

Teacher Education at Purdue University Conceptual Framework Synopsis

Overview

Shared Vision

A shared vision of Teacher Education at Purdue University was developed in collaboration with colleagues among six academic colleges, colleagues in P-12 education, and other stakeholders. This shared vision is rooted in the land grant and research extensive mission of Purdue University and the mission of Teacher Education at Purdue to serve the citizens of Indiana, the United States, and the world through discovery, learning and engagement. The large scales of these visions and missions are supported through coordinated strategic plans and reflect the scale of the university and its teacher education program. As illustrated in its Model for Professional Preparation, the teacher education program is dedicated to the development of education professionals who are intellectual leaders; who are prepared to participate in professional, social, and technological change; who are committed to lifelong learning and continuing professional development through inquiry and reflection on practice; who bring a multicultural perspective to their professional practice; and who exercise the responsibilities of citizenship in a global society that is interconnected and interdependent.

Coherence

Because Teacher Education at Purdue University is a large, complex and strategic enterprise, the Dean of the College of Education is administratively responsible for the preparation of all candidates in teacher education. While much of the responsibility for teacher education is vested in the faculty of the College of Education, which has a primary mission to prepare teacher professionals, teacher preparation also is a function of five other academic colleges: Agriculture, Consumer and Family Sciences, Liberal Arts, Science, and Technology, as well as our P-12 colleagues. A campus-wide entity known as the Teacher Education Council (TEC) serves as the curriculum review authority for all programs leading to licensure and as a policy advisory board to the College of Education Dean. In addition, coordinated articulation of related courses in Blocks provides for their orderly arrangement in a logical manner, thus coherence.

Professional Commitments and Dispositions

Teacher education programs at Purdue view schools as complex social, political, cultural, and interpersonal organizations and teaching as a highly complex activity in which teachers apply knowledge to develop curriculum, carry out instruction, and assess learning. To become “highly qualified” (*No Child Left Behind* Act of 2001) at this complex activity, prospective teachers must develop subject matter knowledge – a core strength of Teacher Education at Purdue – pedagogical knowledge, and knowledge of context. From this foundation they can form pedagogical content knowledge, the knowledge about how to teach specific subject matter. Together, these competencies distinguish teachers from subject matter specialists (e.g., Darling-Hammond & Bransford, 2005). An inquiry-oriented approach to teacher education, where teaching is made problematic and students of teaching engage in reflection to develop their understandings of teaching and learning, characterizes Purdue's programs (e.g., Committee on Developments in the Science of Learning, 2000). In addition to developing theoretical and practical knowledge, we expect that candidates will develop the dispositions to be caring and dedicated education professionals who are sensitive to community and cultural norms, demonstrate willingness to work

with others, take responsibility for establishing a positive climate, respect students as individuals, treat students fairly, show concern for students' well-being, and demonstrate appropriate professional practice (e.g., Banks & Banks, 1995; Bennett, 1995; Sleeter, 2001; Wallace, 2000; Zeichner, 1996). These commitments and dispositions are reflected in institutional, state, and professional standards by which candidates are informed and assessed (e.g., INTASC, 1992; IDPS, 1998; NBPTS, 1994; NCATE, 2002). The Model for Professional Preparation embodies Teacher Education at Purdue University's commitment to these principles.

Commitment to Diversity and Equity, Technology, Field Experiences, and Performance Assessments

Four key features, weaving throughout the programs, guide teacher education at Purdue:

- **Diversity and equity** set the stage for culturally responsive teaching and learning experiences. Because diversity is a reality in today's schools, we expect our candidates to be able to engage in teaching practices such that *all* students can learn (e.g., Cochran-Smith, 2000; Cummins, 1989; Darling-Hammond, 1997; Gay, 2000).
- **Technology** is a central strand of the program, because we want our candidates to participate in professional, social, and technological change as lifelong learners and to be able to use a wide variety of educational technologies for teaching and learning (e.g., ISTE, 2000).
- **Field experiences** prepare future teachers for a broad view of teaching, the multiple roles of teachers, and the complexities of life in schools as well as for careers as inquiring professionals (e.g., NCATE, 2002, Standard 3).
- **Performance assessments** using electronic portfolios represent an authentic way for candidates to demonstrate knowledge, dispositions, and performance achievements while optimizing technology support (e.g., Committee on the Foundations of Assessment, 2001).

Model for Professional Preparation

In addition to the four key programmatic features, the emphases of the professional preparation programs are depicted in a graphic Model for Professional Preparation developed by the faculty as a communication tool. This model illustrates how key features and programmatic emphases interrelate. Boundaries between initial and advanced preparation are permeable rather than sharply defined. Distinctions between the groupings of competencies are based more on the emphasis in coverage and application, rather than whether or not they are included. All of the components of the model link to professional, state, and institutional standards.

The Core of Professional Preparation. Academic content and evidence-based-practice are depicted as the core of professional preparation:

- **Academic Content:** The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, supports and/or leads. (INTASC, 1992, Principle #1; NBPTS, 1994, Proposition #2)
- **Evidence-Based Practice:** The candidate engages in professional practices that are supported by evidence-based principles and experiences. (*No Child Left Behind* Act of 2001)

Initial (Undergraduate) Preparation. In addition to the core principles, eight areas of competency are emphasized during the initial preparation programs:

- **Understand individual development of students:** The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. (INTASC, 1992, Principle #2)
- **Focus on the learner and assess growth and outcomes:** The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (INTASC, 1992, Principle #5) The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. (INTASC, 1992, Principle #8)
- **Teach effectively by integrating content and pedagogy:** The candidate can create learning experiences that make the subject matter meaningful for students. (INTASC, 1992, Principle #1) The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (INTASC, 1992, Principle #4) The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (INTASC, 1992, Principle #6)
- **Adapt instruction to diverse learners:** The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (INTASC, 1992, Principle #3) The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. (INTASC, 1992, Principle #7) A key feature of Teacher Education at Purdue. (NCATE, 2002 Standard 4)
- **Apply current and emerging technologies:** The candidate effectively applies relevant technologies to enhance students' learning experiences, and actively seeks out opportunities to capitalize on emerging technologies. (ISTE, 2000) A key feature of Teacher Education at Purdue.
- **Engage in early and articulated field experiences:** The candidate is actively engaged in early and articulated field experiences throughout key elements of the program. A key feature of Teacher Education at Purdue. (NCATE, 2002, Standard 3)
- **Collaborate with teachers, parents and community:** The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (INTASC, 1992, Principle #10)
- **Commit to diversity and equity:** The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (INTASC, 1992, Principle #3) The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools. (NCATE, 2002, Standard 4) A key feature of Teacher Education at Purdue.

Advanced (Graduate) Preparation.

Developed in context of Purdue as research extensive university and its strategic plans (Purdue University, 2001, November; School of Education, 2003, November), advanced programs are designed to help experienced practitioners move beyond the basic mastery of content and practice that characterizes initial licensure to develop deeper understandings, more sophisticated practice, and the knowledge and dispositions that characterize leaders in the educational community. Upon completion of an advanced program of study, candidates are accomplished educators whose practices are consistent with the standards of professional organizations or the National Board for Professional Teaching Standards. Advanced preparation extends initial preparation and adds emphases on six more areas

- **Think critically and reflectively:** The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). (INTASC, 1992, Principle #9; NBPTS, 1994, Proposition #4)
- **Communicate knowledge:** The candidate speaks, writes, and employs relevant media to effectively communicate knowledge on substantive topics to others.
- **Synthesize knowledge:** The candidate synthesizes knowledge from multiple sources to address pertinent questions and issues.
- **Create & Discover knowledge:** The candidate creates and discovers knowledge to further the state of the art and science of education. A key feature of Teacher Education at Purdue as a research extensive university.
- **Engage in professional development:** The candidate actively seeks out learning opportunities to grow professionally. (INTASC, 1992, Principle #9)
- **Participate actively in the profession:** The candidate actively participates in the profession through such means as communicating scholarly discoveries, offering learning opportunities to others, and engaging in efforts to serve the greater good. A key feature of Teacher Education at Purdue as a research extensive university. (NBPTS, 1994, Proposition #5)

Alignment with State and Professional Standards

Initial teacher preparation programs are based on performance-based standards including the Interstate New Teacher Assessment and Support Consortium (INTASC) principles, which form the basis of the Indiana Department of Professional Standards (IDPS) content and developmental standards for teachers. Initial teacher preparation programs provide an articulated sequence of experiences, including frequent field experiences that emphasize the links between subject matter knowledge and teaching. In addition to these standards, faculty of the various program areas utilize professional standards in the development of the specific program, such as those included as Specialized Professional Association (SPAs), the National Council for Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPTS), and Interstate School Leaders Licensure Consortium (ISLLC).

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