Illinois College
Teacher Preparation Program

Preparing Competent and Caring Teachers for Leadership and Service

Conceptual Framework
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Preparing Competent and Caring Teachers for Leadership and Service

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Preparing Competent and Caring Teachers for Leadership and Service
Teacher Preparation at Illinois College

Introduction

Illinois College is a private, Phi Beta Kappa, Liberal Arts College located in Jacksonville, Illinois. Founded in 1829 through the joint efforts of John M. Ellis, a Presbyterian missionary, and a group of seven Congregational students from Yale (one of several ‘Yale Bands’), the College has maintained a long tradition of academic excellence. The Education Department holds primary responsibility within Illinois College for the preparation of teachers. In collaboration with other academic departments of the College, the Department offers certification programs to prepare entry-level teacher candidates in grades pre-kindergarten through twelve. The teacher education faculty and colleagues from departments with secondary certification programs comprise the Unit and share a commitment to quality programs that will meet the challenges facing educators in the next decades.

The Education Department faculty has been developing the Conceptual Framework for the past three years. In September 2002 the Teacher Preparation Committee began working to guide the collaborative process of developing a conceptual framework for the teacher preparation programs at Illinois College. The Teacher Preparation Committee is an appointed representative body that establishes and influences policy and curriculum for the professional education Unit, and consists of appointed representatives from the following:

- The early childhood certification program;
- The elementary certification program;
- The four secondary certification programs: Biology, English, Math, and Social Science-History;
- The six special (K-12) certification programs: Art, French, German, Music, Physical Education, Spanish;
- The Director of Teacher Preparation Placements;
- Illinois College student representatives;
- Teacher/administrative representatives from the professional community (this group includes alumni);
- The Chairman of the Education Department & Director of the Teacher Preparation Program; and
- Ex officio members, including the Dean of the College, Director of the Writing Center, Academic Director of IC Connections, and three consultants on minority issues, representing alumni, faculty, and community representatives.

(The chart in APPENDIX F represents the composition of the Unit and the flow of formal communication.)

In March 2003, the development of the Conceptual Framework included the involvement of all Teacher Education faculty, as well as stakeholders from within and outside the College community. This broad involvement was intended to guarantee input from all constituencies and insights from a wide range of professional experiences.
In February 2004, every IC department involved with the preparation of teachers submitted a program report to show how it had aligned its program (e.g., P-12 art education, secondary English education, elementary education) with the new Conceptual Framework.

In March 2004, the 2003 Conceptual Framework was revised to respond to feedback from the ISBE staff and to reflect the new Illinois College Mission and Vision Statements adopted by the college’s Board of Trustees. The program theme, “Preparing Competent and Caring Teachers for Leadership and Service,” was adopted for all programs leading to teacher licensure.

In addition to refining our program theme, we updated major standards and outcomes for our teacher preparation program. Again, the revisions were initiated by the Education Department and subsequently adopted at the Unit level. We also used the ISBE Content Area Standards (2002) to define standards, as “the critical knowledge and performance expectations teacher must demonstrate to be eligible for an Illinois Certificate” (p. ii). Our outcomes comprise the knowledge base for teachers prepared through our professional preparation programs, and include specific knowledge, skills, and dispositions required of all candidates. Our twenty-six outcomes are aligned with the ISBE Standards for All Illinois Teachers (2003) and are clustered into four Unit standards, which are discussed later in the section entitled “Teacher Preparation Program Standards.”

The Conceptual Framework of the Illinois College Teacher Preparation Program is grounded in a rich teacher preparation tradition that has been a part of the College since its foundation. It has been developed to establish the mission and vision that underlies all efforts of the Teacher Preparation Unit to prepare teachers to work effectively in P-12 school settings. Additionally, it provides an approach to the preparation of teachers that is based on standards, data, a defined knowledge base, and collaboration.

This Conceptual Framework articulates “the basis for coherence among all professional education programs: curricula, instruction, clinical and field experiences, assessments and evaluations” (NCATE 2000). The concepts presented in this document establish the criteria to be utilized when making decisions that affect policies, procedures and curricular aspects of the teacher preparation programs at Illinois College. The Conceptual Framework is designed around the program theme of “Preparing Competent and Caring Teachers for Leadership and Service.”

The Foundation of The Illinois College Mission and Vision

During the past two years, Illinois College has engaged in a strategic planning process to help it fulfill its mission and to attain the vision it has for its future. This process was undertaken because it is believed that all actions on behalf of the College should be consistent with its core values, which are the following: Community, Integrity, Excellence, Justice/Fairness, Service, Respect/Tolerance, and Openness (see Appendix A).

The work of the “Leading The Way” Strategic Planning Group began with a clarification of the College’s Mission Statement and the development of a Vision Statement. The Planning Group also sought to make explicit the fundamental values that guide the institution.

After completing an environmental scan that assessed institutional strengths and
weaknesses of Illinois College, as well as opportunities and threats that affect its environment, the Planning Group identified key goals and measurable objectives that the College will pursue to fulfill its mission and to realize its vision. The strategies and tactics employed to reach those goals and objectives are being guided by the College’s core values. These elements will be reviewed and refined as appropriate in the future.

In addition, The College’s Strategic Plan, which centers on goals and objectives, will be pursued in the following six strategic areas:

1. Academic Programs,
2. Faculty and Staff,
3. Students,
4. Facilities,
5. Finances,
6. Recruitment and Retention.

To evaluate progress in these areas and to continually update the Strategic Plan, Illinois College has developed an impressive culture of assessment. Concomitantly, the College recognizes the value of using assessment as a guide for the improvement of programs.

In conjunction with the developing Strategic Plan, the Office of Institutional Research has created the Illinois College Fact Book in order to establish key benchmarks and to track data over time. This information will help the College measure progress toward the goals and objectives that it wishes to attain.

**Illinois College Mission and Vision Statement**

During the 2003-2004 academic term, The Strategic Planning Group developed a new mission statement and, in its February 2004 meeting, the Board of Trustees approved the following Mission Statement for Illinois College:

True to its founding vision in 1829, Illinois College is a community committed to the highest standards of scholarship and integrity in the liberal arts. The College develops in its students qualities of mind and character needed for fulfilling lives of leadership and service.

The Planning Group also formulated a Vision Statement for Illinois College. The following excerpts from that statement directly relate to this conceptual framework:

The College will offer rigorous student-centered academic programs anchored in a cohesive general education program and complemented by a model co-curriculum. Its curriculum and co-curriculum will foster an academic and social environment marked by a pervasive sense of concern for the intellectual, moral, social, and spiritual development of its students. The campus culture will be enriched through a common effort to increase the geographic, ethnic, and racial diversity of faculty, staff, and students. In doing so, intercultural literacy will be furthered and, along with scientific literacy, will be explicit products of an Illinois College education. Drawing upon its heritage of educating leaders for public life, Illinois College graduates will be distinctive for their skills in written and oral communication and for their commitment to furthering the public good.
The College will affirm and model the moral purpose it serves in society and will place a special emphasis on education of character. It will make evident, both in its corporate and its individual expressions, a commitment to diversity and to the shared values of integrity, excellence, community, respect, service, and effective communication.

Teacher Preparation Unit’s Mission and Vision

The mission of the Teacher Preparation Unit is derived from and consistent with the mission of Illinois College. In March 2004 the Unit approved the following Mission Statement:

The mission of the Teacher Preparation Unit, a community of professional educators, is committed to the highest standards of scholarship and integrity in the liberal arts for preparing teachers to teach every child. The program develops competent and caring teachers qualified for fulfilling lives of leadership and service as educators in the P-12 schools.

The Unit believes that the College’s mission to develop qualities of “mind and character needed for fulfilling lives of leadership and service,” is consistent and synonymous with the Unit’s mission to develop in its candidates the qualities of “competence and caring for lives of leadership and service as educators.”

The vision of the Teacher Preparation Unit, consistent with the mission and vision of Illinois College, the mission of the Teacher Preparation Unit, and the vision of NCATE, is based on the belief that competent, caring, and qualified teachers should teach every child. We believe that “Student learning must mean not only basic skills but also the knowledge and skills necessary to succeed as a responsible citizen.” (NCATE 2000)

In March 2004, The Illinois College Teacher Preparation Unit identified the following Vision Statement as appropriate for the preparation of candidates at Illinois College:

Within the coming decade, the preparation of teachers at Illinois College will have acquired a reputation for the high quality and innovative nature of its teacher preparation program. The curricula of the teacher preparation programs will foster an academic and social environment marked by a pervasive sense of concern for the intellectual, moral, social, and spiritual development of candidates enrolled in programs preparing them to become teachers. Drawing upon Illinois College’s heritage of educating leaders for public life, Illinois College teacher candidates will be distinctive for their skills in written and oral communication and for their commitment to furthering the public good as educators who are willing to accept responsibilities for equipping young people to be capable, productive citizens.

The Teacher Preparation Unit will affirm and model the moral purpose it serves in society and will place a special emphasis on cultivating an environment of caring. It will make evident, both in its curriculum and individual expressions of faculty, a commitment to the value of diversity and community, integrity, excellence, fairness, service, respect, openness, and effective communication.
The task of educating Illinois College’s candidates for fulfilling lives of leadership and service as educators will be accomplished under the guidance of exceptionally well-prepared faculty, staff and professional educators who develop innovative programs and hold themselves to the highest expectations. The Teacher Preparation Unit’s firm commitment to candidate learning, engagement, and personal growth will result in significantly heightened candidate aspirations for professional success and growth.

The Unit Philosophy, Purposes, and Goals

Unit Philosophy

The Teacher Preparation Unit at Illinois College is committed to preparing competent and caring teachers who see the potential in every learner and who possess the knowledge, skills, and dispositions that allow them to make informed decisions that support the maximum growth and achievement of that potential. Its philosophy is derived from the core values (Appendix A) explicit in the College’s and Unit’s Mission and Vision Statements and in the Affirmation of Community Responsibility Statement (See Appendix B).

The belief statements below address the core values and the dispositions that the Unit strives to develop within its candidates. Belief in these traits: community-consciousness, integrity, excellence, justice, service, respect, openness, and professionalism, shapes the Unit’s actions in carrying out its mission and in pursuing its vision for preparing teachers for the 21st century.

- We believe in the development of community-conscious graduates who value diversity and collaboration. We believe undergraduate service opportunities encourage candidates to build better communities by working effectively with members of their local community, providing leadership for various professional and community organizations, and making effective use of community resources.

- We believe that to be caring, our candidates must understand the importance of integrity and exhibit it in their personal and professional lives. Personal integrity involves standing up for one’s most fundamental beliefs and commitments, even in the face of adversity. Part of the social aspect of professional integrity involves the joint responsibility for conduct and competence shared by all members of the profession. “Professional integrity requires all the strengths of personal integrity...[and] focuses on the commitments and goals contained in the professional role we occupy” (Hinman, 1998).

- We believe that excellence is derived from competency. We believe that to become competent requires an understanding of the discipline being taught, of the developmental and pedagogical theories and the accumulated wisdom of practice that underlies the creation of effective learning opportunities for all candidates and students. All learners, including the candidates we prepare, must be intellectually engaged in the learning process, building on their previous knowledge and experiences and applying their new learning in meaningful contexts. It is through these opportunities to build knowledge and
apply learning that the habits of mind and habits of skill, characteristic of educators who are competent and caring, develop.

• We believe in and are committed to honoring diversity, respecting difference, and promoting **justice and fairness** both in and outside the schools. Many problems and issues confronting professionals lie beyond the classroom and school. To promote justice and fairness, candidates must develop an understanding of the larger social, political, cultural, and economic influences. By increasing their awareness of the social and historical roots of cultural differences and by placing emphases on empowering members of marginalized communities to be involved in decision-making, our candidates are better prepared to teach in today’s world. The Unit values approaches to educational service that embrace consideration of race, gender, sexuality, disability, and socio-economic class of students in order to address contemporary inequities and to promote social justice and fairness (Giroux, 1994; Kivel, 1996; Linn, 1993) The Unit conceptualizes the promotion of social justice in an educational setting as an issue of prejudice elimination and equitable service to all individuals (Banks, 1993).

• We believe **service** is an essential component for preparing candidates to be competent and caring teachers. We value the diversity of people and perspectives and believe in the importance of preparing candidates to participate in a complex society beyond the boundaries of the College through practical experiences, activities of reflective inquiry, and service projects that connect candidates to different geographic communities, cultural groups, and those with varied abilities and needs. We believe that candidates must be able to respond effectively not only to the concerns, problems and needs of the student, but also to those of families, friends, and support personnel. Therefore, the Unit prepares candidates who have knowledge, skills and the desire to serve as members of the educational community. We act on this belief by providing candidates with numerous field experiences that provide opportunities for use of community resources, interaction with various community groups, businesses, professional organizations, and contacts with their students’ families. Undergraduate service opportunities encourage candidates to build better communities by working effectively with members of their local community, providing leadership for various professional and community organizations, making effective use of community resources, and serving as peer mentors.

• We believe that teachers owe **respect** to their students. We strive to prepare caring educators who value human dignity and equality, who respect diversity, and understand how to develop an environment of respect to support learning. We believe that "the effects of well-prepared teachers on student achievement can be stronger than the influences of student background factors such as poverty, language background, and minority status" (Darling-Hammond, L., 2000, p. 37). We believe our candidates will create caring, accepting environments for learning where students know they are respected, safe, and empowered to learn.

• We believe that to care requires **openness** to differing opinions and new ideas and that education is best organized around themes of care rather than the traditional disciplines (Noddings, 1992, p. 173-174).

• We believe that **professionalism** requires personal qualities which synthesize all of the
other traits. Teachers’ attitudes toward their schools, toward their students and toward their responsibilities, both inside and outside the classroom, are reflected most in this generic trait. Grounded in the principles in the profession’s Code of Ethics, professionalism involves making commitments to conduct and perspectives which are focused upon guaranteeing that those who teach will not abuse their knowledge, their authority, or their responsibilities to be advocates for life-long learning for both their students and themselves.

These belief statements provide criteria by which the Unit weighs its performance and conducts its decision-making process.

**Unit Purpose**

The purposes of the Teacher Preparation Unit, based on the philosophy that all children can and should learn, are as follows:

- to ensure that candidates attain the necessary content, pedagogical, and professional knowledge and skills to teach both independently and collaboratively;
- to administer multiple assessments in a variety of forms, engage in follow-up studies, and use the results to determine whether candidates meet professional standards, and whether graduates can teach so that students learn;
- to commit to preparing candidates to work effectively with a diverse community of students;
- to prepare candidates who can integrate technology into instruction to enhance student learning;
- to encourage collegiality, reflective practice, continuous improvement, and collaboration among educators, learners, and families; and
- to view teacher preparation and development as a continuum, moving from pre-service preparation to supervised beginning practice to continuing professional development.

Likewise, its purpose is to help teacher candidates do the following:

- help all pre-kindergarten through twelfth grade (P-12) students learn;
- align instruction to P-12 student standards set by the Illinois State Board of Education;
- make instructional choices based on research-based knowledge and best practice;
- apply effective methods of teaching students who are at different developmental stages, have different learning styles, and come from diverse backgrounds;
- reflect on practice and act on feedback; and
- integrate technology into instruction effectively.

At Illinois College this is accomplished through the following:

- a broad liberal arts education;
- in-depth study of the teaching field;
- a foundation of professional knowledge upon which to base instructional decisions;
- diverse, well-planned, and sequenced field experiences in P-12 schools; and
- ongoing assessments of each candidate’s competence using an array of performance
measures.

Unit Goals (Standards)

Feedback from the 2002 ISBE Review, coupled with an assessment of the Unit’s certification programs by the Director of Teacher Preparation, highlighted the need for greater integration across all courses, more structured field experiences linked conceptually with courses, a developmental sequence of courses and other experiences, a stronger link between subject-matter knowledge and pedagogy, greater emphasis on multicultural education and technology, and continuous assessment of teacher candidates' progress. Subsequently, the Education Department has focused on fulfilling these standards by developing a Conceptual Framework that accurately reflects what we do.

Teacher Preparation Program Standards

Preparing Competent and Caring Teachers for Leadership and Service.

1. Caring teachers are committed to all students learning within supportive learning communities. They are student-focused and persistent in pursuing high and appropriate expectations for all students. They do the following:

   a. understand how individuals grow, develop, and learn.
   b. provide learning opportunities that support the intellectual, social, and personal development of all students.
   c. use 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.
   d. understand how students differ in their approaches to learning.
   e. create instructional opportunities that are adapted to diverse learners.
2. Competent teachers demonstrate effective communication skills and are knowledgeable regarding content, pedagogy, and educational technologies. They do the following:

f. understand the central concepts, methods of inquiry, and structures of the disciplines.
g. create learning experiences that make the content meaningful to all students.
h. understand instructional planning.
i. design instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
j. understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.
k. use knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
l. understand various formal and informal assessment strategies and use them to support the continuous development of all students.
m. have knowledge of district, state and national curriculum standards and documents.
n. use instructional technology to enhance learning and personal/professional productivity.

3. Competent and caring teachers are reflective in their practice and demonstrate professional dispositions. They exhibit the following traits:

o. community-consciousness, meaning a respect for and a willingness to collaborate with others to promote opportunities for learning.
p. integrity, meaning standing up for one’s beliefs while focusing on the commitments that are inherent in the professional role teachers occupy.
q. excellence, meaning competence in one’s discipline and best practices.
r. justice and fairness, meaning an appreciation for differences and a willingness to address inequities and to promote social equity.
s. service, meaning a desire to devote oneself to projects that are part of the larger educational community.
t. respect, meaning valuing human dignity and equality, respecting diversity, and promoting the achievement of all students.
u. openness, meaning valuing and being willing to consider differing opinions and new ideas.
v. professionalism, meaning adherence to the behaviors and perspectives that are contained within the Code of Ethics so as to promote life-long learning for one’s self and his or her students.

4. Competent and caring teachers demonstrate leadership and service, which will have positive effects for all learners and “communities” represented in their classrooms. They will do the following:

w. create and maintain effective learning environments.
x. create and support learning communities within and outside the classroom.
y. collaborate with individuals, groups and organizations to support and promote learning and to respond to the needs of a “community.”
z. appreciate and augment an understanding of the diversity that exists in classrooms and capitalize on the richness diversity brings to the environment.
See the Matrix of Program Outcomes aligned with the ISBE Standards for All Illinois Teachers in Appendix C for a representation in graphical form.

Commitment to Diversity

Our commitment to diversity is embedded in the Unit’s statements of Philosophy and Goals. The emphasis that we place upon the eight personal traits of community-consciousness, integrity, excellence, justice, service, respect, openness, and professionalism provides the foundation upon which candidates will function in their classrooms, schools and communities. By cultivating those personal traits, candidates will develop a “missionary spirit” that motivates them to believe in the worth and potential of all of their students and to advocate for those causes within their classrooms and communities which will, in turn, be evidence of having fulfilled what the Mission Statement describes as “fulfilling lives of leadership and service as educators in the P-12 schools.” Furthermore, embedded within the Unit’s four goals (standards) are expectations that our candidates will demonstrate many capabilities, not the least of which are to “strive to support the intellectual, social and personal growth of all students, create effective learning communities, design learning experiences that make content meaningful to all students, and collaborate with individuals, groups and organizations to support and promote learning and to respond to the needs of a ‘community’.” By demonstrating these and other strengths that are delineated within the Unit’s standards, our candidates will, as the Vision Statement says, “…be distinctive…for their commitment to furthering the public good as educators who are willing to accept responsibilities for equipping young people to be capable, productive citizens.”

As evidenced by these and other expectations set forth in the Unit’s Mission and Vision Statements as well as within the Unit’s statements of Philosophy, Purposes and Goals, Illinois College teacher preparation programs are committed to producing competent and caring teachers for leadership and service in a diverse and democratic society, i.e. educators who celebrate diversity in schools and communities and who prepare students for active participation in democracy through nurturing critical thinking, creative thinking, and problem solving within communities. Diversity in the United States is increasing in local communities across a broad spectrum of categories: socioeconomic status (with greater numbers in poverty), language, religion, ethnicity, sexual orientation, age and exceptionalities. Banks (1997) refers to this trend as the "demographic imperative." Our goal as educators is to value diversity and foster equity (Banks, 2000). We recognize that teaching and learning occur in socio-political contexts that are not neutral, but are based on relations of power and privilege. Furthermore, we know that all students in P-12 schools bring skills and experiences that can be used as resources in teaching and learning and that high expectations for learning should exist for all students.

We recognize the need for teacher candidates to read cultural contexts and adapt to them as professionals. We know that diversity offers a rich potential for teaching and learning experiences. We know that a teacher's knowledge of the social and cultural backgrounds of students, as well as knowledge of their individual needs, is essential for effective teaching. Teachers must understand differences and similarities across social, cultural and linguistic groups of students (Banks, 1997). Toward these ends, we do the following:

1. Help candidates learn about students, families, and communities, and how to use this knowledge of culturally diverse students' backgrounds in planning, delivering and
2. Help candidates examine their own and others' multiple and interrelated identities formed through a unique and complex intersection of race, ethnicity, social class, gender, language, religion, sexual orientation, and ability.
3. Provide carefully planned and varied field experiences that explore sociocultural diversity in schools and communities.
4. Help candidates develop the commitment to be change agents who work to promote equity and social justice in school and society.

We are attempting to examine and alter undemocratic and biased teaching behaviors of candidates by developing in them the skills and attitudes necessary to become contributing and vital members of society. We try to build a "democratic education," a curriculum "integrated with social development and social conscience: a sense that individuals can have a reflective and dynamic impact on the society around them and that individuals carry a responsibility to effect necessary social and political change" (Cunat, 1996, p. 130). Multicultural perspectives are being infused into the Teacher Preparation Program at Illinois College. Multicultural curriculum and instruction principles guide decisions about program development (Zeichner, et al. 1998).

Illinois College recognizes the value of offering its students opportunities to live among, learn from and interact with students and faculty from other cultures. Concomitantly the College is committed to increasing diversity among its faculty and student body. The Self-Study, which was completed in 2004, states that in 1995 only 8% of the faculty were from minorities. By 2004 that number had risen to 14%. Likewise, in 1994 only 1.8% of the student body was made up of minorities. By 2004 that number had risen to 6.8%. On page 20, the Self-Study makes the following statement: “In addition to an increasing overall applicant pool, there were 50% more minority applicants in the fall of 2004 than in the fall of 2003….The growth in the percentage yield apparent for out-of-state African Americans and Hispanic American students provides evidence that the student body of Illinois College is becoming more diverse.”

Course requirements, class discussions and activities in EDUC 201, Schools in a Multicultural Society, help candidates develop an informed and more thoughtful position on the purpose of schools in a culturally diverse democratic society. EDUC 309, Exceptional Child, exposes students to different cultural avenues for curricula development suitable for instructing culturally diverse students. These courses help candidates develop skills to teach diverse students critical thinking, creative thinking and problem solving needed to participate in a democratic society.

A review of the Unit's Conceptual Framework reveals an integration of diversity-related knowledge, skills, and dispositions. It is the goal of the Unit to integrate diversity content in courses, provide opportunities for candidates to participate in field experiences with diverse groups of students, and develop programs and practices that will nurture in candidates the knowledge, skills and actions necessary to work effectively in a pluralistic society. To that end, the Conceptual Framework addresses the following:

- (Institutional Standard 1) The need for candidates to be "caring and committed to all students' learning" and to "understand the ethical dimensions of teaching in a culturally diverse democratic society."
- (Institutional Standard 2) The need for candidates to be "knowledgeable regarding content and pedagogy . . . to establish appropriate learning goals ."
Commitment To Technology

The Unit’s commitment to technology is inherent in its statements of Philosophy, Purpose and Goals. For example, our Philosophy statement commits us to preparing teachers, “who possess the knowledge and skills…that allow them to make informed decisions that support the maximum growth and achievement of that potential.” One venue by which information can be obtained for making informed decisions is through the use of technology. Part of the Unit’s definition of the disposition of **excellence** contends that, “All learners, including the candidates we prepare, must be intellectually engaged in the learning process, building on previous knowledge and experiences and applying new learning to new contexts.” Accessing information, resources, and new ideas via technology is necessary in order for teachers to remain current and progressive in their field. Furthermore, within the Unit’s Purpose statements are commitments to “prepare candidates who can integrate technology into instruction in order to enhance student learning… (and) …apply effective methods of teaching students who are at different developmental stages, have different learning styles, and come from diverse backgrounds.”

All four Goals (Standards) emphasize the Unit’s expectations for candidates to “create learning environments, design instructional approaches to meet various needs, and to collaborate and communicate with various individuals and groups to create and maintain learning communities.” Understanding the potential for and demonstrating the skills to use technology effectively is a foundational dimension of the expectations that the Teacher Preparation Unit of Illinois College has for its candidates.

Concomitantly, the faculty of Illinois College have taken on the task of transforming many of their courses so that prospective teachers systematically experience the power of information technologies to support learning and teaching. A primary goal is to ensure that future teachers are thoroughly introduced to various information technologies and that they become comfortable and capable with those technologies. A second goal is to model highly effective and innovative teaching that is enabled by information technologies --teaching that promotes greater student learning. To accomplish these goals, faculty have redesigned their courses to make extensive use of multimedia video materials and other digital resources. Faculty regularly use technology in their teaching and students are routinely given in-class and out-of-class assignments that require extensive use of technological tools such as networking, research using the World Wide Web, and control and production of integrated multimedia programs.

Illinois College students now have multiple opportunities to progress from being "consumers to producers" of technology-based applications. Movement along this dimension is always from reliance on faculty-developed instructional technology applications and toward learning environments that provide greater opportunity and support for student development of their own technology-based content applications, especially those that can become part of their
subsequent instructional practice. This progression in the acquisition of knowledge and competence is done in the context of courses that have themselves been partially to wholly transformed as a result of embedded technology applications.

The overall result of combining the two dimensions of course redesign is a gradual and progressive increase in the sophistication and complexity of the technology-based applications that students experience over a series of courses. This "journey" over time and courses has many facets, including an increased sophistication in what students are expected to do with materials made available to them via technology, how such material is presented, how they use technology to help them construct and display their knowledge, and finally, how they use technology to conduct their own teaching. The end product will be new teachers who are not just technologically skilled but teachers who understand how, when, and why to use technology to support their teaching and their students' learning. A byproduct of this redesign enterprise is a teacher education faculty who share these same characteristics.

Illinois College is committed to the candidates' ability to incorporate technology into their instruction. We also recognize that our candidates enter our program with a range of technological skills. We require candidates to take responsibility for their own technological abilities by providing them an opportunity to self-assess their knowledge and skills based on the ISBE Core Technology Standards. Candidates who are not technologically proficient are advised to take the EDUC 237: Educational Technology course or are provided with additional options to demonstrate their proficiency before being admitted into the Teacher Preparation Program. This proficiency is essential because technology is infused throughout the professional education program in which candidates are required to demonstrate their proficiency within the context of a number of courses. In addition to coursework, we require that candidates demonstrate technological proficiency during their field and clinical experiences and in their professional teaching portfolios.

In order to support the use of technology at Illinois College, seven computer clusters are available throughout the campus for student use. These Pentium-based computers have WordPerfect and Microsoft Office suites for word processing and spreadsheet work, Netscape Navigator and/or Internet Explorer to browse the Internet, and a link to our Web Mail server for e-mail as well as many other programs specific to classes candidates take. Each residence hall room is wired for access to the campus network, e-mail, the Internet, and certain class and application folders. Each room has at least two network connections, which are ready for use. The candidates need to have a computer, network card, and network cable. Candidates may set up peer-to-peer networks and share resources with other ResNet members.

Computer labs are open 24 hours a day with help desk personnel on duty to assist candidates with computing needs. Class folders allow faculty and students to securely share information such as papers, articles, etc. Also available are on-line, web-based class discussions that allow faculty and students to have discussions outside of class on whatever topic (or topics) is chosen.

Illinois College faculty are provided new computers every three years. Below is a list of technology items and services that are available to both faculty and candidates:

Laptops (temporary loan)
Portable projectors (temporary loan)
Portable screen (temporary loan)
CD Burner (to create your own CDs)
Transfer video to computer
Flatbed scanners
Slide & negative scanner
Digital cameras (temporary loan)
Electronic whiteboard (temporary loan)
Wireless keyboard (temporary loan)
Networked copiers (Color & B/W)
DVD Burner
Portable DVD Player
Compact Flash and Smartmedia card reader
Videoconferencing Equipment

**Professional Commitments and Dispositions**

The Unit is firmly committed to developing the knowledge, skills, and dispositions in candidates that will enable them to work effectively as classroom teachers. As illustrated above, the Unit philosophy is derived from the core values of the institution. These core values also serve as the professional commitments and dispositions of candidates and are systematically assessed at multiple points in our teacher preparation programs.

The members of the professional education Unit are convinced that teaching has an intellectual and moral significance, and that effective teachers must demonstrate a set of core behaviors. We believe that it is our shared responsibility to ensure that candidates completing our teacher preparation programs possess professional dispositions that include adherence to student-focus (community), professional ethics (integrity), commitment to teaching (excellence), commitment to diversity (justice/fairness), collaboration, initiative (leadership, service), emotional maturity (respect/tolerance), responsibility and self-reflection (openness).
Knowledge Bases,  
Including Theories, Research, The Wisdom of Practice, and Education Policies

The Conceptual Framework serves as a guide for fulfilling our vision of preparing "competent and caring teachers for leadership and service." Following are definitions and examples of research and professional literature that form the foundation or knowledge base for the Conceptual Framework.

1. Illinois College Teacher Preparation Programs aim to produce caring teachers who are committed to all students' learning within supportive learning communities. We aim to develop teachers who are student-focused and persistent in pursuing high and appropriate expectations for all students. We aim to develop teachers who will do the following:

   a. understand how individuals grow, develop, and learn.
   b. provide learning opportunities that support the intellectual, social, personal development of all students.
   c. use 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.
   d. understand how students differ in their approaches to learning.
   e. create instructional opportunities that are adapted to diverse learners.

Our Conceptual Framework model is predicated on the belief that teachers must be caring individuals who do what is in the best interest of students, the recipients of our care (Noddings, 2001). The caring teacher demonstrates relations of care in a variety of situations. The caring relation is described by Noddings (2001) as "a connection or encounter between two human beings" (p. 16). It is an encounter that begins with attentive behavior or recognition of the need of another and leads to motivational displacement (interest in helping others), and finally to response from the cared-for that signals that the care has been received. Caring teachers listen and respond to students in different ways. They create, maintain and enhance positive relations with students and help students develop the capacity to care.

Another proponent of the need for creating caring relationships in schools is James P. Comer, the founder of the School Development Program. Comer (1989) emphasizes the importance of social context in teaching and learning. He notes that there is nothing more important to success in schools than the quality of relationships among students and teachers. Additionally, he notes, "positive relationships are at the heart of the learning process" (p. 43). He describes positive relationships as a "connectedness" that can be observed in effective classrooms, a "same page behavior" that consists of positive, complementary teacher-student behaviors and interactions that lead to successful teaching and learning.

Another researcher who recognizes that teachers must be caring individuals is Lisa Delpit (1995). In describing exemplary teachers, Delpit (1995) speaks of the need for teachers to be caring. She notes that the development of a strong bond or affiliation with the teacher is a strong motivational factor in achievement for many students.

Gay (2000) describes characteristics of caring teachers. She notes that caring teachers are distinguished by their high performance expectations, advocacy, and empowerment of students,
as well as by their use of pedagogical practices that facilitate success. Caring teachers also reflect a humanistic orientation to students and other members of the school community (Glasser, 1993). They are child-centered as well as subject-centered. They nurture and facilitate growth and self-esteem. Their teaching is culturally responsive because they are able to connect with students regardless of racial, ethnic, social, and behavioral characteristics. Culturally responsive caring places "teachers in an ethical, emotional, and academic partnership with ethnically diverse students, a partnership that is anchored in respect, honor, integrity, resource sharing, and a deep belief in the possibility of transcendence" (Gay, 2000, p. 52). Culturally responsive caring is also "a moral imperative, a social responsibility and a pedagogical necessity" (Gay, 2000, p.109). It requires teachers to have cultural knowledge about diverse groups and to use this knowledge to redesign teaching and learning so that their teaching is truly culturally responsive.

Researchers recognize that the caring behaviors of teachers can lay the foundation for school improvement. Pena and Amrein (1999) note that attention to caring provides an additional layer of understanding to a discussion of effective classroom management practices. They suggest that effective classroom management should begin with teachers showing compassion and an ethic of care. Larrivee (2000) recommends that educators extend the concept of caring to include the school as a caring community where caring is a goal in itself. The fundamentals of this caring community would include 1) respect for students; 2) authenticity and honesty in communication; 3) thoughtfulness and consideration of student needs, wants, desires and fears; and 4) emotional integrity that includes dealing with student needs and validating student feelings. And, finally, Ferreira and Bosworth (2000) suggest that schools should address the affective behavior of students, including the adoption of a goal of caring that would require that parents get involved in the functioning of the school and that candidates experience caring through participation in service-learning projects. The goal of caring may help foster the most important goal of education to produce competent and lovable people who contribute to the social good at home and in the world (Nodding, 2000).

Competent and caring teachers are convinced that all students can learn, regardless of experiential background, learning preferences, and ability levels. They act on this belief by accommodating the diverse needs of their students through modifications they make of their practices. Understanding how students develop physically, socially, and emotionally and learn intellectually helps competent and caring teachers select from an array of teaching options those that meet the demands of the learning in light of the readiness the students bring. Care is taken that all students are treated equitably to ensure that the goals of instruction are meaningfully and gainfully accomplished.

Competent and caring teachers plan and deliver instruction in light of their understanding of individual differences. Skillful teachers learn to “read” their students, anticipating what concepts and activities certain students will find problematic. They look for signs of individual student progress, deciding when to alter instructional plans, conference with individual students, and provide instruction enrichment with additional focus and attention. Learning from their experiences, master teachers can work with students who are different from themselves (McLain, 2002). They make the effort necessary to acquire a rich understanding of the their students and the communities from which the students come. The knowledge they gain is used to impact instruction in light of students’ outlooks, values and dispositions toward schooling.

Competent and caring teachers continuously draw on their understanding of how students develop and learn. The faculty embraces the need for a knowledge base grounded in learning and
developmental theory (Schwartz, W., 2001). They are keenly aware of how the students they teach develop physically, socially, and emotionally. Formal theories of individual and social learning as well as child/adolescent development become paramount to the decisions that are made about what is taught, how it is taught, how progress is monitored, and what and how assistance is provided to each learner. They know that learning is connected contextually, culturally, and intellectually. Ormrod (2003) cautions that teachers keep in mind that no single theoretical orientation gives a complete picture of how people learn. In other words, the vast majority of teachers cannot be neatly categorized as behaviorists, humanists, or cognitive theorists. Rather, they are eclectic, selecting and adapting what they regard as the better features of each system. Moreover, planning for instruction involves decision-making regarding the systematic use of selected techniques, methods, and strategies to create a dynamic interface between the curriculum and the students (Kindsvatter, et. al. 1988). When students from various culture groups interact regularly, and particularly when they come together as equals, work towards a common goal, and see themselves as members of the same “team,” they are more likely to accept one another’s differences – and perhaps even value them (Dovidio & Gaertner, 1999; Oskamp, 2000; Ramsey, 1995).

Many factors influence what and how well our students are likely to learn and remember classroom material. Naturally, students will differ considerably with regard to these factors. They will have unique knowledge bases on which to draw, and they will elaborate differently on the ideas we present (C.A. Grant & Gomez, 2001). Students with differing cognitive styles, special educational needs, and diverse ethnic and cultural backgrounds approach the task of learning in disparate fashions. Helping such diverse students learn requires familiarity with learning and development theory.

Ultimately, competent and caring teachers recognize the need to strive for more equitable teaching for all students. When educators demonstrate a willingness to accept responsibility for their role in maintaining school structures that foster equality, and when local discussions of these issues move beyond a search for blame to a search for concrete solutions, the possibility for genuine progress in raising student achievement can be significantly increased (Noguera, 2001).

Caring teachers set high expectations for students and persist in helping children achieve success. They understand that students may approach learning differently and are aware of the influence of such factors as learning styles, multiple intelligences, different performance modes, disabilities, and second language acquisition, as well as culture, family and community values. With this understanding, caring and competent teachers set appropriate expectations and create learning communities in which individual differences are respected and valued. In addition, they use educational and communication approaches that are sensitive to developmental differences, different learning and performance modes, and make provisions for individual students who have particular needs. Caring teachers can also identify and access appropriate services and resources to increase their own repertoire of instructional strategies and support children.

The federal mandate that all children are entitled to an “equal education” occurred largely from the tireless efforts of parents and advocacy groups in the courts and legislatures of this country. Therefore, an understanding of the importance of educational equity and its relationship to success in schools is essential for competent and caring teachers. A working knowledge of educational policy-making coupled with knowledge of equity legislation, such as Brown vs. Board of Education (1954), the Civil Rights Act of 1964, the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act of 1997, and most recently the "No Child Left
Behind" legislation of 2002, are critical to the competency of Competent Teachers as they work to bring about “social justice” in classrooms and schools.

As our world changes, so does the role of teachers. Teachers are being recognized as leaders and must be prepared to take on the challenges that come with leadership. One role, which the faculty has chosen to emphasize in relation to equity, is teacher as change agent. Here, caring teachers are expected to apply their knowledge of both equity legislation and policymaking as a tool to reduce the negative influences of class, race, gender and ability on students’ success in school. They are equipped to partner with parents, community members and others to improve the schooling experience for all children, addressing issues like access, fair funding, technology, facilities, teacher quality, curriculum, testing, grading and promotion. (Novak, 1994; Darling-Hammond, Wise. & Klein, 1995). They are not “quitters” and do not give in to bureaucratic pressures (Haberman, 1995).

The National Board for Professional Standards (1994) has incorporated into its certifying process the demonstration of competency in treating all students equitably. Like Board certified teachers, caring teachers treat all students equitably because they understand how multicultural differences relate to students’ abilities to achieve their potential and they make the instructional changes necessary to accommodate those differences. Similarly, they demonstrate an appreciation of cultural, racial, ability, gender, and economic differences in their social interactions with students, their families and other educational community members and expect the same from their students. As a result of accepting the responsibility to create safe, equitable and inviting learning environments, they apply multicultural, invitational and other relevant theory and research to their practice (Irvine, 2001; Wong, 1991; Novak, 1994; Purkey and Strahan, 1995; Banks and Banks, 1993).

The Unit’s acknowledgement of these theories and research findings is exemplified throughout the four years of expectations which the candidates must meet. Even before being admitted into the Teacher Preparation Program, candidates must complete Education 101 and 201, which are designed to familiarize them with the demands of teaching, including the challenges of meeting the needs of ever-changing students who represent all aspects of diversity. For example, the field experiences which the candidates have as part of these two courses assign them to classrooms in several different P-12 schools with varying percentages of special needs and minority students.

After being admitted into the Program, candidates complete more coursework that requires them to learn more about exceptionalities, growth and development, learning styles, multiple intelligences, various instructional designs, and the design of effective classroom management plans. While learning about these concepts, candidates continue with field experiences that become more specialized in terms of their teaching goals, and they are required to write various kinds of reflective journals that show that they are relating what they are learning in their classes to what they are observing in their field experiences.

The candidates’ learning culminates during student teaching when they must submit, via Live Text, formal lesson plans, which, in part, ask them to designate the diverse groups that are in their classrooms and to indicate what groupings might be appropriate for their instructional design. Later, when reflecting about the lesson, candidates are asked to indicate how effective their groupings were and to explain the reasons for their decisions.
2. **Illinois College Teacher Preparation Programs aim to produce competent teachers who demonstrate communication skills and are knowledgeable regarding content, pedagogy, communication techniques, and educational technologies. We aim to develop teachers who do the following:**

- f. understand the central concepts, methods of inquiry, and structures of the disciplines.
- g. create learning experiences that make the content meaningful to all students.
- h. understand instructional planning.
- i. design instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
- j. understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.
- k. use knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- l. understand various formal and informal assessment strategies and use them to support the continuous development of all students.
- m. have knowledge of district, state and national curriculum standards or documents.
- n. use instructional technology to enhance learning and personal/professional productivity.

Each program in the teacher preparation program at Illinois College is grounded in a knowledge base derived from research, theory, and the "wisdom of practice." Each program has an established content knowledge base specific to the field, and a professional knowledge base that includes social, cultural, historical, and philosophical content.

There are a number of researchers who make the claim that teachers must be knowledgeable of both the subject matter that they plan to teach and exemplary teaching pedagogy (Grossman, Wilson & Shulman, 1989; Murray & Porter, 1996; Thornton, 2000). Shulman (1987) emphasizes that while subject matter should occupy a central place in the knowledge base for teaching, teachers must also have the ability to transform subject matter knowledge. Transforming subject matter knowledge requires that teachers have knowledge of the substance and syntax of their discipline, knowledge of learners and learning, knowledge of curriculum and context, knowledge of aims and objectives, and knowledge of pedagogy. Darling-Hammond (1994) also concludes that teachers must possess both pedagogical and content knowledge of their discipline in order to support and foster quality education for all students.

Loewenberg (2000) notes that subject matter and pedagogy have been divided in the conceptualization and curriculum of teacher education. He emphasizes the need for teachers to integrate subject matter knowledge and pedagogy in the context of their work. Teachers must reach all students, teach in multicultural settings, and work in environments where they must represent ideas in multiple ways. It is imperative that teachers know content and effective pedagogy, and make use of this knowledge to help all students learn. Armour and Fernandez-Balboa (2001) also note that professional educators must understand teaching as a process of making a myriad of meaningful connections to and between subject matters, methods and persons. This is a life-long process of professional learning.

It is also imperative that professional educators understand how children learn and
develop, and that they provide learning opportunities that support the intellectual, social, and personal development of children (Bjorklund, 1997; Bowerman, M. & Levinson, S. 2000; Crawford, P. D. 2001; Damon, W. 1999; Eisenberg, N, 1998; Nucci, L. 2001).

It is critical that professional educators have knowledge and skills in effective instructional design and classroom organization and management. Professional educators must have knowledge of a wide variety of research-based instructional strategies. They should also know and use alternative forms of assessment to monitor student progress and evaluate student learning. (Anderson, L. W., & Krathwohl, D. R., 2001; Airisian, P. 2000; Danielson, C. 1996; Dede, C., 1998; Evertson, C., Emmer, E. T., & Worsham, M. E., 2002; Henson, K. T., 2001; Johnson, W. D. & Johnson, R. T. 1999; Weinstein, C. E., 1996).

Professional educators must know and use educational technologies to support the teaching-learning process. Technology can increase student engagement, motivation and achievement; and carefully designed instruction with integrated technology can positively affect student achievement (Dede, C., 1998; Means, B., & Golan, S. 1998; Roschelle, J. M., et al. 2000).

Technology can also be used to engage and facilitate thinking and knowledge construction (Jonassen, D. H., et al., 2003). Technology can be used to represent the ideas, understandings and beliefs of the learner. It can be used as an information vehicle for exploring knowledge to support learning. It can provide a context to support learning by doing as the learner represents and simulates meaningful real-world problems, situations and contexts. Technology can also be used as a social medium to support learning by conversing. Discussions, collaboration, consensus building can be facilitated through the use of technology. Finally, technology can be a partner to support learning (Jonassen, 2000). It can be used to help learners articulate and represent what they know, reflect on what they have learned, and construct personal representations of meaning.

Because technology can impact meaningful learning in so many ways, it has been carefully integrated into all teacher preparation programs. Courses and experiences with educational technology help candidates understand the role that technology can play in supporting meaningful learning in schools (Duffy, T. M., & Cunningham, 1996; Johassen, D. H. 2000; Healy, J. 1998; Web-based Education Commission, 2000).

Opportunities to enhance their learning about effective instruction and instructional design become most concentrated immediately after candidates are admitted into the Program and begin to enroll in 300 level courses, a core set of which is called Junior Block. Candidates enrolled in the elementary program enroll in each of these:

-EDUCATION 309 (Education of the Exceptional Child): A detailed study of all areas of exceptionality, form the challenged to the challenging.

-EDUCATION 312 (Teaching Reading and Writing in the Elementary School): A study of the basic processes involved in learning to read and to write; includes experiences in tutor-aiding, lesson planning, acquiring knowledge of the fundamental skills essential to the subject matter.

-EDUCATION 351 (Primary Curriculum and Instructional Procedures) Curricular
concepts, instructional skills, multiple teaching techniques, and instructional materials are explored as they apply to the subject areas taught in the primary grade levels. Students are introduced to methods for teaching learning disabled and other exceptional students and those from other cultural backgrounds. Includes a practicum experience.

EDUCATION 353 (Elementary Curriculum and Instructional Procedures) Curricular concepts, instructional skills, multiple teaching techniques, and instructional materials are explored as they apply to the subject areas taught in the elementary and early middle level grades. Students are introduced to methods for teaching learning disabled and other exceptional students and those from different cultural backgrounds. Includes a practicum experience.

Candidates who are enrolled in the early childhood program have two field opportunities which provide opportunities to enhance their learning about effective instruction and instructional design. In addition to the Junior Block described above, they experience an Early Childhood Block which focuses on infants, toddlers, and preschool-age children.

During the Junior Block, they enroll in Education 309, 351 (above), and the following:

EDUCATION 311: (Methods and Materials in Early Childhood Education): A study of types of instructional methods for working with infants, toddlers, and pre-kindergarten children including study of activity/learning centers, individualization; educational play; an media, and their utilization in extending the child’s understanding of art, music, literature, reading instruction, mathematics, natural and social sciences. Includes a practicum experience with preschool children.

EDUCATION 337: (Child, Family, and Community Relations): This course addresses the concept of the young child as a fully functioning member of the school, family, and community. It examines the roles the Early Childhood professional plays in this inter-relationship. Some of the social, economic, and technological impacts are examined along with the exploration of existing support services in the community. Alternative model programs are examined with an emphasis on ways to ensure effective communication between home, school, and community.

During the Early Childhood Block, they enroll in the following:

PSYCHOLOGY 275: (Child Development): An interdisciplinary approach to the study of development across the early stages of the lifespan with emphasis on genetic and environmental influences; includes prenatal development through the elementary school years.

EDUCATION 363 (Speech and Language Development): A study of the theories, practices, and research on oral language development, with focus on the connection language, cognitive growth and school success. Students will practice interaction strategies demonstrated to support language development.

EDUCATION 364 (Early Literacy Development): A study of the theories, practices and research on early literacy development with focus on parallels between oral and written language development. Content includes the roles of symbolic play,
environmental print, phonetic spelling, and appropriate literature for beginning readers.

Candidates who are enrolled in a secondary program or one of the K-12 programs enroll in the following three Secondary Block courses:

EDUC 309 Characteristics of Exceptional Children: This course covers information about children and youth who deviate intellectually, physically, or behaviorally from the general population. It also discusses definitions, prevalence, causation, legal issues, physical and behavioral characteristics, social adjustment, and special education interventions and techniques.

EDUCATION 32__: The secondary or K-12 teacher candidate enrolls in the appropriate content area methods course during the fall semester prior to the student teaching semester.

EDUC 385 Classroom Management: This course will explore research, theory, and best practices related to effective classroom management. Topics will include establishing an environment for learning, organizing and managing instruction, coping with the challenges, and developing relationships with students, staff, and parents. This course includes an off-campus field experience in a classroom for 35-50 clock hours. Prerequisites: Admission to student teaching and Senior standing.

While candidates also complete other three hundred level courses, such as Education 385 (Classroom Management), it is within the Junior Block or Secondary Block that they receive a heavy concentration of both theory and application. For example, during this semester students spend their mornings in field experiences with observation assignments that focus upon aspects of classroom management, lesson planning and execution, and small group instruction, one-on-one tutoring, and whole class instruction. Several methods classes require the candidates to video tape themselves teaching a lesson for twenty or thirty minutes and to write a self-evaluation after viewing and reflecting upon the video of themselves.

Later during student teaching, candidates are required to submit, via Live Text, formal lesson plans which, among other things, asks them to explain how and why they plan to incorporate technology, describe how they plan to assess their students, and reflect about the effectiveness of their instruction and their assessments. During student teaching, candidates are required to complete and submit for evaluation a formal Teacher Work Sample (TWS), which forces them to design and teach a two week unit, administer various kinds of assessments, and analyze, in depth, the extent to which learning occurred. All of these experiences are designed to cause the candidates to come to know that teaching is any act that causes learning; and, furthermore, that the planning and design of each act, as well as the execution of the design, must be done carefully and with valid reasons based in research and best practices.

3. Illinois College Teacher Preparation Programs aim to produce competent and caring teachers who are reflective in their practice and who demonstrate professional dispositions. We aim to develop teachers who exhibit the following traits:
   o. community-consciousness, meaning a respect for and a willingness to collaborate with others to promote opportunities for learning.
   p. integrity, meaning standing up for one’s beliefs, while focusing on the commitments and that are inherent in the professional role teachers occupy.
q. excellence, meaning competence in one’s discipline and best practices.

r. justice and fairness, meaning an appreciation for differences and a willingness to address inequities and to promote social equity.

s. service, meaning a desire to devote oneself to projects that are part of the larger educational community.

t. respect, meaning valuing human dignity and equality, respecting diversity and promoting the achievement of all students.

u. openness, meaning valuing and being willing to consider differing opinions and new ideas.

v. professionalism, meaning adherence to the behaviors and perspectives that are contained within the Code of Ethics so as to promote life-long learning for one’s self and his or her students.

Constructivist research that emphasizes the role of direct experience through environmental interactions (Brooks, 1999; Fosnot, 1996) and the process-product research into the act of teaching and learning (Schon, 1987) provides the research underpinnings for this part of the Conceptual Framework.

The strong, reflective professional actively inquires into the process of student learning (Zeichner & Liston, 1996). Interpretations, judgments and decisions of such a person are based on a wide variety of variables including content knowledge, content-specific pedagogy, research into teaching and learning, social and political contexts, personal philosophy and experiences (Shulman, 1989). These variables include and extend beyond the technical aspects of teaching to encompass social and ethical considerations (Van Manen, 1997).

Furthermore, reflective professionals think about their behaviors and experiences in the context of the educational environment, and they engage in reflective thinking that includes three elements: a) a cognitive element which includes how they process and organize information in their planning and decision making; b) a critical element which considers people's experiences, goals, and values within a social context; and c) a narrative element which concerns their personal interpretation of events situated within particular contexts (Colton, A., Sparks-Langer, G., 1993; Langer, G., Colton, A. & Goff, L., 2003). We recognize the role that reflection can play in helping teachers reframe, reinterpret, and articulate their understandings and beliefs in light of new experiences and information.

Finally, we know that reflection is a source of personal and professional growth that is critical to effective teaching (Black, R, Sileo, T. & Prater, M., 2000). Webb (2000) notes that reflective activities help preservice teachers "interrogate deeply held beliefs about teaching and learning and frequently replace beginning teachers' prior beliefs with more productive and equitable conceptions of instruction" (p. 2). Reflective teaching attempts to move teachers toward greater awareness of the reasons, motives, values and pressures that direct and influence their pedagogy. Most important, as reported by Chase, Germundsen and Brownstein (2000), when teachers engage in reflective teaching, there are specific benefits for student learning including improved classroom management, student organization, higher levels of teacher confidence, expanded teaching repertoire and greater professional reflection. Teachers also increase their sense of efficacy, their belief that they can provide a positive change in student learning.

The teacher preparation programs of Illinois College also seek to create an ethical
environment that promotes teaching and learning and fosters activities and experiences that enhance candidates' development of professional dispositions and communication skills. We contend that teachers are change agents in the schools and communities in which they work and that teachers must demonstrate effective communication skills in collaborative partnerships with students, colleagues, parents and the broad community. We also contend that teachers must appreciate and practice the principles, ethics, and legal responsibilities of the teaching profession (Fullan, 1993).

There is substantial research that addresses the idea that teaching is a moral endeavor, and that the activity of teaching is itself saturated with moral significance. In a review of this body of research, Hansen (2001) notes that teaching embodies both intellectual and moral dimensions, and the claim that teaching is a moral activity calls attention to teachers' conduct, character, perception, judgment, understanding, and more. He observes the following: "Teaching is undertaken by persons, each bringing to bear a particular understanding of what education, students, and learning are all about and each bringing into the classroom an individual character as a human being. Concepts such as manner, style, and tact illuminate the moral importance of the person who occupies the role of teacher" (p.841).

Cox (1982) reiterates this message in the following: "The fact that a person is engaged in education implies that he has accepted certain moral values. Inherent in education are such things as a liberal respect for differing opinions honestly held, accuracy in thought and expression, logical thinking, genuine feeling, and a sense of truth to be sought for and eventually found. To these things an educator is committed by the very fact of being an educator. His stance must include them if he is to be credible" (pp.79-80).

Researchers have also found that teachers are moral role models, and that many teachers unhesitantly view themselves as such (Murdoch, 1970/1985). Hansen et al., (1994) found that teachers feel compelled to enact qualities that they believe their students both want and need to see in them: confidence, poise, fairness, commitment, hopefulness, consistency, being knowledgeable, and being organized. Finally, Bergem (1990), in a discussion of the findings from his interview of teacher education candidates, notes that candidates believed that teachers should be role models who do the right thing while in school and out of school. He also found that teacher candidates offered extensive testimony about the positive influence they believe teachers can have if they "set the right example."

Teacher preparation programs at Illinois College are grounded in practice to enable candidates to learn what the real world of teaching is all about. Candidates observe models of exemplary practice and tap the wisdom of experienced professionals. Candidates also redefine their professional knowledge as they act and interact in their professional contexts. They develop an awareness of initial and changing knowledge about pupils and classrooms, reconstruct ideas about themselves as teachers, develop a repertoire of effective teaching practices and grow in reflection and problem-solving.

During each field experience, candidates are required to write various kinds of reflective journals which focus on their thoughts about what they are observing. In addition, they are required to write formal statements of philosophy about individual aspects of teaching, such as classroom management and working with certain age groups of students. Their maturation process of coming to know how they feel about certain aspects of teaching and what their priorities will be in their classrooms is monitored not only through these assignments, but also
through the feedback that the instructors of the courses and the advisors of the candidates obtain via the feedback sheets and the disposition profile sheets that the classroom teachers are asked to submit. The need for effective teachers to possess and demonstrate certain traits or dispositions is discussed with the candidates throughout their training, and the need for those dispositions is emphasized by asking all candidates to submit an Admission to the Program Portfolio which requires them to provide artifacts that prove that they have each of the valued dispositions. Feedback about the candidates’ dispositions is also provided from two other sources: All instructors across campus who have the candidates in class each semester are asked to submit, to the candidate’s advisor, a disposition profile sheet for each of those candidates. Finally, the classroom teacher who supervises the candidate during student teaching is asked to complete and submit the same disposition profile sheet to the college supervisor, who, in turn, submits the sheet to the candidate’s advisor.

All of these assignments and methods of gaining feedback are designed to convey to the teacher candidates the importance of having and demonstrating dispositions which we believe will make them better prepared to be “competent and caring teachers who will provide years of effective leadership and service” to their students and communities.

4. Illinois College Teacher Preparation Programs aim to produce competent and caring teachers who demonstrate leadership and service, which have positive effects for all learners and “communities” represented in their classrooms. We aim to develop teachers who will do the following:

w. create and maintain effective learning environments.
x. create and support learning communities within and outside the classroom.
y. collaborate with individuals, groups and organizations to support and promote learning and to respond to the needs of a “community.”
z. appreciate and augment an understanding of the diversity that exists in classrooms and capitalize on the richness diversity brings to the environment.

By many definitions, service and leadership are polar opposites. However, for the Illinois College Teacher Preparation Unit, service is defined as an act that occurs when one sees a need in a “community” and works to help meet that need. Leadership is defined as recognizing a need in the “community” and working to gather and organize others to address and alleviate that need. With respect to our definitions, the Teacher Preparation Unit fosters service through its program with the realization that research has successfully shown that leadership is born out of it. (Astin & Sax, 1998; Astin, Sax, & Avalos, 1999; Eyler & Giles, 1999)

Illinois College exists today because of service and leadership. Without the sacrifices made by the group of seven Yale students who came to Jacksonville to help fulfill the need of bringing education to the west, Illinois College would not be. In addition, without the subsequent leadership of those individuals such as Ellis, Beecher, and Sturtevant, who took charge and ushered the college through the founding years, the college may have been short-lived.

Now, 175 years after its foundation and with bragging rights to the first college graduating class in the state of Illinois, Illinois College and its Teacher Preparation Unit embrace the challenge of helping to meet a need in today’s society by working to prepare candidates to be
true servants and leaders in their classrooms, schools and related “communities.” We are not alone in realizing this challenge. As stated in the issue paper *Service-Learning and Preservice Teacher Education*: “Progressive teacher education programs face a pair of daunting, yet crucial tasks. New teachers must be prepared to function effectively in classrooms and schools as they exist today. They also must be educated to take a leadership role in the improvement and restructuring of P-12 education to meet students’ and society’s needs more fully.” (ECS, April 2000) It is not enough for candidates to be competent; they must also care enough to serve their students, school, and “communities” by supporting everyone’s right to learn and by involving themselves in projects that respond to needs.

To develop an understanding of the broader meaning of the terms *leadership* and *service* every student at Illinois College is involved in service as part of their orientation to the college. For eleven years, the “Service Blitz” has involved over 200 first year students annually in service projects throughout the community and its surrounding areas. At the Unit level, in the spring of 2004, a service learning course, EDUC 222, Sophomore Service Learning, was introduced into the required coursework for all Illinois College teacher preparation candidates. In this course, candidates are required to complete an individual and a class service project in conjunction with learning about the methodology of service learning. These projects require that candidates complete their service with a population different from themselves. Candidates seeking the middle school endorsement take Education 255, Middle School Curriculum and Instruction, and provide service to a local junior high school by providing tutoring to minority students. Early Childhood candidates participate in service activities that develop their abilities to serve as advocates for young children and their families. Student organizations sponsored through the Education Department partake in service. Kappa Delta Pi, the education honorary society, sponsors several annual service projects such as a book drive to provide free books for teachers and children. Tomorrow’s Teachers offers free tutoring to local students two nights a week in order that economically deprived students have access to the special help they need.

The focus on service learning in Education 222 occurred because the Unit believes that service learning is a strategy that offers teacher candidates a means to “gain awareness of their own culture and beliefs, greater understanding of K-12 children, classroom conditions, and family environments” (Hayes & Cuban, 1996) and increases awareness about the community in which they are teaching. Research has shown that “when a service learning model is incorporated into a teacher education program, the …[candidates] gain valuable interaction with the community in which they hope to teach, thereby gaining a deeper understanding of theory and practice (McKenna, 2000) and that “in teacher education, service learning exemplifies reciprocal benefits in which preservice teachers increase their understanding of being a teacher, while members of the community benefit from the efforts of the preservice teachers and the university.” (Buchanan, Baldwin, & Rudisill, 2002)

While an increase in awareness and an increased understanding of theory and practice is important, the changes that occur within the teacher candidate are even more important as Illinois College’s Teacher Preparation Program develops competent and caring teachers for leadership and service. Those changes are many. Research shows that participants in service learning gain skills in working and communicating collaboratively (Supon, 1997). Additional changes identified by research are an increased awareness of diverse populations (McKenna & Ward, 1996, Hamm, Dowell, Houck, 1998, McKenna, 2000.), a development of a social ethic (Hamm, Dowell, Houck, 1998, McKenna, 2000), an awareness of being a member of a larger community (Hamm, Dowell, Houck, 1998, McKenna 2000), and an increase in the awareness of
the need for service as well as a commitment to continue service (Hamm, Dowell, Houck, 1998). Because of these changes, it is hoped that the Illinois College trained teacher will become leaders in their classrooms, in their schools, and in their communities.

The recognition of the significant changes in teacher candidates brought about by service and leadership and the importance of developing teachers with an ethic of care for their classroom, school, and local “communities” is woven throughout the conceptual framework. And, indeed, is the focus, as indicated in the program’s theme: “Preparing Competent and Caring Teachers for Leadership and Service.” The dispositions described in our conceptual framework developed from the dispositions addressed in the above research. In addition, our Conceptual Framework incorporates the moral dimensions of teaching. In fact, dispositions recognized by Astin, et al. in Leadership Reconsidered (2000) as vital for leaders equate to the same dispositions the unit values for its teacher candidates: “The individual traits [that define leadership] are self-knowledge, integrity, commitment [excellence], empathy [caring], and competence.” (12-13). Service can also increase the ethic of care by strengthening candidates’ abilities to put themselves in another’s place in the classroom “community,” in the school “community,” or in the larger community outside the school.

While our training intends to develop service in all of these dimensions, a primary focus is placed upon the candidates’ abilities to lead and serve first in their classrooms so as to assure that their students recognize the rights and responsibilities of all of the learners, including a respect and support for individual differences that exist within that “community,” and then reach beyond the classroom to larger “communities” and respond appropriately to help meet needs that exist.

The Unit contends that service and leadership compliment each other and that within the scope of the training for our candidates, we emphasize them as concomitant attributes that we expect to see in teacher candidates both inside and outside the classroom. The Unit’s aim is to prepare competent and caring teachers for leadership and service. The web of knowledge, skills and dispositions that we strive to emphasize develops differently and at different rates in each candidate. In the end, our candidates should grow so that by the time they have their own classrooms and are part of various “communities,” they will be able to make a positive difference wherever they are.

See the list of references in APPENDIX D.
Candidate Proficiencies Aligned with the Expectations in Professional, State,
and Institutional Standards

In all applicable instances, the IC candidate proficiencies are aligned closely with the 2003 ISBE Standards for All Illinois Teachers. A summary of this alignment may be seen in the Illinois College Candidate Proficiencies Aligned with the ISBE Standards for All Teachers Matrix in Appendix C of this document. In addition, candidate proficiencies are also aligned with the ISBE Content Area Standards, and with institutional requirements for majors and minors.

The Unit's Conceptual Framework, implemented through the Illinois College Unit Outcomes, ensure coherence of curriculum, instruction, field experiences, clinical practice and assessment across all teacher preparation programs. It includes the knowledge bases of general education, professional education, and pedagogical content. The knowledge bases are the foundation of all our teacher preparation programs.

In addition, Illinois College Unit Outcomes includes twenty-six outcomes--specific knowledge, skills, and dispositions required of all teacher education candidates. These outcomes are 1) addressed in required courses and field experiences, 2) assessed with a combination of performance assessments linked to specific courses, required state assessments, and Unit assessments, and 3) required of all teacher education candidates. The Illinois College Candidate Proficiencies Aligned with the Standards for All Illinois Teachers provides evidence of the coherence of the Conceptual Framework.

The Conceptual Framework is anchored by the program theme: "Preparing Competent and Caring Teachers for Leadership and Service." This theme is central to the mission of the Unit as it weaves together all of the professional preparation programs found in departments at Illinois College.

The work of the Unit is based on the fundamental belief that the candidates in teacher preparation programs at Illinois College should have an identified curriculum that supports the development of broad content and pedagogical knowledge, effective skills in teaching diverse groups of students, and personal and professional skills needed to teach in contemporary classrooms. Further, it is the belief of the faculty that our Conceptual Framework should be grounded in research and the wisdom of practice, be shared both internally among candidates and staff and externally with the broader learning community, and establish a shared vision for all programs leading to teacher certification.

The Conceptual Framework has been shared with candidates through group advising meetings, discussions in core classes, and discussions of delineated outcomes required in core program assessments. Materials prepared for candidate use carry the Conceptual Framework logo, currently being developed for the program theme, that candidates will come to recognize and understand.

In addition, the Conceptual Framework has been shared with our colleagues on the Illinois College faculty and the Strategic Planning Committee, and is placed on the Education Department web page and in a variety of print materials. We have also shared the Conceptual Framework with our P-12 colleagues through the PrEP Committee that serves as our teacher...
preparation advisory committee and through program handbooks which are given to all field supervisors and site administrators. Finally, all faculty in the Education Department are committed to a consistent, continual effort to ensure that the principles of the Framework are embedded in our program, our instruction, our assessments and our reflections for improvement.

The System By Which Candidate Performance Is Regularly Assessed

The Teacher preparation Unit at Illinois College, with the involvement of its professional community, has developed and is implementing an assessment system that reflects the conceptual framework and incorporates candidate proficiencies outlined in institutional and state standards. The Assessment System was developed initially by a committee from the Teacher Preparation Committee (TPC), which approved the plan and submitted it to the Professional Education Partnership (PrEP) Committee for revisions and approval. Involvement in the development of the assessment system included the Education Department faculty, Illinois College administrators, Illinois College Arts and Science Faculty, adjunct faculty, field experience teachers, cooperating teachers, Illinois College teacher candidates and graduates, and representatives from the minority community serving on the TPC & PrEP Committee.

Consistent with the mission and vision of the Conceptual Framework, the Unit is committed to the preparation of competent and caring teachers who demonstrate the necessary knowledge, skills, and dispositions to provide leadership and service to meet the educational needs of all students in a diverse and technological society. Therefore, the Unit assessment system uses the Conceptual Framework as its foundation. As illustrated in Appendix C, the Institutional Standards are aligned with the Illinois Content-Area Standards and the Core Language Arts and Technology Standards. The assessment system is designed so that when assessments of the candidates’ knowledge, skills, and dispositions, as identified in the Illinois College institutional standards, takes place throughout the five transition points, the Content Area Standards for Educators (Standards for All Illinois Teachers and Content-Area Standards) are also frequently being assessed.

In order to insure alignment with state standards, the Teacher Preparation Program has adapted assessment methods and techniques aligned to assess INTASC standards and which have been presented by AACTE and NCATE as exemplary assessment instruments and practices that can be successfully incorporate into a standards-based assessment system for assessing education candidate performance. Our adoption of the Teacher Work Sample based on the work of the Teacher Quality (TQ) consortium of The Renaissance Group and the “Pathwise” Domain Assessment system based on the work by Charlotte Danielson have been incorporated with the Entry into Student Teaching assessments and Exit from Student Teaching assessments. A chart to illustrate how these assessments correlate with institutional and State Standards has been developed to demonstrate alignment (See APPENDIX E).

The total assessment system includes a wide variety of assessment modes, such as tests, papers, case studies, projects, and observations embedded in courses. In addition to these, however, the Unit’s assessment system includes a comprehensive and integrated set of eight evaluation measures that are useful for measuring candidates’ performance and will enable the Unit to manage and improve operations and the program. Among the eight are three independent assessment measures that are used to gather evidence about candidates’ knowledge of subject matter, three independent assessment measures that are used to gather evidence and make
decisions about candidates’ ability to apply pedagogical and professional content knowledge and dispositions, one assessment method that is utilized to gather evidence on candidates’ effects on P-12 student learning, and one that is used to assess the candidates’ abilities to create environments that support P-12 student learning. The above eight assessments are integrated into four of the five transitions from program entry to program completion.

The Unit has established multiple assessments at five transition points. Four of these assessments are used to make decisions about the following:

<table>
<thead>
<tr>
<th>Transition Points</th>
<th>Institutional Outcomes Assessed</th>
<th>Major Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to the Program</td>
<td>Illinois College Institutional Outcomes “o” through “v”</td>
<td>1. ICTS Basic Skills, 2. Core Language Arts, 3. TAFT (Technology Assessment for Future Teachers), and 4. Unit’s dispositions (portfolio) 5. Teacher Competency Portfolio</td>
</tr>
<tr>
<td>Admission to Student Teaching</td>
<td>Illinois College Institutional Outcomes “a” through “n”</td>
<td>1. ICTS Subject Matter Test 2. Content Knowledge assessment from individual departments (i.e., comprehensive exams) 3. Content Self-Assessment 4. Disposition Assessment 5. Content Area Portfolio 6. Instructional TWS</td>
</tr>
<tr>
<td>Completion of Student Teaching</td>
<td>All Illinois College Institutional Outcomes (“a” to “z”)</td>
<td>1. Student Teaching Assessment of Four Domains of Teaching (planning, creating environment, teaching, and reflecting 2. Teacher Work Sample (focuses upon extent to which candidate caused learning to occur)</td>
</tr>
</tbody>
</table>
The fifth assessment is conducted on program graduates during their first four years of teaching and at five and ten year intervals thereafter. The assessment system includes both assessment of individuals and assessment of the program at several major assessment points (e.g. entry into student teaching and exit from student teaching). Several of the major assessment points include both candidate assessment and program assessment, e.g., entry into student teaching and exit from student teaching. Each of the five assessment points utilizes multiple assessments.

Before being admitted into the teacher preparation program, all candidates must complete pre-assessments based on the Core Language Arts and Technology Standards, achieve passing scores on the ICTS Basic Skills Test and provide additional evidence of content knowledge and general ability to be successful by achieving a minimum 2.50 GPA. In addition, the assessment of dispositions begins and continues up to the recommendation for Entitlement, which is at the program completion stage.

Courses and field experiences with appropriate assessment measures were created at each transition level to measure the knowledge, skills, and dispositions appropriate for that level which are necessary to be successful at the following level. This systematic process was planned so that data from the assessments could be used to manage and improve courses, field experiences and assessment instruments at each level. This system also provides for obtaining and examining multiple types of data to determine whether or not the assessments are able to predict candidate success.

Presently, the Unit is examining its assessment instruments and procedures to determine their effectiveness as predictors of candidates' success. For example, the College’s Director of Institutional Research and Grants is preparing to assist with an analysis of the Content Area Self Assessment Instrument to determine if the self-assessment is a valid predictor of candidate success on the ICTS Content-Area exam. The elementary program is preparing to conduct an analysis of the GPA and the ICTS Content-Area Test to determine if admission data are a valid predictor of candidate success on the ICTS test.

In general, formal studies of the validity, reliability, fairness, etc. of the various performance assessments are being undertaken this year. The first “Building Credibility into Performance Assessment and Accountability Systems for Teacher Preparation” workshop was
held to establish the level of inter-rater reliability in applying the Teacher Work Sample. A follow-up workshop was held on the inter-rater reliability of the student teaching assessment rubric. In addition, the Unit plans to conduct training sessions in portfolio scoring (using videos of student teachers) with faculty each semester to ensure fair and reliable scoring. During these sessions, program faculty will review the program completion portfolio materials and portfolio rubric to determine the degree to which candidates are addressing all program standards and outcomes and to audit the artifacts candidates are using to address program standards. A timetable has been prepared to indicate when the formal study of validity, reliability, fairness, etc. of each performance assessment will be undertaken. In the case of all locally developed instruments, especially the disposition assessment, we will delineate detailed processes for refinement (including methods to assure face validity). We are pilot testing the disposition instrument.

At the present time, one of the best single available indicators of the validity of our assessments is the set of ratings provided by the supervisors of our recent program completers. The alignment of each of the items rated on the graduate assessment with items assessed during the preparation program was designed so that the "on the job" ratings of various characteristics of our professionals are similar to the "during the program" assessments. When more data are available, the Unit will establish a statistical relationship between measures of "on-the-job" performance and "during the program" assessments.

The Director of Teacher Preparation recommends to the TPC, on behalf of the Education Department faculty, candidates eligible for transition I and II. All Teacher Preparation Committee policies and practices are reviewed annually. At the September TPC Committee meeting, the Unit reviews assessment data presented by the Director of Teacher Preparation on the policies and practices outlined in the Teacher Preparation Committee handbook. Assessment data gathered throughout the previous calendar year on the Minority Recruitment Plan, ICTS Content Area and Assessment of Professional Teaching tests, Graduate Surveys, and others, including candidate formal grievances and appeals via the TPC Appeals Procedure.

In summary, decisions about candidate performance are based on multiple assessments made at multiple points before program completion. The assessment system has been designed so that the data generated through assessments will show a strong relationship of performance assessments to candidate success. The unit is in the process of conducting thorough studies to establish fairness, accuracy, and consistency of its performance assessment procedures. As data are collected, the Unit will make changes in its practices consistent with the results of these studies.

How The Conceptual Framework Influences The Unit’s Educational Policies and Practices.

According to the Illinois College Faculty Handbook (2001), The Teacher Preparation Committee (TPC) oversees the work of the Unit and is the committee responsible for the development and adoption of the Conceptual Framework. The TPC develops all policies for transitioning candidates through the assessment system and hears appeals from those candidates who have been denied to progress into or beyond any of the four transition points. The TPC also presents proposals for curricular changes to the faculty via Division III (the division of the College where the Education Department is located) and the Educational Policies Committee on the recommendation of the Director of Teacher Preparation. All recommendations for curricular
changes are based on assessment data and the process is illustrated in Appendix E. All changes in policies and practices are filtered through the Unit’s mission, vision and standards. “How will it help us achieve our mission and vision?” is always asked when answering the question: “How can we do it better?”

**How The Conceptual Framework Will Be Updated and Evaluated**

The Director of Teacher Preparation on behalf of all constituencies and professional stakeholders (PrEP Committee) makes all recommendations for changes. The TPC approves all changes, which are reported to faculty at one of the regular monthly faculty meetings. The process of updating The Conceptual Framework is ongoing. The Teacher Preparation Committee reviews the Conceptual Framework at the first meeting of each academic year.

Other updates continue through the year. For example, the references cited in the knowledge base are located in Schewe Library, the faculty resource room and personal libraries. Education Department faculty members are familiar with and have an understanding of the literature that supports the Unit’s outcome statements. At the end of each semester, Education Department faculty are requested to provide a list of new reference materials that have been used in the design of their courses (content and methods), along with an analysis of how they assessed the materials’ usefulness in achieving unit goals and their relationship to the mission and vision of the Unit. A proposal containing this new knowledge base material will be submitted by the Director of Teacher Preparation for recommendation to the TPC for approval and for revision of the Conceptual Framework.
Appendix A

Illinois College Core Values

1. **Community** - Civility, mutual respect, cooperation, and a pervasive sense of concern for others mark the sense of community at Illinois College. Community is prized both as an end in itself and as the setting for personal growth.

2. **Integrity** - Honesty, reliability, and conviction are marks of character that the College highly values. They are the source of trustworthiness without which leadership flounders. We will only be led by people we trust, and integrity evokes trust.

3. **Excellence** - The distinctive heritage of Illinois College is one of commitment to excellence. In all the College does, a guiding question will be “Can it be done better?” Our students deserve the best in programs, facilities, and services, and the College aspires for nothing less.

4. **Justice/Fairness** - From its beginning, Illinois College has sought to be a just community both in its internal dealings and its relations with the wider society. The College strives to educate its students for engaged lives as responsible citizens and seeks to model the moral attitudes and behaviors it expects from those students.

5. **Service** - The College seeks to instill in its students an understanding that a life worth living is one that serves the common good. Our responsibility for the physical and social order demands an ethic of service. A liberating education is one that frees one to serve God and humankind and leads to the recognition that true leadership finds expression in service to others.

6. **Respect/Tolerance** - Respect for others is the foundation of morality and reflects the conviction of a fundamental equality among all people. The self-respect that is essential for fulfillment exists in the affirmation of the inherent dignity of all sentient life.

7. **Openness** - Personal development is contingent upon the ability to learn and to grow. Openness to differing perspectives and empathy for others forestalls intellectual and social stagnation and is a spark for creativity.
Appendix B

The Illinois College
Affirmation of Community Responsibility

Illinois College is committed to the development and welfare of every member of our community: students, faculty, staff, and administration.

To achieve the working and learning environment most conducive to everyone’s well-being and growth at the College, all members of the community must assume responsibility. Individually and collectively, we should:

- Pursue *excellence* in academic and co-curricular experiences, and in all activities which support the academic program;
- Exhibit *integrity* in intellectual development;
- Practice responsible and effective *communication*;
- Foster *tolerance* and respect in our community.

We affirm that we are all caretakers of our community and recognize that our individual responsibilities are essential for nurturing collaborative relationships, critical exploration, and global awareness in our community. A quality liberal education requires our commitment to excellence, integrity, communication, tolerance, and shared responsibility for the success of Illinois College.
### Standards for All Illinois Teachers

<table>
<thead>
<tr>
<th>Illinois Professional Teaching</th>
<th>Core Technology Standards</th>
<th>Core Language Arts Standards</th>
<th>Illinois College Unit Outcomes</th>
</tr>
</thead>
</table>
| **IPTS #1 – Content Knowledge:** The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students. | • #1, #6 | • #1, #2 | f. Competent teachers understand the central concepts, methods of inquiry, and structures of the disciplines.  
g. Competent teachers create learning experiences that make the content meaningful to all students.  
m. Competent teachers have knowledge of district, state and national curriculum standards and documents.  
n. Competent teachers use instructional technology to enhance learning and personal/professional productivity. |
| **IPTS #2 – Human Development and Learning:** The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students. | • #3, #5 | • #1, #3 | a. Caring teachers understand how individuals grow, develop, and learn.  
b. Caring teachers provide learning opportunities that support the intellectual, social, personal development of all students. |
| **IPTS #3 – Diversity:** The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. | • #3, #5, #7 | • #1, #3 | d. Caring teachers understand how students differ in their approaches to learning.  
e. Caring teachers create instructional opportunities that are adapted to diverse learners. |
| **IPTS #4 – Planning for Instruction:** The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals. | • #1, #3, #5, #7 | • #1, #2, #3 | h. Competent teachers understand instructional planning.  
i. Competent teachers design instruction based upon knowledge of the discipline, students, the community, and curriculum goals. |
<table>
<thead>
<tr>
<th><strong>ITPS #5 – Learning Environment:</strong></th>
<th>#3, #5</th>
<th>#3</th>
<th>c. Caring teachers use 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ITPS #6 – Instructional Delivery:</strong></td>
<td>#3, #6, #7</td>
<td>#2, #3</td>
<td>j. Competent teachers understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.</td>
</tr>
<tr>
<td><strong>ITPS #7 – Communication:</strong></td>
<td>#1, #5, #6</td>
<td>#2</td>
<td>k. Competent teachers use knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
</tr>
<tr>
<td><strong>ITPS #8 – Assessment:</strong></td>
<td>#3, #5</td>
<td>#3</td>
<td>l. Competent teachers understand various formal and informal assessment strategies and use them to support the continuous development of all students.</td>
</tr>
<tr>
<td><strong>ITPS #9 – Collaborative Relationships:</strong></td>
<td>#5, #7</td>
<td>#1</td>
<td>o. Competent and caring teachers demonstrate a respect for and a willingness to collaborate with other to promote opportunities for learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>p. Competent and caring teachers stand up for their beliefs, while focusing on the commitments and behaviors that are inherent in the professional role teachers occupy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>s. Competent and caring teachers demonstrate a desire to devote oneself to projects that are part of the larger educational community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>t. Competent and caring teachers value human dignity and equality, respecting diversity and promoting the achievement of all students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>u. Competent and caring teachers value and are willing to consider differing opinions and new ideas.</td>
</tr>
</tbody>
</table>
### ITPS #10 – Reflection and Professional Growth:

The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

- #2, #6
- #2
- q. Competent and caring teachers strive for excellence, meaning competence in one’s discipline and best practice.
- r. Competent and caring teachers want justice and fairness, meaning an appreciation for differences, and a willingness to address inequities and to promote social equity.
- v. Competent and caring teachers are professional, adhering to the behaviors and perspectives that are contained within the Code of Ethics so as to promote life long learning for one’s self and his or her students.

### ITPS #11 – Professional Conduct:

The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students’ learning and well-being.

- #4
- #2
- w. Competent and caring teachers create and maintain effective learning environments.
- x. Competent and caring teachers create and support learning communities within and outside the classroom.
- y. Competent and caring teachers collaborate with individuals, groups and organizations to support and promote learning and to respond to the needs of a “community.”
- z. Competent and caring teachers appreciate and augment an understanding of the diversity that exists in classrooms and capitalize on the richness diversity brings to the environment.
Appendix D

References

Caring Educators:


Professional Educators


Bjorklund, D. (1999). In search of a metatheory for cognitive development (or Piaget's dead and I don't feel so good). Child Development, 68, 142-146.


Education Commission of the States (2000). Service-Learning and Preservice Teacher Education. Denver, CO


National Board for Professional Teaching Standards. (1994). What teachers should know and be able to do. Washington, D. C.


Reflective Educators


**Professional Dispositions**


National Education Association Code of Ethics.

**Diverse and Democratic Society**


Appendix E

Correlation of the Illinois Professional Teaching Standards with the Framework for Teaching Components and the Outcomes from the Illinois College Conceptual Framework

|----------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------|
| IPTS #1 – Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students. | f. Competent teachers understand the central concepts, methods of inquiry, and structures of the disciplines.  
g. Competent teachers create learning experiences that make the content meaningful to all students.  
m. Competent teachers have knowledge of district, state and national curriculum standards and documents.  
n. Competent teachers use instructional technology to enhance learning and personal/professional productivity. | 1a. Demonstrates knowledge of content and pedagogy.  
1e. Design coherent instruction.  
3c. Engages students in learning. | A2: Articulates clear learning goals for the lesson that are appropriate to the students.  
A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.  
A4: Creates or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson.  
C2: Makes content comprehensible to students.  
C4: Monitors students’ understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands. |
| ITPS #2 – Human Development and Learning: The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students. | a. Caring teachers understand how individuals grow, develop, and learn.  
b. Caring teachers provide learning opportunities that support the intellectual, social, personal development of all students. | 1b. Demonstrates knowledge of students.  
1c. Selects instructional goals.  
1f. Assesses student learning.  
3b. Uses questioning and discussion techniques.  
3c. Engages students in learning. |
| --- | --- | --- |
|  | b. Caring teachers understand how individuals grow, develop, and learn.  
1b. Demonstrates knowledge of students.  
1c. Selects instructional goals.  
1f. Assesses student learning.  
3b. Uses questioning and discussion techniques.  
3c. Engages students in learning.  
A1: Becomes familiar with relevant aspects of students’ background knowledge and experiences.  
A4: Creates or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson.  
B4: Establishes and maintains consistent standards of classroom behavior.  
B5: Makes the physical environment as safe and conducive to learning as possible.  
C2: Makes content comprehensible to students. |
| ITPS #3 – Diversity: The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. | d. Caring teachers understand how students differ in their approaches to learning.  
e. Caring teachers create instructional opportunities that are adapted to diverse learners. | 1b. Demonstrates knowledge of students.  
1e. Designs coherent instruction.  
2a. Creates an environment of respect and rapport.  
2b. Establishes a culture for learning.  
3b. Uses questioning and discussion techniques.  
3c. Engages students in learning.  
3d. Provides feedback to students.  
3e. Demonstrates flexibility and responsiveness.  
A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson.  
B1: Creating a climate that promotes fairness.  
B5: Making the physical environment as safe and conducive to learning as possible.  
C2: Making content comprehensible to students. |
### ITPS #4 – Planning for Instruction:
The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

- Competent teachers understand instructional planning.
- Competent teachers design instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

#### 1a. Demonstrates knowledge of content and pedagogy.

1b. Demonstrates knowledge of students.

1c. Selects instructional goals.

1d. Demonstrates knowledge of resources.

1e. Designs coherent instruction.

3c. Engages students in learning.

3e. Demonstrates flexibility and responsiveness.

### ITPS #5 – Learning Environment:
The competent teacher 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.

- Caring teachers use 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.

#### 1e. Designs coherent instruction.

2a. Creates an environment of respect and rapport.

2b. Establishes a culture for learning.

2c. Manages classroom procedures.

2d. Manages student behavior.

2e. Organizes physical space.

3c. Engages students in learning.

#### B1: Creating a climate that promotes fairness.

B2: Establishing and maintaining rapport with students.

B3: Communicating challenging learning expectations to each student.

B4: Establishing and maintaining consistent standards of classroom behavior.

B5: Making the physical environment as safe and conducive to learning as possible.

C5: Using instructional time effectively.
<table>
<thead>
<tr>
<th>ITPS #6 – Instructional Delivery: The competent teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.</th>
<th>j. Competent teachers understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.</th>
<th>1d. Demonstrates knowledge of resources. 1e. Designs coherent instruction. 3b. Uses questioning and discussion techniques. 3c. Engages students in learning. 3d. Provides feedback to students. 3e. Demonstrates flexibility and responsiveness.</th>
<th>A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson. C1: Making learning goals and instructional procedures clear to students. C2: Making content comprehensible to students. C3: Encouraging students to extend their thinking. C4: Monitoring students’ understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.</th>
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<tr>
<td>ITPS #7 – Communication: The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
<td>k. Competent teachers use knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
<td>2a. Creates an environment of respect and rapport. 3a. Communicates clearly and accurately. 3b. Uses questioning and discussion techniques. 3c. Engages students in learning.</td>
<td>B1: Creating a climate that promotes fairness. B2: Establishing and maintaining rapport with students. C1: Making learning goals and instructional procedures clear to students. C2: Making content comprehensible to students. C3: Encouraging students to extend their thinking. D4: Communicating with parents or guardians about student learning.</td>
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<td>ITPS #8 – Assessment: The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.</td>
<td>l. Competent teachers understand various formal and informal assessment strategies and use them to support the continuous development of all students.</td>
<td>1b. Demonstrates knowledge of students. 1f. Assesses student learning. 3d. Provides feedback to students. 3e. Demonstrates flexibility and responsiveness. 4a. Reflects on teaching. 4b. Maintains accurate records. 4c. Communicates with families.</td>
<td>A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson. C4: Monitoring students’ understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands. D1: Reflecting on the extent to which the learning goals were met.</td>
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| **ITPS #9 – Collaborative Relationships:** The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being. | o. Competent and caring teachers demonstrate a respect for and a willingness to collaborate with other to promote opportunities for learning.  

p. Competent and caring teachers stand up for their beliefs, while focusing on the commitments and behaviors that are inherent in the professional role teachers occupy.  

s. Competent and caring teachers demonstrate a desire to devote oneself to projects that are part of the larger educational community.  

t. Competent and caring teachers value human dignity and equality, respecting diversity and promoting the achievement of all students.  

u. Competent and caring teachers value and are willing to consider differing opinions and new ideas. |

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| 1d. Demonstrates knowledge of resources.  
4c. Communicates with families.  
4d. Contributes to the school and district.  
4f. Shows professionalism. |   |

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| A1: Becoming familiar with relevant aspects of students’ background knowledge and experiences.  
D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.  
D4: Communicating with parents or guardians about student learning. |   |
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<th>ITPS #10 – Reflection and Professional Growth: The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.</th>
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<td>q. Competent and caring teachers strive for excellence, meaning competence in one’s discipline and best practice.</td>
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<td>r. Competent and caring teachers want justice and fairness, meaning an appreciation for differences, and a willingness to address inequities and to promote social equity.</td>
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<td>v. Competent and caring teachers are professional, adhering to the behaviors and perspectives that are contained within the Code of Ethics so as to promote life long learning for one’s self and his or her students.</td>
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<td>4a. Reflects on teaching. 4d. Contributes to the school and district. 4e. Grows and develops professionally.</td>
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<td>B4: Establishing and maintaining consistent standards of classroom behavior.</td>
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<td>D1: Reflecting on the extent to which the learning goals were met.</td>
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<tr>
<td>D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.</td>
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<td>D2: Demonstrating a sense of efficacy.</td>
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<th>ITPS #11 – Professional Conduct: The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.</th>
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<td>w. Competent and caring teachers create and maintain effective learning environments.</td>
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<td>x. Competent and caring teachers create and support learning communities within and outside the classroom.</td>
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<td>y. Competent and caring teachers collaborate with individuals, groups and organizations to support and promote learning and to respond to the needs of a “community.”</td>
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<td>z. Competent and caring teachers appreciate and augment an understanding of the diversity that exists in classrooms and capitalize on the richness diversity brings to the environment.</td>
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<tr>
<td>4e. Grows and develops professionally.</td>
</tr>
<tr>
<td>D2: Demonstrating a sense of efficacy.</td>
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<tr>
<td>D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.</td>
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Appendix F
Organizational Chart

* Arrows indicate formal lines of communication.