Educator as . . .
expert or mediator of learning
person
member of communities

Becoming a Complete Professional

Becoming a Complete Professional:

The ISU Professional Education Unit Conceptual Framework

Since its adoption in 1991, the conceptual framework, with its central theme of *Becoming a Complete Professional,* has been reaffirmed several times by the Teacher Education Committee. This enduring statement reflects the core of our efforts to prepare candidates for success as educators in the multiple settings in which they work. Through the myriad changes in internal and external priorities for education and the escalating pressures for accountability, the conceptual framework provides a foundational guide. Although the Becoming a Complete Professional (BCP) theme has remained constant, it has permitted reinterpretation and flexibility in implementation, all the while maintaining a core focus. At Indiana State University, our conceptual framework is a living plan that serves as our guide for curricular, instructional, assessment, and organizational decisions, as well as the fulfillment of our mission, vision, values, and goals, along with those of the University.

The overarching theme of Indiana State University's educator preparation programs is *Becoming a Complete Professional.* This theme encompasses three broad areas that recognize essential areas of the work of an educator:

- Educator as Expert or Mediator of Learning,
- Educator as Person, and
- Educator as Member of Communities.

The word *complete* in the title acknowledges that, to be truly successful, an educator must be effective in all three of these areas. Similarly, the word *becoming* is included in the title because new graduates, alumni, and our faculty are never fully finished with their learning in their profession as a teacher, counselor, school psychologist, speech language pathologist, principal, or superintendent.

The component *Educator as Expert or Mediator of Learning* deals with an educator's professional skill as a mediator of students' learning and/or of the progress individuals make in achieving their potential. The component *Educator as Person* represents the traits and dispositions that make a successful educator justifiably respected and emulated by students while meeting the expectations of professional, state, and institutional standards. The component *Educator as Member of Communities* reflects the necessity of contributing to the various communities of which educators, as professionals, are members. A truly successful educator must concurrently exhibit the traits of mediator of learning, person, and member of communities while incorporating the latest knowledge and technologies and demonstrating multicultural competence and sensitivity to diversity.

Our preparation programs embrace **clinical practice** as an underlying philosophy and methodology. Through field experiences, candidates are immersed in authentic environments that allow theory-to-practice connections, maximizing experiential learning.

The **Unit Assessment System** (UAS) provides the teacher education and other school professionals a means for collecting, aggregating, and analyzing data for purposes of making informed decisions

at the program and unit levels. Five key assessments are used for continuous improvement: (a) dispositions, (b) technology, (c) diversity, (d) work samples, and (e) field evaluations and student teaching. These assessments are completed at specified times and the data are entered into an assessment management system. The assessment coordinator and the UAS committee present results of data analyses to members of the unit each September during Assessment Day. The conversations and activities on Assessment Day help to "close the loop" as we deliberate, evaluate, and reflect on next steps based on data.

Clinical Practice

Supervised clinical practice is central to effective educator preparation. As noted by the American Association of Colleges for Teacher Education (AACTE; 2012), the benefits of clinical practice include "student achievement, teacher retention, and teachers' sense of preparedness" (p. 2). Because the essential learning outcomes for candidates are the same as those outcomes expected for quality teaching (Hollins, 2011), immersion in authentic environments of practice provides the best educational environment for candidates. "High-quality preparation programs are *school embedded*" (AACTE, 2010, p. 5), bridging theory and practice in authentic settings with immediate assessment and feedback.

The Professional Development School (PDS) Partnership is at the core of our clinical practice methodology. Arthur Levine noted in his 2006 report *Educating School Teachers* that PDSs comprise "a superb laboratory for education schools to experiment with the initiatives designed to improve student achievement" (p. 105).The Indiana State University PDS Partnership sprang from the convergence of two strong needs: (a) the need for real life practice in the way of extended clinical experiences for teacher education students in schools of practice and (b) the need on the part of the schools in the community to have access to research on best practice, rejuvenation through contact with content area experts, and assistance with improving the learning environment for all students. This Partnership is guided by the overarching purpose of **linking renewal in schools to renewal in educator preparation**. To meet this purpose, the Partnership has four main goals: (a) increase learning for all students and candidates through creating enhanced learning environments where effective curricular, instructional, and organizational practices are used to ensure that all students reach their full potential as students and as persons; (b) provide optimal learning environments for preservice educators to learn the craft of teaching and learning to high and rigorous standards of performance in schools committed to restructuring and continuous professional development for faculty; (c) provide meaningful professional development for university and school faculty based on their needs and collaboratively developed by them; and (d) support scholarly inquiry and the advancement of knowledge in teaching and learning, especially through collaboratively designed programs of scholarship.

The vision of the ISU PDS Partnership rests on three interlocking assumptions and beliefs. First, the partnership believes that reform and renewal activities must be **systemic**. The intent of the partnership is to create a seamless educational system from preschool to graduate school and to promote the development of new roles and relationships between the members of the partnership so that all are focused on the common goal of learning. Second, the partnership believes that a **symbiotic relationship,** built on trust and parity between its members and existing institutions, is necessary to achieve systemic change. The partnership must value the contributions of each member. Thus, the partnership builds ownership and a sense of self-worth. Third, the partnership needs a **critical study** process to inform and guide its work. Problem solving and decision making require crucial and accurate data if the partnership is to continue to develop, grow, and respond to emerging challenges. The interplay of these three components forms the foundation for the vision of the partnership.

Resting on this foundation are the twin institutions of the schools and the University coupled with the communities they serve and by whom they are supported sharing the common goal of promoting learning. Each of the schools and the University, at root, is composed of students, faculty, and programs. The school communities are crafting organizational, curricular, and instructional programs guided by the concepts of equity (all students can learn) and excellence (high and rigorous standards of performance for students). The University faculty are implementing a program for professional educators that (a) contains a broad basic core of general liberal education designed to promote critical thinking, to foster individual development and respect for cultural diversity, and to promote understandings that lead to a lifetime of learning; (b) encourages bridging of theory and practice by deepening understanding of content and the link to pedagogy; (c) contains a professional development core that emphasizes the study of child and youth development, learning theory and its application to practice, instructional environments within and beyond the school, and the effectiveness of alternative instructional approaches including technology that may be adapted to changing demographics in classrooms and to changing social realities; and (d) ensures continuous field experiences in schools organized to promote high and rigorous learning for all students and candidates. Further, each partner is committed to continuous improvement and formalized standards of performance. For the schools, state proficiency guides that have been informed by the learned societies are followed, and at the University, the standards of the Interstate Teacher Assessment and Support Consortium (InTASC) and the National Board for Professional Teaching Standards (NBPTS) serve as the foundations for its programs. Both the schools and the University have created their plans together, promoting multiple points for systemic renewal and reform while at the same time promoting symbiotic relationships based on trust and parity.

Unit Assessment System

The Unit Assessment System (UAS) enables stakeholders to evaluate initial and advanced candidates as they matriculate through programs to become complete professionals. The key assessments identified and utilized in the UAS form a common core to evaluate and monitor development of candidates, and thus performance of the unit, in the areas of educator as expert or mediator of learning, person, and member of communities. Additionally, UAS assessments are organized along a developmental sequence: admission to the program, midpoint, completion, and post-graduation.

The UAS was formed in such a way as to continuously provide information to help the unit answer questions about candidate performance and effectiveness of unit operations. For candidates, the guiding questions include how well they (a) support P-12 student learning, (b) use technology to support learning, (c) develop and utilize appropriate dispositions, (d) work with diverse learners, and (e) perform overall. For unit operations, the guiding questions include how effective the unit operations are in terms of (a) faculty effectiveness, (b) diversity of faculty and students, (c) field operations, (d) advising, (e) placement and retention of graduates, (f) retention of students, and (g) reliability of key assessments.

Program-level assessment data are aggregated into unit-level findings that inform unit-level decisions. Unit-level decisions are then introduced back into the programs. UAS key assessments form a data core common to programs in the professional education unit. Program-level data collection surrounds this core, involving comprehensive and integrated assessments related to professional standards and to specialized professional association (SPA) assessments. Course-related assessments and associated student learning outcome measures form an outer ring of assessment surrounding programmatic and unit-level systems. Together, assessments at the course, program and unit level produce data that enable the Teacher Education Committee (TEC),

Dean's Office, department chairs, and faculty to review student performance, view trends, and address challenges and opportunities that arise from the analyses of these trends.

TEC, the Bayh College of Education Congress, Professional Development Schools, and departmental committees are the formal structures providing extensive and ongoing review of programs. These structures serve as conduits for the flow of data into the system as well as being responsive to changes at the unit level.

Connection to Standards

The elements of the BCP framework map to national and state standards as noted in Appendix A. Core teaching standards articulated by InTASC (Appendix B) are included as outcomes for all undergraduate teacher preparation; NBPTS propositions (Appendix C) form the basis for advanced level teacher preparation. Additionally, the conceptual framework maps to the Indiana Department of Education's newly adopted RISE evaluation system for teachers (Appendix D). Additionally, all initial and advanced programs are aligned to the Specialized Professional Association (SPA) standards and engage in the program review process.

Evidence of the Conceptual Framework

The conceptual framework is evident throughout the professional education programs at ISU in the following ways:

Conceptual Framework: A Guide to Instruction, Assessment, Field Experiences, and Clinical Practice

The mission and goals of the Bayh College of Education and the shared Conceptual Framework, coupled with the mission and values of the University, have given rise to the instructional and organizational features of the professional educator programs. At root, the BCOE is a learning community and the imperative that frames and guides the work of our learning community is simple and straightforward: ***Good learning is a function of good teaching***. Yet in such a simple statement lies a great deal of complexity. First, good teaching requires that we engage our students in experiential learning, offering them multiple opportunities to construct and promote meaning out of the knowledge that is shared. But coupling classroom experience with those in school settings is not accomplished simply by parachuting students into random experiences in schools. Instead, students are placed in schools where carefully constructed partnerships with the BCOE flourish. Such arrangements promote authenticity for students, situating their experience in the on-going work of the partner site. Additionally, these arrangements encourage faculty from the College to work with colleagues at the sites to think through problems of practice and to pose and initiate solutions, often linking student experiences to this work. In short, the interactions provided by these partnerships promote and sustain the learning of everyone. In addition, these interactions contribute to our learning community and support an epistemology for teacher education of expanded learning opportunities aligned with the complexities of authentic teaching practices. Zeichner (2010) noted that university-based educator preparation programs must transcend authoritative structures and build on essential relationships between academics, practitioners, and community expertise. The following vignettes illustrate the complexity of this work.

Students in the elementary education program are in teams during a class session reviewing their final plans for an early field experience in a PDS partner elementary school. Each team of students will assume teaching responsibilities of mathematics in classrooms in a partner school for the following

week. The students have been working with graphing calculators and planning lessons for the use of these teaching tools for various grade levels. The faculty member in charge of the class has worked closely with site faculty so that the lessons being planned by the college students will fit the natural flow of the classroom instruction and contribute to needed learning of the children. During the implementation of the experience the University faculty member observes the ISU students with the host teachers and provides needed feedback to the students as plans are altered based on classroom actions and assessments.

A faculty member who is a licensed SLP in the Communication Disorders program meets her students on the campus of St. Mary-of-the-Woods College to coordinate their work with preschool children. The students will conduct screenings for audiology problems and speech/language disorders with children from the college's daycare program. After the screenings are completed, the faculty member and students debrief together to identify which children should be referred to the Rowe Center for Communication Disorders at ISU to undergo further assessment and treatment. The faculty member also debriefs key learning points the students came to understand in working with young children with possible speech or hearing problems.

First-year school psychology students travel to the schools three afternoons a week all year to work with small groups of students on reading and math enrichment activities that are pegged to appropriate levels based on standardized screenings. They are supervised in assessment, screening, and intervention by fourth-year school psychology students and an ISU faculty member. Discussion of specific cases and issues occurs both at the public schools and in the classroom at ISU.

A student teacher in a PDS partner middle school, the school supervisor, and the university supervisor are meeting to discuss the progress of the student teacher. He has been in the classroom for the past four weeks and has assumed increasing levels of responsibility for the multiple classes of the host school supervisor. The purpose of this meeting is to review performance of the student teacher over the last few weeks of teaching and to begin work on the unit report, a teacher work sample, required as part of this experience. In the unit report the student will be required to describe the classroom that will serve as his work sample, noting the characteristics of the students, the intent of his instruction, and how it will be assessed. Such work will call for him to put into practice the full range of knowledge he has acquired in his course work, putting that knowledge into action, and make numerous decisions in rapid succession as he implements his work. He will be required to monitor student progress and will analyze work submitted by the students making needed adjustments based on the analysis. In short, he will be required to behave as a reflective professional. All the while he will be in discussions with his host school supervisor who has completed a mentor teacher preparation workshop sponsored by the BCOE. This experience has helped her understand the nature of this reflective process required by our teacher education program. But most importantly, the student teacher will grow in his abilities to function as a professional educator.

These vignettes are only illustrations of but a few of the multiple experiential learning activities that unfold in the educator preparation programs over the course of the academic year. Each is unique and program specific, but contained in each are a number of characteristics that cut across the full range of experiential learning and give shape to how the BCOE fulfills its imperative that **good learning is a function of good teaching**. For example, the experiences are sequenced from entry into our programs and gradually increase in intensity and sophistication as our candidates develop. Each experience brings the knowledge gained in the college classroom into full application in real settings. Each experience is in an authentic location that offers the full range of challenges associated with the field of study, including the commitment and challenge of social equity. Each is an outgrowth of a partnership that promotes multiple points of contact between the University and school and school district. But most importantly, each experience offers an opportunity for the development of authentic assessment that provides evidence of not only what our candidates know,

but also of what they can do. It is built on the belief that reflective practice is the mark of a professional educator and we take pride in the fact that our graduates are noted for their ability to make an immediate contribution in their work and that they have the capacity for continued improvement. Finally, our assessment process provides the data needed for continued program review and improvement. When data are aggregated across experiences in programs, faculty are better able to review program strengths and weaknesses with an eye towards continued improvement. Our connections through our partnerships enable us to stay abreast of the changes taking place in the practice of the multiple professions we serve and enable us to make adjustments to meet these changes. And our research and scholarship that grow from these partnerships enable us to shape the future changes of the professions we serve. Thus, we are a learning community that is capable of change and one that is capable of initiating change.

Professional Commitments and Dispositions

Today, the schools of Indiana and the nation are coming under close scrutiny and demands for enhanced student learning are rampant (e.g., U.S. Department of Education, 2012). No success can come from efforts to increase student achievement, however, without addressing the need for the next generation of caring and competent professional educators. Quality educators and schools are now needed that not only offer instruction to all students, but also ensure that all students achieve at high and rigorous levels of performance. Our information-age economy increasingly demands that our students possess not only basic reading and mathematical skills; they must also be adaptable to changing work environments, be able to think critically, have facility in problem solving, possess technological literacy, and be able to communicate in written and spoken forms to others. In short, in these changing times, educators must be able to do more than ever before, and they must meet high standards of performance in challenging classroom environments that

- reflect increased racial, ethnic, cultural, and religious diversity in the society;

- create heightened expectations for educating students with identified special needs, as well as other students who may learn differently, in regular classrooms;

- contain larger numbers of students who lack basic proficiency in English;

- require greater attention to students at risk because of inadequate nutrition, housing, health and medical care, and because of other adverse conditions at home; and

- exist within a threatening context of violence in communities and in the homes of some students.

Meeting the multiple challenges of the 21st century classrooms is not an incremental undertaking. It requires quality teachers and other professional educators who understand deeply the content to be taught and powerful pedagogical strategies that enable all students to reach those high standards, coupled with an understanding of the needs of a diverse student population and how to meet those needs. Already we have described the curricular knowledge and standards required by our candidates. And although meeting these high and rigorous standards is necessary for the professional educator, they are not sufficient to produce the quality educator needed for the 21st century school and its classrooms. These educators must also exhibit a commitment to serve diverse children and youth.

Commitment to Diversity

As noted above, today's classroom can be characterized by increased racial, ethnic, cultural, and religious diversity in the society. Consider the following:

- The U.S. Census Bureau estimates that people of color make up 28% of the nation's population and that they will make up 38% in 2025 and 47% in 2050.

- More than five million legal immigrants made the U.S. their home between 2007 and 2011 (U.S. Department of Homeland Security, 2012).

- In 1995, 35% of the students enrolled in public schools were students of color; that percentage grew to 44% in 2007 and it is anticipated to reach 50% in 2019 (National Center for Education Statistics, 2010).

Language diversity is also increasing among the nation's school-aged population. In 2009, 21% of students lived in homes in which English was not the first language (U.S. Census Bureau, 2012). In short, all teachers in the classroom today or in our educator preparation programs will have students from diverse ethnic, racial, and language backgrounds in their classrooms during their careers. Further, these data do not include the impact of poverty on learning, nor do they highlight the challenges of addressing the learning needs of students with special needs that are also included in today's classroom. We must address diversity and assist current as well as future educators meet this challenge and fulfill the promise diversity offers.

Attention to issues of diversity is present throughout the conceptual framework. As an *expert or mediator of learning,* candidates must understand how students learn in diverse and developmental ways and design appropriate educational environments to support all students' learning. The educator as *person* requires understanding and acknowledging one's own values, demonstrating care for students as individuals, and modeling appropriate behaviors and attitudes of inclusion. As a *member of communities,* the core responsibilities are understanding and responding to social contexts and promoting social responsibility. Combined, these are powerful indicators of our commitment to and support of diversity issues in P-12 schools and in the BCOE.

Commitment to Technology

Technology competencies have been infused into the educator preparation courses related to methodology and pedagogy through the use of facilitating activities. Although past technology integration activities have relied upon educational technology faculty for implementation, the philosophy behind the facilitating activities is to empower teacher education faculty, most of whom do not have a background in educational technology, to develop and implement the activities. By bringing the activities directly into the classroom, aligned with all course expectations and performance standards, technology is naturally presented as an integral piece of the conceptual framework to *Becoming a Complete Professional*. To ensure this happens, the facilitating activities draw upon the relevant research that includes educational technology's relationship to constructivism (Jonassen, 2003), brain-based research (McKenzie, 2002), and universal design (Belson, 2003).

In the past, the focus in education has been on students as knowledge consumers. They take in information and give it back out. Technology provides the means by which the new world of learning will be imagined (KnowledgeWorks, 2009). The educator as *expert or mediator of learning* uses technology as a powerful tool to support growth and innovation in the teaching and learning environment.

Bayh College of Education's Constancy of Purpose

Mission

To prepare, promote, and advance educational and human service professionals for a diverse and ever-changing world.

Vision

Our College is a rewarding learning community for students, faculty and staff. We embrace new knowledge and model the best pedagogical practices. Our facilities enhance our work. A cooperative, supportive culture exists among the faculty and staff within the College and across campus. Faculty and staff members are chosen carefully and mentored well. We employ continuous improvement tools and philosophies on a daily basis, using data to make decisions and improve our instruction and processes in a timely manner. Student success demonstrates the genuine support they are getting from faculty and staff.

The sphere of influence of our learning community is expanding. Our administrators, teachers, and human service professionals are recognized for their educational contributions, including outreach services to those whom they serve. Our students, faculty and staff work collaboratively with schools and agencies to create rich, supportive, and healthy teaching and learning environments. Support for the mission is clear—the state wishes to increase its investment in what we do, alumni tell us how much they value their education, stakeholders and agencies seek our faculty for their expertise, granting agents seek us out, employers seek our graduates, increasing numbers of capable students desire an education with us, and we receive persistent recognition for our achievements.

With stable and consistent leadership, our objectives are clear and our work flexible and agile as we organize ways to be most effective, requesting and receiving the resources needed. We are dedicated to fostering a spirit of inquiry, and supporting a commitment to excellence for ourselves and our students. As one coherent organization, our collegial team recognizes and achieves the full potential of working together as we take pride in our work and feel fulfilled.

Values

Student Success - We bring to bear scholarship, professionalism, respect, and high expectations for all students.

Social Justice and Diversity - We work to create environments that support and enable all members of our community to thrive.

Honesty - We have integrity and are trustworthy, ethical, and fair.

Collegiality - We enjoy being a collaborative team in a positive environment that communicates well and works together for the greater good of all.

Caring for Others - We are compassionate and supportive of others.

Responsibility - We are dedicated, dependable, and hard working.

Openness to Change - We prize creativity and support continual improvement.

Goals

Concordant with the University's strategic plan, the Bayh College of Education's goals align in six areas, with two additional, College-specific goals:

1. Increase Enrollment and Student Success
   College Goal 1.1: Increase visibility/promotion of BCOE degrees and programs to reach new and diverse potential student populations.
   College Goal 1.2: Increase early outreach efforts, including expanded faculty and student outreach to middle and high schools in the region (e.g., mentoring programs, after school programs, faculty representation at career fairs and statewide conferences, etc.) and sponsorship of Future Educators Association chapters/programs in targeted communities.
   College Goal 1.3: Assist all students in meeting educational goals, through (a) peer mentoring programs for undergraduate and graduate students and (b) improved and expanded formats for course and program delivery.

2. Advance Experiential Learning
   College Goal 2: Enhance experiential learning opportunities through partnerships and projects across the BCOE and its departments.

3. Enhance Community Engagement
   College Goal 3: Prioritize community engagement activities. These priorities should encompass activities or programs across the BCOE that have a verifiable and deep impact on the communities that are served.

4. Strengthen and Leverage Programs of Strength and Promise
   College Goal 4: The BCOE's Programs of Distinction and Promise (i.e., Teacher Education Programs – TEP; Blumberg Center; Student Affairs and Higher Education) will evaluate program effectiveness.

5. Diversify Revenue: Philanthropy, Contracts and Grants
   College Goal 5: Advance BCOE programs/projects through sponsored program support (i.e., grants, contracts, other activities) to enhance the teaching, research, and service mission of the college.

6. Recruit and Retain Great Faculty and Staff
   College Goal 6.1: Enhance the culture of the BCOE and highlight the College's positive attributes.
   College Goal 6.2: Create and formalize mechanisms for the recognition and mentoring of faculty.

7. Raise the Profile of Educator Preparation
   College Goal 7: To position the BCOE as a distinctive provider of education programming, develop a strategic marketing and communications plan.

8. Promote Long-Range Academic Planning
   College Goal 8: The BCOE will engage in discussions of a 10-year academic plan.

Indiana State University Mission, Vision, and Values

Mission Statement

Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

Vision Statement

Inspired by a shared commitment to improving our communities, Indiana State University will be known nationally for academic, cultural, and research opportunities designed to ensure the success of its people and their work.

Values

Indiana   **Integrity**
We demonstrate integrity through honesty, civility, and fairness.

State   **Scholarship**
We value high standards for learning, teaching and inquiry.

T   **Transforming**
We foster personal growth within an environment in which every individual matters.

R   **Responsibility**
We uphold the responsibility of university citizenship.

E   **Education**
We provide a well-rounded education that integrates professional preparation and study in the arts and sciences with co-curricular involvement.

E   **Embrace Diversity**
We embrace the diversity of individuals, ideas, and expressions.

S   **Stewardship**
We exercise stewardship of our global community.

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Appendix A:
Mapping of ISU Conceptual Framework to InTASC, NBPTS, and RISE Standards

ISU Conceptual Framework: Educator as . . .	InTASC Core Teaching Standards	NBPTS Core Propositions	Indiana Teacher Effectiveness Rubric (RISE)
Expert or Mediator of Learning			
Bases instruction on high but realistic expectations	1,2,3,7,8	1,3	1.2, 2.9
Helps individual students achieve their potential	1,2	1,3	2.1, 2.5, 2.6
Uses instructional strategies (including appropriate technologies) involving active learning	3,4,5,6,7,8	2,3,4	1.3, 1.4, 2.2, 2.3, 2.4
Is open to change in professional practice	9	4,5	2.5
Employs inquiry and assessment to investigate and improve educational practice	6,9	4,5	1.1, 1.5
Person			
Is an exemplar of lifelong learning	9	4,5	3.3
Is a model of effective communication	5,8,10	3	2.2, 2.4, 2.8, 3.1, 3.2, 3.4
Demonstrates care for students as individuals	1,2	1,3	2.3, 2.7, 2.8
Acknowledges his or her influence on student values	1,2,8,9	3,4	3.1, 3.5
Member of Communities			
Collaborates to achieve educational goals	3,8,10	5	3.1, 3.2, 3.4, 3.5
Responds to the social context in which he or she works	3,9,10	1,3,5	3.1, 3.5
Promotes social responsibility among students	3,5,7,9	1,2,3	2.8
Demonstrates commitment to the profession	9,10	4,5	3.3
Exercises leadership in formal and informal roles	10	5	3.1, 3.2, 3.3, 3.4, 3.5

Appendix B:

Summary of InTASC Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

> *Standard #1: Learner Development.* The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
> *Standard #2: Learning Differences.* The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
> *Standard #3: Learning Environments.* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

> *Standard #4: Content Knowledge.* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
> *Standard #5: Application of Content.* The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives.

Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

> *Standard #6: Assessment.* The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
> *Standard #7: Planning for Instruction.* The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
> *Standard #8: Instructional Strategies.* The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.

A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

> *Standard #9: Professional Learning and Ethical Practice.* The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
> *Standard #10: Leadership and Collaboration.* The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Note: all text is quoted directly from pages 8-9 in the following publication.

Council of Chief State School Officers. (2011). *InTASC model core teaching standards: A resource for state dialogue.* Washington, DC: Author. Retrieved from http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

Appendix C:
NBPTS Five Core Propositions for National Board Certified Teachers

Proposition 1: Teachers are Committed to Students and Their Learning

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- NBCTs are also concerned with the development of character and civic responsibility.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

Appendix D:

Indiana Teacher Effectiveness Rubric; RISE Evaluation and Development System

Indiana Teacher Effectiveness Rubric: Overview

The primary portion of the Teacher Effectiveness Rubric consists of three domains and nineteen competencies.

Domain 1: Planning

1.1 Utilize Assessment Data to Plan

1.2 Set Ambitious and Measurable Achievement Goals

1.3 Develop Standards-Based Unit Plans and Assessments

1.4 Create Objective-Driven Lesson Plans and Assessments

1.5 Track Student Data and Analyze Progress

Domain 2: Instruction

2.1 Develop Student Understanding and Mastery of Lesson Objectives

2.2 Demonstrate and Clearly Communicate Content Knowledge to Students

2.3 Engage Students in Academic Content

2.4 Check for Understanding

2.5 Modify Instruction as Needed

2.6 Develop Higher Level of Understanding Through Rigorous Instruction and Work

2.7 Maximize Instructional Time

2.8 Create Classroom Culture of Respect and Collaboration

2.9 Set High Expectations for Academic Success

Domain 3: Leadership

3.1 Contribute to School Culture

3.2 Collaborate with Peers

3.3 Seek Professional Skills and Knowledge

3.4 Advocate for Student Success

3.5 Engage Families in Student Learning

In addition to these three primary domains, the Teacher Effectiveness Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job.
The Core Professionalism domain has four criteria:

- Attendance
- On-Time Arrival
- Policies and Procedures
- Respect

Note: all text is quoted directly from page 10 in the following publication.

Indiana Department of Education. (2012). *RISE evaluation and development system: Evaluator and teacher handbook: Version 1.0.* Indianapolis, IN: Author. Retrieved from http://www.riseindiana.org/sites/default/files/files/RISE%201.0/RISE%20Handbook%202-6-12.pdf