

CONCEPTUAL FRAMEWORK

University's Mission and Vision

Franciscan University of Steubenville (FUS) is a coeducational, Catholic institution of higher education that is fully committed to the intellectual development of students within the context of a liberal arts program. The Franciscan University Mission Statement states “the purpose of the University is to further the higher education of men and women through programs of liberal, professional, and pre-professional studies leading to the conferral of the baccalaureate and master degrees in arts and sciences” (Analysis of By-Laws: Institutional Report, 2006, p. 7). Franciscan University offers young men and women a solid education in the context of a faith community and is publicly identified as a Catholic and Franciscan University. It is committed to promoting moral, spiritual and religious values in its students. The University By-Laws state that it is guided by the example and teaching of St. Francis of Assisi with a commitment to creating a Catholic culture where faith is evident and a deeper conversion to the person of Christ is encouraged.

Franciscan University places primary emphasis on teaching excellence and on the intellectual development of its students. Further, in its Mission Statement, Program Policies: III, C Outreach (pp. 18-19), the University states its commitment to making education available to minorities, those in financial need, and to those in the Steubenville area. Moreover, the University believes its mission extends beyond the matriculated student to the evangelization and spiritual development of youth and adults through its Christian Outreach Office.

In a draft of the Mission Goals dated September 27, 2007, the Dean of Academic Affairs submitted a document stating that Franciscan University students should be able:

[To] understand more deeply the truth that only in the mystery of the incarnate Word does the mystery of man take on light and that Christ, the final Adam, by the revelation of the mystery of the Father and His love, fully reveals man to man himself and make his supreme calling clear....To understand how the norm of human activity relates (or ought to relate) to the lessons in course[s] and program[s]. The norm of human activity to this: that in accord with the divine plan and will, it harmonize with the genuine good of the human race, and that it allow men as individuals and as members of society to pursue their vocation and fulfill it (Bonilla, Max Updated draft 9/27/07, Unpublished Mission Goals Draft).

Franciscan University is working to realize the magnanimous vision of the document *Ex Corde Ecclesiae* issued by Pope Paul II (1990) meaning “from the heart of the Church” (p. 4) in which the university is “being the dynamic link between Church and culture, Gospel and work”(p. 1).

In addition, the University’s Vision Statement is consistent with its mission. This statement reflects the vision that has been entrusted to Franciscan University of Steubenville:

Ever mindful of the spirit of St. Francis of Assisi, Franciscan University of Steubenville takes to heart the divine call directing Francis to “rebuild my Church.” Franciscan University fulfills this mandate by educating and forming men and women of hope to be a transforming presence in the Church and the world. Franciscan offers a dynamic Catholic curriculum integrating faith and reason, in an environment in which students, faculty, and staff seek ongoing personal conversion to the Holy Spirit (University catalog, 2005).

The Professional Teacher Education Unit’s Mission and Vision

The Education Department at Franciscan University of Steubenville’s Vision Statement of “Christian Educators Learning, Serving, and Leading” concurs with Pope

Paul VI's Declaration on Christian Education, *Gravissimum Educationis* (1965), of how extremely important education is in the life of man and the need for an education in which truth and love are developed together. In the document, the Sacred Ecumenical Council stressed the following principles: (1) The meaning of the universal right to an education, (2) Christian education, (3) The duties and rights of parents, (4) Moral and religious education, and (5) The importance of schools (*Gravissimum Educationis*, p. 1-36).

Therefore, the Education Department at Franciscan University of Steubenville strives to develop future Christian educators who have a sound sense of learning, serving, and leading, in today's world, thus ensuring that all with whom they come in contact learn and are treated with dignity and respect. Franciscan students are expected to be ethical and moral role models with a strong value system so they may, through *learning, serving, and learning*, contribute to make a better world (Education Department Mission, University catalog, 2007, p. 45).

As the vision statement states, "Christian Educators Learning, Serving, and Leading," therefore.....

We are called to learn by developing intellectual habits and virtues that are integrated with the development of moral virtues.

We are called to serve by demonstrating our knowledge-based values and by understanding our Christian vocation of teaching through service.

We are called to lead because it is our obligation to embrace the role as the moral and intellectual leader in 21st century schools.

The Education Department's Conceptual Framework Outcomes are aligned to the Standards for Ohio Educators (2007), which include the Ohio Standards for the Teaching Profession (OSTP) and the Ohio Standards for Principals (OSP). Outcomes are also aligned with Interstate New Teacher Assessment and Support Consortium (INTASC) for the initial licensure program, the National Board of Professional Teacher Standards (NBPTS) for the advanced program in teaching, and Specialized Professional Association (SPA) standards for each program at the initial and advanced levels. These shared visions emphasize the importance of focusing on student achievement; using data to design instructional plans and school goals; serving; communicating and collaborating; sharing leadership and power; and providing continuous professional development (Educator Standards Board, 2007).

Unit Philosophy and Outcomes

The vision statement of "Christian Educators Learning, Serving, and Leading" supports the Unit's underlying philosophy. The Education Department strives to integrate learning and moral or ethical virtues. While curriculum aims at developing candidates' intellectual habits and virtues, the learning process is integrated with the development of moral virtues. The commitment of the integration of learning and faith is evidenced throughout the University community as Franciscan candidates learn the value and dignity of all human life.

The Education Department, in its commitment to diversity, is constantly striving to provide a program that prepares candidates to meet the challenges of the 21st century environments to which they will be exposed during their professional lives. In addition to learning the knowledge base, candidates have extensive opportunities to

make application of diverse knowledge and skills in early field experiences, tutoring, and internship components of the program. Candidates, through specific teaching competencies and Christian values, provide for every student and treat their uniqueness and diversity with respect and dignity.

Learning

The Learning Outcomes in the Conceptual Framework for initial licensure are aligned with the INTASC standards and OSTP; advanced licensure is aligned with OSP.

Initial licensure candidates in the undergraduate program have broad liberal arts knowledge in humanities, methodology in specific pedagogical courses, and multiple field and clinical experiences. According to Darling-Hammond (1998, 2006), it is the quality of the teacher in the classroom that makes a difference in student learning. It includes teacher preparation/knowledge of teaching and learning, content and subject knowledge, field and clinical experience, and the combined set of qualifications measured by teacher licensure.

The Learning Outcomes in the Conceptual Framework for initial licensure are aligned with the INTASC standards and OSTP; advanced licensure for administrators is aligned with OSP. The department standards are aligned with INTASC standards in the initial program as candidates in the program come from a diverse geographical base and INTASC standards are common teacher educator standards throughout the United States.

Initial Licensure Learning Outcomes Aligned with Ohio Standards for the Teaching Profession (OSTP) and (INTASC)		
Learning Outcomes	OSTP Goals	INTASC
Ln1: Recognize and	1.4: Model respect for student’s diverse	2: Understands how children learn and

<p>respect the uniqueness, diversity, and dignity of students.</p>	<p>cultures, language skills and experiences.</p>	<p>develop and can provide learning opportunities that support their intellectual, social, and personal development. 3: Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. 9: Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others, and who actively seeks out opportunities to grow professionally.</p>
<p>Ln2: Understand and apply knowledge of content, discipline, child/adolescent development, and environment to create meaningful experiences and differentiated instruction.</p>	<p>1.1: Display knowledge of how students learn and of the developmental characteristics of age groups. 1.2: Understand what students know and are able to do and use this knowledge to meet the needs of all students. 1.5: Recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention. 2.1: Know the content they teach and use their knowledge of content-specific concepts, assumption and skills to plan instruction. 2.2: Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. 2.4: Understand the relationship of knowledge within the discipline to other content areas. 4.4: Apply knowledge of how students think and learn to instructional design and delivery. 4.5: Differentiate instruction to support the learning needs of all students.</p>	<p>1: Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students. 3: Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. 4: Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. 5: Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom. 7: Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>
<p>Ln3: Recognize and understand the professional dispositions of organization & depend-ability. (dispositions) Ln4: Communicate effectively. (University Core Goal).</p>	<p>3.1: Are knowledgeable about assessment types, their purposes and the data they generate. 3.2: Select, develop and use a variety of diagnostic, formative and summative assessments. 3.3: Analyze data to monitor student progress and learning and to plan, differentiate and modify instruction. 3.5: Involve learners in self-assessment and goal setting to address gaps between performance and potential.</p>	<p>8: Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>

Serving

Donovan (2000) states, “What is of critical importance for the preservation of Catholic identity and aims is that those leaders who enter into the program recognize and embrace their role as moral, as well as intellectual leaders” (p. 442). The role of Christian educators is to lead, inform, and guide within the school setting while treating each individual with dignity and respect. In addressing the learning needs of

students, the unit’s candidates are responsible for organizing learning goals for the effective instruction of all students, regardless of their needs, learning styles, interests, and abilities.

Franciscan University educational programs and curriculum provide for the integration of learning and faith not only through academic coursework, field-based experiences, and clinical experiences, but also through service in the community, and campus student life activities and functions. Through three Early Experiences, one semester of clinical experience, and multiple field experiences connected to coursework, candidates work in diverse area schools providing service to students in PreK-12 grades, in addition to participation in planned community involvement activities.

Service to the community has been a long-standing tradition of the Education Department.

Examples of this rich tradition are cited in The College of Steubenville (now Franciscan University) catalogues, institutional Profiles, and self-Studies. Our department is proud of this rich heritage and continues to stress the importance of community involvement in the program today.

Initial Licensure Serving Outcomes Aligned with Ohio Standards for the Teaching Profession (OSTP) and (INTASC)		
Serving Outcomes	OSTP	INTASC
S1: Apply strategies, methods, and techniques that will enhance instruction and learning.	4.2: Use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap. 4.3: Communicate clear learning goals and explicitly link learning activities to those defined goals.	4: Understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills. 7: Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. 9: Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others, and who actively seeks out opportunities to grow professionally.
S2: Utilize various	4.7: Use resources effectively, including	6: Has knowledge of effective verbal,

technology and materials to augment instruction.	technology, to enhance student learning.	nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
S3: Create meaningful assessments and evaluations to improve teaching and learning. S4: Serves with positive dispositions that all students can learn. S5: Serves all students fairly and establishes caring and supportive environments. S6: Responds to community interests and needs. S7: Applies the professional dispositions of being resourceful, caring, responsible, social/collegial, and adaptable (dispositions).	1.3: Expect that all students will achieve to their full potential.	1: Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students. 2: Understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. 3: Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. 5: Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.
S8: Demonstrate knowledge-based values and an understanding of the Christian vocation of teaching through service (University Core goal).	5.1: Treat all students fairly and establish an environment that is respectful, supportive, and caring. 5.2: Create an environment that is physically and emotionally safe.	2: Understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. 5: Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.

Leading

Education candidates at the undergraduate and graduate levels are exposed to situations that enhance leadership skills key to developing their knowledge, skills, and dispositions. John Gardner (1986) states that, “every great leader is clearly teaching and every great teacher is leading” (p.19). It is imperative that the commonly held view that leadership is for a select few be broadened (in a democratic spirit) to include principles of collaboration. Lambert, (1998), suggests that a broader definition of school leadership recognizes that, “Leadership lies within the school not just in the chair or the principal; that the school must build its own leadership capacity if it is to stay afloat, assume internal responsibility for reform, and maintain a momentum for

self-renewal” (p. 3). Gardner states, “The taking of responsibility is at the heart of leadership” (p. 14).

The unit’s faculty value leadership in that they encourage in candidates’ skills and traits such as effective decision making, collaboration, problem solving, the courage to make difficult choices, and compassion for the needs of others. Candidates need these skills and traits to enhance the learning of those with whom they come in contact. Through the coursework, field-based experiences, and community service at both the undergraduate and graduate levels, candidates are provided with opportunities to exercise their leadership abilities and behaviors that contribute to their growth in leading and move them toward established goals. The faculty views leadership as a broad concept that is embedded throughout the teacher-training program.

Murphy (1997) suggests that the above-mentioned skills and traits have not been defined as critical skills, but with school reform, the shift in the leadership paradigm is inevitable. “Like leaders of any enterprise, effective teachers recognize that they will be unable to carry out the other tasks of leadership unless they clearly understand what they want to accomplish” (DuFour & Eaker, 1998, p. 227).

In the spirit of its motto, “Christian Educators Learning, Serving, and Leading” the Education Department faculty identifies the outcomes and indicators that guide the licensure programs.

Initial Licensure Leading Outcomes Aligned with Ohio Standards for the Teaching Profession (OSTP) and (INTASC)		
Leading Outcomes	OSTP	INTASC
L1: Develop personal and professional growth through ethics, Christian	6.1: Teachers communicate clearly and effectively. 7.1: Understand, uphold and follow professional ethics, policies and legal codes of professional	2: Understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal

values, clear communications, and critical thinking skills to impact teaching, schools, and student achievement.	conduct. 7.2: Take responsibility for engaging in continuous, purposeful professional development. 7.3: Are agents of change who seek opportunities to positively impact teaching quality, school improvements, and student achievements.	development. 5: Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom. 9: Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others, and who actively seeks out opportunities to grow professionally.
L2: Implement collaborative leadership skills within the school, community, and profession to support student learning.	3.4: Collaborate and communicate student progress with students, parents and colleagues. 6.2: Share responsibility with parents and caregivers to support student learning, emotional, and physical development and mental health. 6.3: Collaborate effectively with other teachers, administrators, and school and district staff. 6.4: Collaborate effectively with local community and community agencies to promote positive environment for student learning.	5: Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom. 9: Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others, and who actively seeks out opportunities to grow professionally.
L3: Motivate students to work productively and assume responsibility for their own learning. L4: Leads by demonstrating determination, professionalism, and initiative (dispositions).	5.3: Motivate students to work productively and assume responsibility for their own learning. 5.4: Create learning situation in which students work independently, collaboratively and as a whole class.	2: Understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. 5: Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom. 6: Has knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Dispositions

Dispositions of undergraduate and graduate (initial licensure) students are regularly evaluated in course work and in admissions to the Teacher Education Program. A rubric with candidate dispositions (See Appendix B) are rated by faculty members that include the dispositions of (1) organization, (2) resourceful, (3) drive and determination, (4) caring, (5) responsible, (6) dependable, (7) social/collegial, (8) adaptable, (9) initiative, (10) fair and supportive, and (11) communicative. The fair

and supportive dispositions were included in reference to NCATE research that educators need to be fair and to believe that all students can learn. The disposition of communicative is extremely important to use language as a tool for communicating information and ideas, as was verified through informal research in the Unit and identified as a standard and an element in Standards for Ohio Educators (2007).

Advanced teaching and licensure candidates self-assess during their Initial Advisory Meeting, at Admission to Graduate Candidacy, and upon Completion of the Graduate Program (Appendix C). Candidates self-assess the dispositions including professional attitudes, personal behaviors, and communication skills.

**Candidate Proficiencies Aligned with the Conceptual Framework Outcomes,
INTASC, Standards for Ohio Educators, Specialized Program Associations
(SPAs)**

Candidates' in the preparation programs, both initial and advanced licensures, at Franciscan University are required to meet national and Ohio Licensure Standards. The institutional requirements are aligned with Standards of Ohio Educator, the Pathwise/PRAXIS III Teacher Performance Assessment Criteria, SPAs, INTASC, appropriate performance-based assessments (PBAs), as well the Outcomes in the Conceptual Framework. The programs within each licensure area identify the PBAs and reflect multiple alignments and competencies. Our Vision Statement and the core of the Conceptual Framework, Christian Educator's Learning, Serving, and Leading, addresses candidates' knowledge, skills, and dispositions, which were developed by members of the Unit and the professional community. The system utilizes: (a) centrally administered assessments, (b) performance assessments aligned with SPA

standards, and the (c) systematic evaluations of the Critical Dispositions throughout the program.

The following table provides an alignment of the Ohio Standards for the Teaching Profession with the INTASC, NCATE, PRAXIS II and PRAXIS III.

The Ohio Standards for the Teaching Profession Alignments

Standard Number	Teacher Standards	INTASC				NCATE		Praxis II	Praxis III		
1	Students: Teachers understand student learning and development, and respect the diversity of the students they teach										
1.1	Teachers display knowledge of how students learn and of the developmental characteristics of age groups.	BK1	BK3	BP2	BP3	1c	1d	IA1	IA2	A1	
		BP4	BP5	FD3	FD4			IC2	IC3		
		FP2	GP3								
1.2	Teachers understand what student know and are able to do and use this knowledge to meet the needs of all students.	BP1	CK1	CP2	HD1	1c	1d	IB1	IB2	A1	A2
		HP1				3c		IB4	IB5	A4	C2
								IB6			
1.3	Teachers expect that all students will achieve to their full potential.	CD1	CP3	BP3	BP4	1g	4a	IC3		D2	
1.4	Teachers model respect for students' diverse cultures, language skills and experiences.	CD3	CD4	CP5	CP6	1c	1g	IB1	IB6	A1	B1
		GD3	GP4	JD1	JP4	4a	4d	111 B	IVB 2	B2	
		BP5	CK4	CD2							
1.5	Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction, and intervention.	BK2	BD1	BD2	BP1	1c	1d	IB2	IB4	A1	A4
		HP2	CK2	CP1	CP3	3c	4a	IIA2	IIA4	B2	C3
		CCP 4	FD5			4d					
2	Content: Teachers know and understand the content area for which they have instructional responsibility.										
2.1	Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.	AK1	AD1	DK1	DP1	1a	1b	IIB1		A2	A4
2.2	Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	AP1	AP2	AP4	AD3	1b	3b	IIB2		C1	C2
		EP5				3c				C4	
2.3	Teachers understand school and district curriculum priorities and the Ohio academic content standards.	DK2	DP1			1a	1b	IIB1		A3	
						1c					
2.4	Teachers understand the relationship of knowledge within the content area to other content areas.	AK3	AP5							A3	
2.5	Teachers connect content to relevant life experiences and career opportunities.	AD3	CP5	CP6	DK2	1c	1d	IB6	IIB2	A1	
		DK3	DP1	DP5							
3	Assessment: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.										
3.1	Teachers are knowledgeable about assessment types, their purposes and the data they generate.	BP1	HK1	HK3		1d		IIC1	IIC2	A5	
								IIC5			
3.2	Teachers select, develop and use variety of diagnostic, formative and summative assessments.	BP1	HK2	HP1	HP3	1d	3c	IIC3	IIC4	A5	
3.3	Teachers analyze data to monitor students progress and learning to plan, differentiate and modify instruction.	BD2	BP1	HD1	HD2	1d	3c	IIC4		C4	D1
		HP1	HP5								
3.4	Teachers collaborate and communicate student progress with students, parents and colleagues	HP2	HP6			3c		IIC6		C4	D4
3.5	Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.	HD2	HP3	BP3	BP4						
4	Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.										

Standard Number	Teacher Standards	INTASC				NCATE		Praxis II		Praxis III	
4.1	Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.	DK1	DK2	DP1		1b		IIB1	IIB2	A2	A4
4.2	Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.	BK1	BK2	DK3	DD2	1b	1c	IIB1	IIB2	A1	A4
4.3	Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.							IIIA		A2	B3
4.4	Teachers apply knowledge of how students think and learn to instructional design and delivery.	BK2	BK3	DK2	DP2	1d		11A 1	IIA2	C2	C4
4.5	Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at risk students.	CK1	CK2	DP2	DP3	1c	1d	IB1	IB2	A4	B1
4.6	Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.	BP3	DP1	ED1	EK1	1b	1c	IIA1	IC3	C3	B3
4.7	Teachers use resources effectively, including technology, to enhance student learning.	EP2	FP7			1d					
5	Learning Environment: Teachers create learning environments that promote high levels of learning and achievement for all students.										
5.1	Teachers treat all student fairly and establish an environment that is respectful, supportive and caring.	CP6	CD3	CD4	FP5	1b	1g	IC4		B1	B2
5.2	Teachers create an environment that is physically and emotionally safe.	FP4	FP5	CD5	CP7	4a		IC4		B2	B5
5.3	Teachers motivate students to work productively and assume responsibility for their own learning.	BP3	FK3	FP2	1b			IC3			
5.4	Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.	FK1	FD3	FP1	FP7	1b		IC2			
5.5	Teachers maintain an environment that is conducive to learning for all students.	FD1	FP3	CD1		1d	3c	IC4		A1	A4
6	Collaboration and Communication: Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.										
6.1	Teachers communicate clearly and effectively.	EP5	FP4	GK4	GD2	1a	1b	IC2	IC4	A2	B3
6.2	Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.	GD3	GP1	GP3	GP4	1d	4a	IIIC6	IIIA	C1	
6.3	Teachers collaborate effectively with other teachers, administrators and school and district staff.	GP5				4d		IIIB	IIIC		
6.4	Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.	HP6	JP2	JP4		1c	1e	IVB 3		D4	
6.5	Teachers collaborate effectively with other teachers, administrators and school and district staff.					1f	1g				
6.6	Teachers collaborate effectively with other teachers, administrators and school and district staff.					3c	4a				
6.7	Teachers collaborate effectively with other teachers, administrators and school and district staff.					4d					
6.8	Teachers collaborate effectively with other teachers, administrators and school and district staff.	AD3	HP6	JD3	JP2	1c	1g	IVB 3		D3	
6.9	Teachers collaborate effectively with other teachers, administrators and school and district staff.	JP5			4c	4d					
6.10	Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.	JD3	JP2	JP5		1c	1g	IVB 3		D3	
6.11	Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.						4c				
7	Professional Responsibility and Growth: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.										
7.1	Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.	ID5				1g		IVB 3	IVB 4	D2	D3
7.2	Teachers take responsibility for engaging in continuous, purposeful professional development.	ID1	ID2	IP2	IP3	1c		IVA 1	IVA 2	D3	

Standard Number	Teacher Standards	INTASC				NCATE		Praxis II		Praxis III	
								IVA 3			
7.3	Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.	ID4	IP3				1c		IVB 3		D3

A Description of the System by Which Candidate Proficiencies Are Regularly Assessed

The Teacher Education Unit has an assessment system for both initial and advanced licensure programs. The following tables provide summaries of the initial and advanced assessment systems.

Candidate Assessment System for the Initial Licensure		
Gates	Data Collection and Evaluation to Determine Progress	Link to INTASC, Standards for Ohio Educators (SOE), Ohio Department of Education (ODE), Conceptual Framework (CF), and Assessments
Gate A Acceptance to the University	<ol style="list-style-type: none"> 1. Completed application 2. Transcripts 3. 3 letters of recommendation 4. ACT or SAT scores 	Standard 1, INTASC
Gate B Acceptance to the Teacher Education Program	<ol style="list-style-type: none"> 1. 36 hours in the program 2. BCI/FBI/TB (good for one year)/ 2. 2.5 grade point average (gpa) 3. Successful completion of PRAXIS I 4. Meyers-Briggs personality assessment (administered in Edu 218) 5. One successful early field experience 6. Completed application including: <ul style="list-style-type: none"> *advisor's and department chair recommendation *moral character signature *reflective essay integrating FUS and Education Department's Mission and Vision – see Conceptual Framework on www.franciscan.edu – link to Academics/Education 7. Allowed to take Gate B courses related to SPA and curriculum Sheet 8. Dispositions 	Standard 1,3,4 Dispositions Assessment (Appendix. B) CF, S2, Ln1, Ln2 Mission Assessment (Appendix C) SPAs
Gate C Acceptance to Student Teaching	<ol style="list-style-type: none"> 1. Completion of professional/pedagogical coursework/assessments Pre-K-3 (NAEYC), Middle Childhood (NMSA), Intervention Specialist (CEC), AYA English (NCTE), AYA Math (NCTM), AYA Social Studies (NCSS), AYA Science (NSTA) 2. BCI/FBI background check 3. Application to Student Teaching including: <ul style="list-style-type: none"> -Recommendation from faculty (2) -GPA (2.5 minimum) -Completed resume sent to Career Planning -Autobiographical Sketch -Classroom Mgmt/Discipline Model -Technology Self-evaluation 4. Allowed to register for Gate C courses 5. Dispositions 	SOE NCATE Institutional requirement Disposition Evaluation CF,

Gate D Capstone, Graduation Requirements, Recommendation for licensure	<ol style="list-style-type: none"> 1. University core requirements/minimum 124 credit hours 2. Completion of last 30 hours at FUS 3. Capstone Portfolio (INTASC & SPA) 4. Overall grade of C+ or better in Student Teaching 5. Successful completion of requirements as specified in initial teaching licensure application. 6. Complete the value-added in the Teacher Work Sample (TWS) 7. Candidate Exit Survey 	Application for graduation Institution requirement INTASC and SPA Standards Capstone Portfolio Assessment (Appendix D) Assessment on SPA standards Passage of PRAXIS II PLT and content area ODA requirements CF, Ohio Law, TWS Assessment (Appendix E)
Gate E Post-Graduation	<ol style="list-style-type: none"> 1. Collaboration with ESC and School District on Entry Year Mentoring (local schools) 2. Unit Assistance for Out-of-state licensure 2. Employer Survey 	ODE and P-12 Collaboration Unit requirement NCATE requirement

Data Collection on Unit Gates (Initial Undergraduate Licensure)			
Unit Gates	Demonstrates Unacceptable Performance	Demonstrates Uneven Performance	Meets Performance Expectations
Gate B: Program Admission	Demonstrates many deficits in knowledge, skills, and dispositions aligned with standards and program goals	Has not demonstrated knowledge, skills, and dispositions aligned with standards or shows a weakness aligned with the standards and program goals.	Demonstrates competence on assessment of knowledge, skills, and dispositions aligned with standards or program goals and accepted into the Education Department
Gate C: Student Teaching Admission	At-Risk Candidate	Questionable candidate or Conditional Acceptance	Recommended for Admission to Student Teaching

Aggregated data are collected for each gate and distributed to the Unit members showing the acceptance into the Teacher Education department, conditional acceptance, acceptance into student teaching, and for licensure.

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