in which teachers primarily reflect about content and how it can best be presented; (2) the social efficiency tradition, whereby teachers use scientific research about teaching to reflect on their own practices; (3) the developmentalist tradition, which emphasizes reflection about students’ cultural, linguistic, experiential, and developmental backgrounds and readiness for learning; (4) the social reconstructionist tradition, which encourages teachers to reflect upon the social and political consequences of their teaching; and (5) the generic tradition, which emphasizes the importance of reflection in general for making teaching more purposeful and deliberate.

Zeichner and Liston suggest that teachers’ approaches to reflective teaching typically do not fit neatly into a single tradition, but involve several traditions. Further, “none of these traditions alone is sufficient as a moral basis for good teaching” (p. 52), but rather good teaching considers all of the elements of reflection noted in the various traditions.

Teachers who are scholars continually evaluate their performance and make necessary adjustments in order to meet the needs of their students and the communities they serve. They are capable of autonomous decision-making based upon an understanding of their role as educators and extensive knowledge of content and methodology. They are also able to articulate a coherent philosophy that is based upon thoughtful consideration of educational theory and the role of education in a democratic and pluralistic society (Gust, 1999). Thus, they are practitioners who appraise critically the teaching/learning context and who use their knowledge of best practices and theoretical perspectives to make sound instructional decisions (Brookfield, 1995; Dewey, 1993).

Further, teachers who are scholars are leaders in their field. They engage in collaborative inquiry with other professionals and are actively involved in generating knowledge versus merely
receiving it. Such knowledge generation takes place when teachers use assessment data analytically to improve instruction. It also occurs when teachers engage in more systematic action research in their classrooms or schools. As Lytle and Cochran-Smith (1992) suggest, “Almost by definition, teacher research is case study--the unit of analysis is typically the individual child, the classroom, or the school” (p. 466). Recently, teacher action research has been recognized as a powerful medium for transforming instructional practice (Cochran-Smith & Lytle, 2001; Hubbard & Power, 2003; Macrorie, 1987).

Throughout both the undergraduate and graduate Teacher Education Programs, candidates reflect in a variety of ways. Students are taught to reflect deliberately on what content to teach and how it can best be presented to students (the academic tradition). They are asked to reflect upon their pedagogical methods and whether these are consistent with what we know about best practices (the social efficiency tradition). Students must also plan instruction based upon their knowledge of students’ backgrounds and developmental levels (the developmentalist tradition).

Faculty believe that reflection on one’s instructional practices, however, is only part of teacher reflection. In accordance with the social reconstructionist tradition, an equally critical component is reflection of one’s beliefs and world views. Teachers have a variety of experiences, including experiences within various religious and educational institutions, as well as experiences related to their sociocultural positions within the educational institutions and larger society (e.g., class, race, gender). Collectively, these experiences lead to the development of a philosophical framework that is used to interpret events and to make sense of the world. This interpretive framework affects the teaching-learning process in important and often critical ways (Kincheloe, 1993; Liston & Ziechner, 1991). Therefore, faculty believe that teachers should be challenged to examine those beliefs and assumptions that are inconsistent with the goal of equity and with an ethic of caring.

Consistent with the generic tradition, faculty in the Teacher Education Program believe that teachers must become habituated (Hansen, 1997) to a process of continual inquiry. That is, reflection is a process of ongoing deliberation whereby teachers consciously and systematically examine the effectiveness of their instructional practices and develop alternative strategies. Such reflective practice includes developing an awareness of who they are as teachers and their own professional identities, so that they are cognizant of the strengths they bring to teaching and the ways that their teaching utilizes those strengths (Palmer, 1998). Thus, reflective practice involves informed decision-making whereby educators consider who they are as teachers, the content to be taught, the needs and experiences of their students, the available resources, current knowledge of best practices, and assessment data in an effort to improve student learning.

During the 2002-2003 academic year, faculty engaged in professional development designed to make the teaching and assessment of Goal III: Reflective Practice more systematic. Faculty were provided with a Critical Reflection Handbook that included exercises to encourage students to reflect in three general categories:

1) Technical reflection, which involves the technical aspects of teaching and learning, and addresses the question, “How can I do better what I am already doing?” This form of reflection is consistent with the academic and social efficiency traditions.
2) Practical reflection, which involves the contextual aspects of teaching and learning, and addresses the question, “Given the knowledge of my students and how they learn—why did I choose to deliver my instruction this way?” This form of reflection is consistent with the developmentalist tradition.

3) Critical reflection, which involves the larger sociopolitical aspects of teaching and learning, and addresses the question, “Does this practice lead toward justice, equity, caring and compassion?” This form of reflection is consistent with the social reconstructionist tradition.

Technical reflection is addressed in Kentucky Standard 7: Reflects/evaluates teaching/learning, which is indicated through the following Outcome in our Teacher Education Program:

Outcome 3.1: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

Practical reflection constitutes an additional Outcome in the Teacher Education Program that goes beyond the Kentucky Teacher Standards on designing/planning and implementing/managing instruction, in that candidates are specifically assessed on their ability to use contextual information on their students and families. This Outcome assures that candidates will use knowledge of students’ developmental and cultural backgrounds to plan and implement instruction.

Outcome 3.2: The teacher uses contextual knowledge of students in analyzing and evaluating instruction.

We believe that critical reflection is a necessary component of professional commitment and leadership, and includes components that are implicit—but not directly stated or measured—in the Kentucky Teacher Standards. Critical reflection is captured in the following outcome:

Outcome 3.3: The teacher reflects critically on the education profession and on his/her role as an educator.

Through reflecting critically on the education profession and their role as educators, we expect that candidates will be able to (a) articulate a coherent philosophy that is based upon thoughtful consideration of educational theory and the role of education in a democratic and pluralistic society; (b) view themselves as scholars by generating knowledge versus merely receiving it; and (c) reflect on who they are as teachers and justify teaching approach(es) based upon the strengths they bring to teaching. These capacities under critical reflection will enable teachers to promote leadership potential in colleagues, contribute to the profession, provide guidance in curriculum development, and participate in policy design—all indicators of professional leadership under KY Standard 10.

Throughout their course work in the initial programs, more emphasis is placed on technical and practical reflection, as students learn “best practices” for teaching and how to address individual students’ learning needs. In several field experiences, candidates are required to teach individual
lessons or a series of lessons, analyze student data, and reflect on their instruction. In addition, candidates develop a teaching philosophy and professional growth plan which is submitted and revised as part of their professional portfolio. These reflective practices are evaluated as part of the continuous assessment process in all initial programs.

Practical and critical reflection is given more emphasis in the Master of Arts in Education Program. Candidates are required to develop a professional growth plan based upon knowledge of best professional practice. This professional growth plan is revisited in subsequent courses and culminates in an action research project that they complete at the conclusion of the program. A final reflective essay accompanying their portfolio is required upon exit from the program.

**How Performance Expectations are Aligned with Professional, State and Institutional Standards**

The outcomes outlined above represent the performance expectations of teacher education candidates. As indicated, these competencies reflect the Kentucky Teacher Standards for both entry-level and advanced-level performance. The table below summarizes the alignment of the Kentucky Teacher Standards with the expected program outcomes. All outcomes, standards, and related indicators have been included in Appendix A.

<table>
<thead>
<tr>
<th>Kentucky Teacher Standard</th>
<th>Conceptual Framework Outcome</th>
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<tbody>
<tr>
<td><strong>GOAL ONE: PROFESSIONAL SKILLS AND COMPETENCIES</strong></td>
<td></td>
</tr>
<tr>
<td>1 Demonstrates Applied Content Knowledge</td>
<td>1.1A – Demonstrates Content Knowledge</td>
</tr>
<tr>
<td>2 Designs and Plans Instruction</td>
<td>1.1B – Demonstrates Pedagogical Content Knowledge</td>
</tr>
<tr>
<td>3 Creates and Maintains Learning Climates</td>
<td>1.2 Designs/Plans Instruction</td>
</tr>
<tr>
<td>4 Implements and Manages Instruction</td>
<td>1.5A Creates Classroom Climate</td>
</tr>
<tr>
<td>5 Assesses and Communicates Learning</td>
<td>1.5B Utilizes Effective Management and Discipline Strategies</td>
</tr>
<tr>
<td>6 Demonstrates Implementation of Technology</td>
<td>1.3 Implements and Manages Instruction</td>
</tr>
<tr>
<td>7 Reflects on and Evaluates Teaching and Learning</td>
<td>1.4 Assesses and Communicates Learning</td>
</tr>
<tr>
<td>8 Collaborates with Colleagues/Parents/Others</td>
<td>1.6 Collaborates with Colleagues, Parents, Others</td>
</tr>
<tr>
<td><strong>PROFESSIONAL VALUES AND DISPOSITIONS</strong></td>
<td></td>
</tr>
<tr>
<td>9 Evaluates Teaching and Implements Professional Development</td>
<td>2.1 Demonstrates Commitment to the Profession and to Students and Families</td>
</tr>
<tr>
<td>10 Provides Leadership within the School/Community/Profession</td>
<td>2.1 Demonstrates Commitment to the Profession and to Students and Families</td>
</tr>
<tr>
<td>2.2 Demonstrates an Appreciation for Diversity</td>
<td></td>
</tr>
<tr>
<td>KY Code of Ethics</td>
<td>2.3 Demonstrates Moral and Ethical Standards (includes, but goes beyond, KY Code of Ethics)</td>
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<tr>
<td><strong>REFLECTIVE PRACTICE</strong></td>
<td></td>
</tr>
<tr>
<td>7 Reflects on and Evaluates Teaching and Learning</td>
<td>3.1 Engages in Technical Reflection</td>
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</tbody>
</table>
None

<table>
<thead>
<tr>
<th>None (Indirectly related to KTS 10: Demonstrates professional leadership)</th>
<th>3.2 Engages in Practical Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>3.3 Engages in Critical Reflection</td>
</tr>
</tbody>
</table>

For every course, faculty are required to consider these standards in the assessment measures that they use to evaluate student performance. Additionally, faculty are required to incorporate specialty program standards in their assessment measures. To assure that no gaps exist in meeting the standards, matrices have been developed for every program that link state, conceptual framework, and specialty standards and all of the related indicators with the assessment measures used in the core education courses within that program. For instance, candidates in all initial programs create a unit plan as a major program assessment that integrates technology, diversity, and knowledge of content and that includes all of the components of a quality unit of study (essential questions, lesson objectives, learning experiences, resources, use of technology, assessment procedures, and differentiated instruction). Unit plans are evaluated using a scoring rubric that includes indicators associated with the professional standards being assessed. This particular assignment focuses on several KY teacher standards and conceptual framework outcomes (e.g., planning for instruction, assessment, technology, diversity) and several related indicators associated with those particular standards. Consistent with the requirements of national specialization program associations (SPAs), each program at both the initial and advanced levels has developed six to eight major standards-based assessments that assess candidates’ content knowledge, ability to plan instruction, teaching effectiveness in clinical experiences, and effect on student learning. The scoring rubrics used to assess candidates’ knowledge and skills are each aligned with relevant Kentucky, Conceptual Framework, and professional (SPA) standards.

To determine candidates’ competence across programs, several common assessments are used. At the initial level, these include: Praxis content test; Praxis Principles of Learning and Teaching test; Student/Mentored Teaching form; Exit Portfolio; Program Entrance Evaluation; Administrator (Employer) Survey; New Teacher Survey. At the advanced level (for candidates enrolled in the MA Teacher Leadership and MA Teacher Leadership endorsement programs), these include: Self-Assessment of Professional Identity; Diversity Portfolio; Program Entrance Evaluation; Candidate Exit Survey; Administrator (Employer) Survey.

**Summary of Continuous Assessment System**

(For a more detailed description of the Continuous Assessment System, see 1) Continuous Assessment Plan for Initial Programs and Master of Arts-Learning and Behavior Disorders Advanced Program and 2) Continuous Assessment Plan for Advanced Programs)

The continuous assessment system assesses candidates’ knowledge and dispositions at several checkpoints throughout the Teacher Education Program. These evaluation points have been developed and approved by program faculty and by the Teacher Education Committee and Graduate Council. They are designed to assure consistency with the Program’s Conceptual Framework and state and professional standards. In addition, in each program, candidates must pass 6 – 8 “major assessments” that have been aligned to the Georgetown College Conceptual Framework, the Kentucky Teacher Standards, NCATE Standard 1, and to the various specialty standards. These assessments provide the framework for continuous candidate and program assessment.
Initial Programs and Advanced MA in Education with Learning Behavior Disorders Certification

All initial teacher certification programs at Georgetown College plus the Advanced MA in Education with Learning Behavior Disorders Certification share the following checkpoints:

- **Checkpoint 1: Program Admission**
- **Checkpoint 2: Entrance to Final Clinical Practice**
- **Checkpoint 3: Program Exit**

At the undergraduate level, at checkpoints 1 and 2, after a final decision is reached by the Teacher Education Committee, candidates receive formal notification specifying the outcome of the Committee review. If candidates are unsuccessful, the reasons(s) for denial are specified in the notification. Candidates then meet with their Education advisor to discuss their options and to develop a plan of action to help to assure that their next application is successful. If candidates still fail to meet program standards, they are advised to seek a different major (for those seeking an elementary education major), or to complete their academic major without pursuing certification (middle, secondary, P-12).

Advisors meet with candidates regularly to advise them on meeting all exit requirements. After Student Teaching, each candidate participates in an exit interview with two undergraduate faculty members, one of whom has served as the supervisor for the candidate's student teaching. The candidate brings his/her completed program exit portfolio to the interview and leaves it with the pair who confer to complete the rubrics for the TWS and Exit portfolio. If the candidate is determined to have provided sufficient evidence of having met all required standards, he/she will receive a signed copy of the scored exit portfolio and Teacher Work Sample rubrics. Candidates must pass the PRAXIS specialty exam and PRAXIS Principles of Teaching and Learning (PLT) exam prior to being recommended for certification. Candidates who do not successfully pass these exams may still receive the Bachelor’s degree but are not “certification program completers.”

For Initial Certification Programs at the graduate level, the Graduate Council reviews all candidates at checkpoints one and two (Admission and Entrance to Final Clinical Practice). If candidates meet all requirements, they receive formal notification that they have passed these checkpoints. Those who do not meet requirements at these checkpoints receive a letter specifying the reasons for denial. Additionally, if, after taking 8 credit hours of classes, a candidate’s GPA falls below a 3.0, they receive notification from the Associate Dean for Graduate Education that they have been placed on probationary status, and are provided with information on what needs to occur to be removed from probation. At the conclusion of the program (checkpoint three-program exit), candidates are notified that they have successfully passed all requirements. Those who are unsuccessful are provided with information on suggested portfolio revisions and are given the opportunity to re-submit.

In addition to meeting checkpoint requirements, candidates must pass several major standards-based assessments throughout their program of study. These assessments measure all Kentucky
Teacher Standards and Conceptual Framework outcomes, and are aligned with specialty standards. Results of these assessments are entered into the database and are used as another source of information in tracking the progress of candidates in meeting required standards. These assessments are embedded in required courses (including all field and clinical courses), and are noted in the graphic below. If a candidate fails to master standards at an acceptable level on any program assessment, the instructor completes a Major Assessment Remediation Plan. This plan is signed by the candidate, who also receives a copy. A copy of the remediation plan is sent to the Associate Dean for Graduate Education and is placed in the candidate’s file. Thus, candidates are informed continuously on their progress in meeting program requirements. A candidate has up to three opportunities to pass a major assessment. If at that point they are unable to do so, they are counseled out of the program.

**Advanced Programs**

All advanced teacher preparation programs at Georgetown College (except for the Advanced MA in Education with Learning Behavior Disorders Certification and the 60 hour MA in Education and Rank I with dual LBD and MSD certification) share the following checkpoints:

- **Checkpoint 1:** Graduate Admission
- **Checkpoint 2:** Program Admission
- **Checkpoint 3:** Continuous Progress
- **Checkpoint 4:** Program Completion

The Graduate Council reviews all candidates at checkpoints one and two (Graduate Admission and Admission to the TEP). If candidates meet all requirements, they receive formal notification that they have passed these checkpoints. Those who do not meet requirements at these checkpoints receive a letter specifying the reasons for denial. Additionally, if, after taking 8 credit hours of classes, a candidate’s GPA falls below a 3.0, they receive notification from the Associate Dean for Graduate Education that they have been placed on probationary status, and are provided with information on what needs to occur to be removed from probation. At the conclusion of the program (checkpoint four-program exit), candidates are notified that they have successfully passed all requirements. Those who are unsuccessful are provided with information on suggested portfolio revisions (TLMA) or other exit requirements and are given the opportunity to re-submit.

In addition to meeting checkpoint requirements, candidates must pass several major standards-based assessments throughout their program of study. These assessments measure all Kentucky Teacher Standards (at the Advanced Preparation level) and Conceptual Framework outcomes, and are aligned with specialty standards. Results of these assessments are entered into the database and are used as another source of information in tracking the progress of candidates in meeting required standards. These assessments are embedded in required courses (including all field and clinical courses), and are noted in the graphic below. If a candidate fails to master standards at an acceptable level on any program assessment, the instructor completes a Major Assessment Remediation Plan. This plan is signed by the candidate, who also receives a copy. A copy of the remediation plan is sent to the Associate Dean for Graduate Education and is
placed in the candidate’s file. Thus, candidates are informed continuously on their progress in meeting program requirements. A candidate has up to three opportunities to pass a major assessment. If at that point they are unable to do so, they are counseled out of the program.

Assessment of Professional Dispositions
Candidates’ dispositions are assessed upon entry to and throughout each program. Indicators have been developed to accompany the primary dispositions identified in the conceptual framework: (1) commitment to the profession and to students and families, (2) appreciation for diversity, and (3) moral and ethical standards. Dispositions assessments that are used in both the initial and advanced Teacher Education Programs include program entrance recommendations (completed by faculty members in the undergraduate program and by administrators or supervisors in advanced programs) and a Record of Concerns checklist that faculty complete if there are any concerns in college classes related to candidate dispositions. Candidate dispositions are also assessed in clinical and field experiences in all initial certification programs and in several of the program assessments, as indicated on the scoring instruments for those assessments.

Continuous Program Improvement
The unit uses various data to continuously assess professional standards as they relate to individual programs. External data sources include Praxis test scores and employer and alumni surveys. Internal data sources include early field and student teaching evaluations, aggregated results from the 6-8 required program assessments, faculty qualifications from faculty vitae and annual faculty self-evaluations, student course and program evaluations/surveys, and other program entrance and exit requirements. Additionally, the unit tracks demographic data on field and clinical placements, candidates, and faculty, along with data on unit operations (advising, campus services, etc.).

Program tracking sheets for individual program review have been developed so that faculty in each program can use aggregated data from the sources discussed above to determine program strengths and weaknesses. These data are analyzed annually by standard and action plans are developed for any program weaknesses. During subsequent data review sessions, faculty revisit previous action plans to determine if progress has been made, and determine any new actions that are required.
Appendix A:

Summary of Goals, Candidate Proficiencies, and Indicators

Note: Indicators reflect those found under the Kentucky Teacher Standards for initial-level and advanced-level performance. Additional Conceptual Framework indicators are indicated in italics. Indicators are used holistically in making a determination as to whether a standard has been met or not met.

GOAL ONE: Professional Skills and Competencies – to prepare teachers who possess the professional skills and competencies necessary for realizing a high level of achievement for all students.

1.1 Demonstrates Knowledge of Content (KTS 1)

The teacher (candidate) demonstrates current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

1.1 A Content Knowledge:

a) Exhibits current knowledge of the skills and core concepts related to certified academic areas
b) Demonstrates a breadth of content knowledge and makes connections across discipline(s)
c) Knows and utilizes a variety of up-to-date resources within the discipline

1.1 B Pedagogical Content Knowledge:

a) Connects content to life experiences of students.
b) Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
c) Guides students to understand content from various perspectives.
d) Identifies and addresses students’ misconceptions of content.
e) Emphasizes higher-level conceptual development (e.g., problem-solving, inquiry).

1.2 Designs/Plans Instruction (KTS 2)

The teacher (candidate) designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

1.3 Implements/Manages Instruction (KTS 4)

The teacher (candidate) introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals,
become responsible team members, think and solve problems, and integrate knowledge.

   a) Uses a variety of instructional strategies that align with learning objectives and actively engage students.
   b) Implements instruction based on diverse student needs and assessment data.
   c) Uses time effectively.
   d) Uses space and materials effectively.
   e) Implements and manages instruction in ways that facilitate higher order thinking.
   f) Uses effectively explicit teaching techniques (e.g., modeling, explaining, demonstrating).
   g) Uses a variety of resources in implementing instruction (e.g., home/community, technological)

1.4 Assesses and Communicates Learning Results (KTS 5)

The teacher (candidate) assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

   a) Uses a variety of pre-assessments to establish baseline knowledge and skills.
   b) Uses a variety of formative assessments to determine each student’s progress and guide instruction.
   c) Uses a variety of summative assessments to measure student achievement.
   d) Describes, analyzes, and evaluates student performance data.
   e) Communicates learning results to students and parents.
   f) Allows opportunity for student self-assessment.
   g) Considers students’ language and cultural backgrounds, levels of development, and learning styles in designing effective evaluation measures.
   h) Provides numerous opportunities for students to demonstrate competence.

1.5 Creates/Maintains Learning Climates (KTS 3)

The teacher (candidate) creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

1.5A Classroom Climate:

   a) Communicates high expectations.
   b) Establishes a positive learning environment.
   c) Values and supports student diversity and addresses individual needs.
   d) Fosters mutual respect between teacher and students and among students.

1.5B Management/Discipline Strategies:

   a) Provides a classroom environment that is both emotionally and physically safe for all students.
   b) Organizes and maintains a classroom environment that is orderly and productive.
   c) Fosters self-discipline among students.
   d) Provides a classroom structure that meets the multiple learning needs of students.
   e) Adapts discipline procedures to accommodate diverse learners.
   f) Demonstrates “withitness” – an awareness of classroom dynamics and the ability to intuitively respond

1.6 Collaborates with Colleagues/Parents/Others (KTS 8)

The teacher (candidate) collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team
members, think and solve problems, and integrate knowledge.

- Identifies students whose learning could be enhanced by collaboration.
- Designs a plan to enhance student learning that includes all parties in the collaborative effort.
- Implements planned activities that enhance student learning and engage all parties.
- Analyzes data to evaluate the outcomes of collaborative efforts.
- Establishes productive partnerships with peers, families and communities. (NOTE: This is also a Teacher Leader skill.)
- Demonstrates effective communication and team membership skills.

**Teacher Leader Indicators:**

- Works cooperatively with others within and beyond the school to help all students and colleagues achieve their fullest potential.
- Demonstrates expertise in instruction and willingly shares that knowledge with others.
- Participates consistently in professional learning communities.

**1.7 Demonstrates Implementation of Technology (KTS 6)**

The teacher (candidate) uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- Uses available technology to design and plan instruction.
- Uses available technology to implement instruction that facilitates student learning.
- Integrates student use of available technology into instruction.
- Uses available technology to assess and communicate student learning.
- Demonstrates ethical and legal use of technology.
- Uses technology to promote higher-level thinking.

**GOAL TWO: Professional Values and Dispositions** - to prepare teachers who have the professional values and dispositions necessary for creating supportive and constructive learning communities.

**2.1 Commitment to the Profession and to Students and Families (KTS 9 & 10)**

**2.1 A (KTS 9):**

The teacher (candidate) evaluates his/her overall performance with respect to modeling and teaching Kentucky’s learning goals, refines the skills and processes necessary, and implements a professional development plan.

- Self assesses performance relative to Kentucky’s Teacher Standards.
- Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
- Designs a professional growth plan that addresses identified priorities.
- Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.
- Possesses a sense of efficacy, i.e., the belief that they are responsible for student learning and that their actions can affect learning in positive ways.
- Is willing to confront challenges and adapt instruction to meet the needs of students.

**Teacher Leader Indicators:**

- Stays abreast of cutting edge information regarding what is best for children and research-based practices.
b) Engages in action research

2.1 B (KTS 10):
The teacher (candidate) provides professional leadership within the school, community, and education profession to improve student learning and well-being.

a) Identifies leadership opportunities that enhance student learning and/or the professional environment of the school.
b) Develops a plan for engaging in leadership activities.
c) Implements a plan for engaging in leadership activities.
d) Analyzes data to evaluate the results of planned and executed leadership efforts.

Teacher Leader Indicators:

a) Takes initiative and mobilizes others to improve the learning environment of the school, district and state
b) Contributes to a learning organization
c) Recognizes opportunity and takes initiative
d) Mobilizes people around a common purpose
e) Sustains the commitment of others and anticipates negativity
f) Marshals resources and takes action
g) Demonstrates social consciousness and political activity
h) Takes risks and participates in school decision making

2.2 Appreciation for Diversity

The candidate demonstrates an appreciation for diversity through the following diversity proficiencies.

a) Is aware of the importance of culture to individuals and groups, and knows about the history of racism, historically marginalized peoples, and those who are in the Achievement Gap.
b) Respects families and students and values their cultural knowledge, working with them to form positive partnerships.
c) Integrates instructional practices that are culturally congruent, i.e., is aware of and sensitive to cultural differences and is knowledgeable in how and willing and able to implement instructional practices that meet the needs of diverse learners.
d) Believes in the educational potential of every child, and holds high expectations for all students.
e) Develops a sense of efficacy in students, i.e., encourages students to believe in themselves and in their ability to make a difference.
f) Is an advocate for students and their families, promoting equity and justice in the learning community so that all students have an equal opportunity to reach their full potential.

2.3 Moral and Ethical Standards

The candidate demonstrates high moral and ethical standards.

a) Demonstrates respect for others and the physical universe.
b) Cultivates the capacity to care.
c) Demonstrates moral qualities and commitments (e.g., compassion, a sense of justice, fairness, empathy, and integrity)
d) Reaches out to struggling students and attempts to understand their perspectives.

GOAL THREE: Reflective Practice – to prepare teachers who engage in continuous
reflective practice in order to improve their practices and to make positive changes in their schools and communities.

3.1 Reflects/Evaluates Teaching/Learning (Technical Reflection - KTS 7)
The teacher (candidate) reflects on and evaluates specific teaching/learning situations and/or programs.

- a) Uses data to reflect on and evaluate student learning. (Teacher Leader skill: Uses evidence and data in decision making)
- b) Uses data to reflect on and evaluate instructional practice.
- c) Uses data to reflect on and identify areas for professional growth.

**Teacher Leader Indicators:**

- a) Identifies and addresses students’ learning needs effectively
- b) Gathers and analyzes information and data from multiple sources judiciously
- c) Monitors progress and adjusts the approach as conditions change

3.2 Practical Reflection

The teacher (candidate) uses contextual knowledge of students in analyzing and evaluating instruction.

- a) Considers students’ cultural, linguistic, experiential, and developmental backgrounds and readiness for learning in instructional decision-making.
- b) Continually evaluates performance and makes necessary adjustments in order to meet the needs of their students and the communities they serve.

3.3 Critical Reflection

The teacher (candidate) reflects critically on the education and profession and on his/her role as an educator.

- a) Articulates a coherent philosophy that is based upon thoughtful consideration of educational theory and the role of education in a democratic and pluralistic society.
- b) Views herself as a scholar by generating knowledge versus merely receiving it. (advanced)
- c) Reflects on “who am I” as a teacher and justifies teaching approach(es) based upon the strengths he/she brings to teaching (advanced)

**Teacher Leader Indicators:**

- a) Thinks critically about professional practice relative to education issues and trends
- b) Reflects on work as an educator
Appendix B

Georgetown College Teacher Education Program
Dispositions Evaluation – Record of Concerns

Student Name: _____________________  Semester & Year: ___________

Course: _____________________________  Professor:_____________________________

Based upon my professional relationship with this candidate, the following areas have been found to be problematic in this course.

**Indicators that Demonstrate a Commitment to the Profession and to Students and Families**

*The candidate does NOT. . .*

- Display a strong sense of vocation by exhibiting enthusiasm for teaching and a commitment to learning
- “Go the extra mile” and take responsibility for student learning
- Show patience and persistence in working with students
- Demonstrate an ethic of care by affirming and encouraging students
- Meet high standards in completing course assignments
- Complete course work in a timely manner
- Display exemplary attendance
- Show active involvement in the profession
- Accept feedback and implement suggestions on professional growth needs
- Collaborate effectively with others
- Seek ways to enhance student achievement
- Participate in professional development opportunities

**Indicators that Demonstrate an Appreciation for Diversity**

*The candidate does NOT. . .*

- Focus on students’ competence versus their deficits
- Demonstrate high expectations for every student
- Serve as an advocate for students and families
- Show respect and appreciation for diverse perspectives

**Indicators that Demonstrate High Moral and Ethical Standards**

*The candidate does NOT. . .*

- Display high moral integrity and ethical behavior
- Display responsible behavior
- Treat others with respect
- Demonstrate maturity in behavior and actions
- Show compassion to others
- Display a sense of fairness

Action to be taken:

Signature of Candidate/Date  Signature of Faculty Member/Date
References


Fuchs, J. (2001, Dec.). Constructivism: Students constructing knowledge through literature circles. Unpublished manuscript written by student enrolled in Georgetown College Graduate Program.


