Exhibit I.5.c Conceptual Framework

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

**Vision and Mission**

The unit's vision statement states "The College of Education and Human Services (CEHS) is a unit made up of enthusiastic, collaborative professionals who are connected with outside constituents, versed in current trends and best practices, and committed to creating the best education experiences possible for students." Committed to excellence in teaching and learning, and grounded in the liberal studies, the mission of the College of Education and Human Services (CEHS) is to prepare highly educated, professionally trained, enlightened individuals who are committed to social justice, cultural sensitivity, and community service. This guides the unit's activities and grounds its conceptual framework, which in its condensed format states "MSUM Candidates are Becoming Professionals who are Knowledgeable, Reflective, Humanistic, and Creative."

The Unit views teaching as a complex act, requiring a knowledge base that is both varied and deep (Shulman, 1987; Murray, 1996; Darling-Hammond, Baraz-Snowden, 2005). Teaching is also a point of confluence where content and pedagogical knowledge combined with an understanding of human diversity and growth and development in ways that can be transformational for students, teachers, and society at large. This transformation can only take place, however, when educators engage in reflective and creative thinking about the complexities of their work and the needs of their students. The
purpose of the Unit is to help candidates develop the knowledge, skills and dispositions that will enable them to engage in this kind of complexity.

**Research Base**

Four broad areas define the boundaries of the intellectual terrain with which MSUM candidates become familiar: knowledgeable, reflective, humanistic, and creative. These areas have been identified through extensive consultation with and input from those involved with the professional education of candidates, as well as through a review of research, which was updated during the past two years.

**Knowledgeable**

MSUM candidates display competence in their subject matter, built upon a strong grounding in liberal studies.

> “Content matters. And Educators need to be very clear on the relationship between content and our ability to think and reason” (Schmoker, 2011, p. 30).

They understand the principles of learning, assessment and technology. They apply legal and ethical considerations in all aspects of their work. MSUM candidates are able to integrate theory and practice, and view learning as an active process. As life-long learners, MSUM candidates engage in research and complex thinking.

> “The executive brain, which does not fully function until the early to mid-20’s, affects the way students concentrate, organize, feel, solve problems, relate to others, and process information.” (Seale, 2013, p. 18).

New knowledge requires approaches that interconnect all aspects of the learning process to form highly flexible and adaptable environments. Where the focus is on the learning needs of the individual, this flexibility extends to providing for diverse differences in the preferences, attitudes, learning styles, and technological skills of current, past, and future generations (Quinton, 2012, p. 66).

MSUM candidates develop a broad understanding of the diversity and universality of the human experience through their liberal studies coursework. In turn, this strong grounding in liberal studies serves as a foundation upon which candidates develop competence in their subject matter, as Strong states, ",-studies support the finding that fully prepared teachers with background knowledge of pedagogy are better able to recognize individual student needs and customize instruction to increase overall student achievement" (p.5).

Good teaching, rather than testing, leads to higher levels of academic performance. Good teaching, is such that encourages students to think critically and independently, and encourages teaching that creates stimulating and inspiring classrooms. Whereupon, students engage in problem solving and use their creativity and imagination to address interesting and important subjects, and where teachers push students to continue learning long after the exam is over (Boykin & Noguera, 2011, pp. 176-175).

MSUM candidates understand principles of learning, assessment, and curriculum and use that knowledge to support teaching and learning. “An essential aspect of learning and performance processes is the use of effective or adaptive mental operations to accomplish the (academic) task at hand. Higher –or deeper-level learning/performance operations build on more basic operations” (Boykin & Noguera, 2011, p. 113). Candidates
recognize that no longer can schools achieve this alone. Schools and communities must work in new ways. Boykin & Noguera stated, “Beyond the classroom, we must attend to the school at large, along with other school-based stakeholders. We must examine factors that pertain to families and the surrounding community” (p. 137). MSUM candidates understand the necessity of planning, communicating and collaborating with parents, and the community.

Assessment is a central element of the teaching process. Assessment is used to “show knowledge and insight into content, skills, and proficiencies” (Hayes Jacobs, 2010, p. 21). MSUM candidates use assessment to determine the effectiveness of a lesson in terms of student learning, to evaluate student progress, and to inform instructional decisions. Assessments “ongoing check for understanding allows the teacher to see what needs to be clarified or explained in a different way, when to slow down, or when it’s all right to speed up the pace of the lesson” (Schmoker, 2011, p.54). A variety of techniques are used to gather data for formative and summative evaluation of student learning. Adding student engagement through problem solving increases higher order thinking. “A problem is a goal that cannot be met with a memorized solution” (Brookhart, 2010, p.7). MSUM candidates also recognize the relationship between assessment and student motivation. Hayes Jacobs (2010) stated, “Engaging students with tools that they use outside the classroom everyday will help teachers make strong connections” (p. 200).

MSUM candidates recognize the potential role technology can play in teaching and learning, and they are able to use technology to support instruction and enhance student learning. Today’s students are demanding a change in the classroom because of their ability to gather information faster than any previous generation” (Hayes Jacobs, 2010, p. 197). MSUM candidates make informed and thoughtful decisions about the appropriate use of technology in their practice. . Hayes Jacobs stated, “It is the greatest time in history to be in a classroom because learning technology is changing at an exponential rate, and out students can thrive with it” (p. 197). Hayes Jacobs stated, “It is the greatest time in history to be in a classroom because learning technology is changing at an exponential rate, and out students can thrive with it” (p. 197).

MSUM candidates understand that the ideas and experiences they encounter at the University and in their clinical experiences are filtered through the knowledge they have acquired through their prior experiences in the world. Candidates acknowledge that their experiences may not mirror those of others and may be in conflict with knowledge learned in course work and field experiences. “When culture is viewed as a student asset, its infusion into teaching and learning contexts potentially has a positive impact on the academic performance of disenfranchised students of color” (Boykin & Noguera, 2011, p.111). As life-long learners, MSUM candidates engage in research and complex thinking. They design opportunities for others to seek knowledge and to understand themselves as members of the world community. Research supports that “the common thread in the teachings of [excellent] teachers ensure that students become actively, cognitively, and emotionally engaged in the content being taught” (Himmele & Himmele, 2011, p.7).
MSUM candidates understand and abide by national and state legal codes that govern their professional conduct and actions. They are informed of the importance of modeling professional dispositions and discuss the impact positive modeling has on the student’s learning. “When held up to public scrutiny, teachers with integrity are viewed as morally sound models for young people to follow” (Lumpkin, 2008, p. 46).

MSUM candidates also understand the codes of conduct promulgated by professional organizations and are guided in their work by those codes (for example, the National Association for the Education of Young Children, 2005; Associate for Childhood Internationals, 2005; Council for Exceptional Children, 1993).

MSUM candidates are able to integrate theory and practice and view learning as an active process. Candidates demonstrate the ability to model connections between philosophical foundations and best practices in the field (Task Force on Field Experience Standards Association of Teacher Educators, 1998). “Running schools and using curriculum on a constant replay button no longer works. It is critical that we become active researchers and developers of innovations and new directions” (Hayes Jacobs, 2010, p. 8).

**Reflective**

Effective teachers possess a variety of strengths, including mastery of curriculum topics, the ability to motivate and engage students, and the desire to reflect upon and learn from their pupils, from peers, and from their daily decisions in the classroom (Singer-Gabella, et al, 2007). MSUM candidates will utilize information gathered from their reflective analysis of teaching in order to modify and enhance instruction. The ability to examine the instructional process, both during and after teaching events, is a key strength and essential skill demonstrated by exceptional teachers (Gil & Riggs, 1999). MSUM candidates will review their teaching methodologies regularly for effectiveness by gathering information from a variety of sources. Well-rounded, skilled teachers apply introspective instructional approaches which not only consider cognitive characteristics of students as relevant for learning, but also motivational and emotional aspects, which directly affect instructional decision making (Astleitner, 2005).

MSUM candidates will use a variety of techniques to critique and analyze their teaching. There are numerous methods and tools available to teachers which guide analysis of core teaching responsibilities including managing the classroom environment, establishing and maintaining relationships with parents and peers, and evaluating student achievement. Feedback is the most powerful component in the process of learning. According to Lakerveld & Baur (2002), "Individuals need to know what the result of their actions is and what impact it has in order to know what to change, what to emphasize, and what to add or to avoid in the future" (p. 3). John Hattie states, “For feedback to be effective, teachers need to clarify the goal of the lesson or activity ensure that students understand the feedback, and seek feedback from students about the effectiveness of their interaction. (Hattie, John, 2012). Additionally, MSUM candidates will adapt their instruction to allow for the learning, motivation, and developmental needs of the students. By applying the principles of universal design for learning, teachers provide a framework for a curriculum
that addresses the diverse needs of all learners (Meo, 2008). According to Walther-Thomas and Brownell (2001), successful teachers strive for the success of all learners and use a variety of strategies including differentiated instruction, effective grouping arrangements, and collaboration with peers to meet individual learner needs.

MSUM candidates will connect their beliefs about students with instructional practice. Classroom instruction and personal interactions will reflect expectations that students will be engaged learners, skilled communicators, responsible citizens, and independent thinkers. Bernard-Powers et al. state, "Fundamental is the idea that adults are learners just as are children, and that everyone learns best when there are ongoing opportunities to develop questions, investigate, reflect, apply and share knowledge in real-life contexts" (p. 4).

MSUM candidates will reflect the fundamental belief that all students are capable learners in their curriculum planning and decision-making. Working within this essential belief, candidates need to be skilled in offering a variety of methods to meet student learning needs, must be skilled in the motivation of learners, and must be skilled at putting in place a variety of means for students to express their interests, thoughts, and questions during the learning process (Rose & Meyer, 2006).

MSUM candidates will challenge their beliefs about various aspects of knowledge, instruction, and the art of teaching. According to Mostert (2001), "Without significant critical reflection of their pedagogy, teachers will (and do) find the challenge of teaching difficult and even daunting" (p. 1). A thoughtful examination of personal pedagogy reflective of the relationship between the learner, the environment (including the instructor), and the curriculum can enhance the teaching experience and lead to enriched learning for the student(s).

Humanistic

Humanistic perspectives emphasize human potential, capacity and creativity (Maslow, 1968). MSUM candidates value the personal worth of each individual and understand that teaching involves more than helping students achieve academically. This is based on a belief in people's potential and innate ability to develop to their fullest (Brown, Dí-Emidio- Caston, Bernard, 2001). Noddings (2005) reminds us of the importance of wanting more from our educational efforts than just adequate achievement. There is much to be gained, both academically and humanly, by including themes of care in our curriculum. Stronge (2002) reinforces this when he states, “Teachers who create a supportive and warm climate tend to be more effective with all students.” (p. 15). In light of this, MSUM candidates' actions are grounded in knowledge of different cultural and ethnic groups within the world community and of various influences on one's life. They understand the need to know and respect the cultural backgrounds of their students, as well as their own, and expect that cultural differences require sensitive teaching responses (Swiniarski, Bretborde, & Murphy, 2001). Teacher candidates must be active members in the community. Participating in community events creates a strong relationship between teachers, students, parents and community patrons, which in turn
contribute to student success. (Warren et al., 2011). This knowledge base informs candidates' decision-making as they create environments that promote freedom, compassion and success for all learners. This knowledge also enhances candidates' ability to interact with and learn from students, parents, and peers from diverse backgrounds (Mastropiere & Scruggs, 2000; Gonzalez-Mena, 2008). Candidates use their knowledge of the social nature of learning to create environments that support all students' learning.

MSUM candidates are fair-minded with their interactions with others, as well as sensitive to and accepting of individual differences. Literature on inclusive teaching indicates students need to feel welcome as individual learners who are treated fairly and who are encouraged to participate fully (Border & Chism, 1992; Wlodkowski & Ginsberg, 1995). Further, MSUM candidates incorporate knowledge of the diversity that is part of the human experience into their work to support students' learning. MSUM candidates understand that diverse linguistic and nonlinguistic interpersonal skills exist among different individuals and use that knowledge in their interactions with others (Downing, 2001; Saracho, 1993). MSUM candidates foster resiliency in the students with whom they work and model these qualities in their own work. Resiliency is defined as "responsiveness, flexibility, empathy and caring, communication skills, and a sense of humor" (Benard, 2001, p. 3). Reciprocal caring, respectful and participatory relationships are the critical determining factors in whether a student learns; whether parents become and stay involved in the school; whether a program or strategy is effective; whether an educational change is sustained; and, ultimately, whether a youth feels he or she has a place in this society (Benard, 1995; Noddings, 2005).

Creative

MSUM teaching candidates understand that creative teaching focuses on authentic learning for students (Lombardi, 2007). Such creative teaching practices promote the acquisition of skills, knowledge, and understanding in effective and innovative ways (Ritchhart, 2004). MSUM candidates strive to bring academic subjects to life and "rise to the needs of the situation" (Dewey, 1997, p. 174). Classroom situations include teachable moments that allow candidates to apply content knowledge to real life. Imig and Imig (2006) define teachable moments as "those opportunities that arise when students ask deeply thoughtful questions or the academic content triggers a connection with a real-world event" (p. 289). Strategies that cultivate creativity include utilizing open-ended projects, assignments, community interactions, making connections between concepts, problem solving, utilizing virtual and real world environment (Lombardi, 2007), and questioning.

MSUM candidates establish and maintain an engaging learning environment that optimizes learning for all students. Candidates learn to meet standards with innovation, move beyond existing routines, and “rethink key ideas” (Darling-Hammond & Bransford, 2005, p. 361).

MSUM candidates balance aesthetic, productive, historical, and critical components of learning. According to Oreck (2004), "To teach artistically, whether engaging in specific
arts activities or attending to the aesthetic qualities of experience, a teacher must trust his or her intuition and respond to the individuality of students" (p. 67). Finally, MSUM candidates foster learning communities in which the contributions and talents of all individuals are respected and valued (Ritchhart, 2004). Candidates understand that “effective teaching is sensitive to student needs and should be viewed as a creative act" (Darling-Hammond & Bransford, 2005, p. 363).

Proficiencies
MSUM candidates will demonstrate the following proficiencies within the four broad areas described in the research base:

*Indicators of Knowledgeable - Candidates:*
K1. Understand the subject matter in the content area.
K2. Understand curriculum, including scope & sequence, developmentally appropriate and culturally diverse content.
K3. Understand procedures to appropriately assess student learner outcomes.
K4. Develop appropriate instructional plans and implement effective instruction.
K5. Utilize technology to enhance student learning.
K6. Design a productive learning environment.
K7. Demonstrate knowledge of the world community and utilize this information in instruction.
K8. Recognize legal and ethical implications for professional practice.
K10. Understand the necessity of planning, communicating and collaborating with parents, the community and other professional development.

*Indicators of Reflective - Candidates:*
R1. Connect their beliefs about students with instructional practice.
R2. Relate the fundamental belief that all students are capable learners to curriculum decision-making.
R3. Utilize information gathered from their reflective analysis of teaching practice to modify and enhance instruction.
R4. Review their teaching methodologies regularly for effectiveness by gathering information from a variety of sources.
R5. Use a variety of techniques to critique and analyze their teaching.
R6. Adapt their instruction to allow for the learning, motivation, and developmental needs of their students.
R7. Challenge their beliefs about various aspects of knowledge, instruction, and the art of teaching.

*Indicators of Humanistic - Candidates:*
H1. Recognize and stress the personal worth of each individual.
H2. Accept and value different cultural and ethnic groups within the world community.
H3. Can trace the influences of culture and history, ethnicity, language, gender and socioeconomics on students' lives.
H4. Create a climate that promotes freedom, compassion, and success for all learners.
H5. Display fair-mindedness in their interactions with students, parents and others.
H6. Exhibit sensitivity and accept individual differences.
H7. Construct meaning from personal experiences and care about the diverse perspectives of their students.
H8. Recognize and accommodate linguistic and nonlinguistic interpersonal skills.
H9. Demonstrate an understanding of the diversity of individual family structures and values.
H10. Consider the influence of family on a child's learning, understanding of the world, and behavior when designing assessment.
H11. Collaborate with parents and colleagues based on an understanding and respect for diverse opinions and individual points of view.
H12. Recognize and accommodate linguistic and nonlinguistic interpersonal skills when communicating with students, parents, and others.

Indicators of Creative - Candidates:
C1. Use a variety of teaching strategies.
C2. Identify and select informational/motivational resources.
C3. Establish and maintain an engaging learning environment.
C4. Encourage participation with the arts, humanities, and sciences in their community.
C5. Promote exploration, in-depth examination of topics, and use of questioning strategies.
C6. Provide students with open-ended problems.
C7. Nurture divergent, adventurous, inventive and reflective thinking.
C8. Develop conceptual understanding through structured experiences.
C10. Promote craftsmanship and valuing of personal work and the work of others.
C11. Promote understanding of individual point of view and respect for individual differences.
C13. Incorporate instruction that encourages self-expression.

Assessment System
The framework guides the Unit Assessment System. Competencies from the conceptual framework, along with diversity awareness, demonstration of critical thinking skills, and professional dispositions, have been aligned with both the Minnesota Board of Teaching Standards of Effective Practice and with INTASC principles and can be reviewed in the detailed alignment of standards. Community partners in Education helped determine the competencies required for Teacher Candidates from MSUM and STL. At the program level, subject matter standards have been identified and are indicated for each course within a program. The alignment of standards specific to courses within programs will be viewable in the state of Minnesota Board of Teaching folder, selecting Form I-D: Evidence of Learning & Assessment Opportunities within each program.
The unit has clear transition points for programs, which articulate the expectations for candidates and accountability structure for the STL Department. While initial level transition point requirements vary somewhat for different programs, the following provides a general sense of those points across programs.

**Admission Requirements:**
* completion of education core courses with a grade of C- or higher: ED 205, Introduction of Education with 40 hours in a local classroom; ED 294, Educational Psychology; CMST 100, Speech Communication, and SPED 225, Individuals with Exceptionalities.
* earn a Pass for the introductory practicum
* earn a Liberal Studies–GPA of 2.25
* earn a cumulative GPA of 2.75 for Elementary Inclusive Education and Early Childhood Education—and a GPA of 2.50 for Secondary/K-12 Education.
* take MTLE (Minnesota Teacher Licensure Exams) for Basic Skills in Reading, Writing, and Mathematics.
* complete dispositions self-assessment
* submit letter reflecting on ways in which university courses to date address the conceptual framework.
* document experience working with groups of children (Elementary Inclusive Education Early Childhood Education requirement).

**Assessment**
* ED205 online assignments and evaluation from supervising teacher.

**Retention in Program Requirements**
* earn a Pass for all practica, positive Dispositions evaluations from classroom teachers.
* maintain Liberal Studies/Dragon Core GPA of 2.25
* maintain cumulative GPA of 2.75 for Elementary Inclusive Education and Early Childhood Education, 2.50 for Secondary/K-12 Education
* See documents for Embedded Practicum Formative Assessments. There is a midterm and a final evaluation for Embedded 1, Embedded 2, and Embedded 3; with each practicum the proficiencies are expected to increase and improve, and the assignments increase to demonstrate the students’ growing teaching skills.

**Admission to Student Teaching Requirements**
* GPA of 2.25 for Liberal Studies/Dragon Core
* cumulative GPA of 2.75 for Elementary Inclusive Education and Early Childhood Education, 2.50 for Secondary/K-12 Education
* complete dispositions self-assessment
* successfully complete practica experiences and assignments
* successfully starting documents for the Education TPA
Assessment
* Evidence of Standards met

Exit from Student Teaching Requirements
* GPA of 2.25 for Liberal Studies/Dragon Core
* cumulative GPA of 2.75 for Elementary Inclusive Education and Early Childhood Education, 2.50 for Secondary/K-12 Education
* demonstrate knowledge, skills, and dispositions as assessed on final evaluation instrument by cooperating teachers
* demonstrate knowledge, skills, and dispositions as assessed on final evaluation instrument by university supervisors
* demonstrate successfully knowledge, skills, and dispositions assessed through work samples submitted for the Education TPA
* complete exit survey rating MSUM STL Department and rating program effectiveness using the Education TPA

Assessment
* Final Evaluation of Student Teaching Performance Assessment
* Disposition Final Evaluation

Follow-up
* Surveys of cooperating teachers of candidates’ knowledge, skills, and dispositions (conducted every three years)
* Self-rating follow-up surveys by novice teachers (program graduates) of their preparation with regard to knowledge, skills, and dispositions (conducted every three years).
* Surveys of administrators regarding the quality of MSUM graduates they hire (conducted every three years)

The research base supporting the conceptual framework was reviewed and updated by the Conceptual Framework committee, whose membership reflects both professional education faculty and arts and sciences faculty who help prepare teacher candidates, beginning in Fall 2006. The framework remains essentially the same although the research base informing the conceptual framework has been updated.