Conceptual Framework Overview: The Unit's Conceptual Framework depicts the outcomes, processes and proficiencies related to expected knowledge, skills and professional dispositions embedded in the vision, mission and philosophy of the Unit. The tree model is a graphic representation of the Conceptual Framework for the College of Educational, Professional and Graduate Studies and the College of Arts and Sciences (**The Educator Preparation Providers – EPP/Unit/Unit formerly identified as The Unit**). The tree represents the dynamic model of the living entity that is the professional educator preparation programs at the University. The roots draw from the knowledge, skills and dispositions identified by the specialized professional associations and state and national standards. The candidates become Masters of Subject Matter Content, Facilitators of Learning, and Enhancers and Nurturers of Affective Behaviors and ultimately become Catalysts for Change in their educational settings. As candidates advance through an integrated and systematic assessment of the curriculum, instruction and impact on student learning associated with diversity and technology and aligned with professional, state and institutional standards, they grow as branches and leaves develop and reproduce on a tree. In 2013-2015, the tree was modified to include Common Core State Standards (CCSS), Partnership for Assessment of Readiness for College and Careers Standards (PARCC), Louisiana COMPASS and IRA standards as feeders at the base. In addition, a shift in practice occurred to enhance outcomes of school leaders and evaluators as they advanced student achievement by way of building skills to conduct high-quality teacher observation, provided learning and practice in the process of setting, tracked, and scored student learning targets (SLTs) and aided in the understanding of the uses of the Human Capital Information System (HCIS).

EPP/Unit Vision: Producing knowledgeable, skilled, and compassionate educators and other school professionals who are able to advance the learning competencies of their students/constituents in educational settings.

EPP/Unit Mission: Providing quality teaching and learning which advances life-long learning and educational experiences for teachers and other school professionals who are able to facilitate learners.

EPP/Unit Philosophy: Believing in a commitment to excellence in teaching, scholarship, service, and professional development through life-long learning and the empowerment of learners.

EPP/Unit Purpose: Producing highly qualified teachers and other school professionals who demonstrate competency in their respective areas, exhibit characteristics of thoughtful practitioners, use best-practices in all aspects of their work, advocate for children, and accept accountability for themselves, their students and the profession. Each educator preparation program leads to certification.

EPP/Unit Goal: Ensuring that candidates acquire the professional skills, knowledge and dispositions that reflect best practices in research, service, teaching, and leadership within the field of education.

EPP/Unit Institutional Standards: The institutional standards of the EPP/Unit, found at www.gram.edu, reflect the University's goals for undergraduates and graduates. Historically the University had an open admissions policy; currently the university is a selective admissions institution which continues to recruit a diverse student population. The University and EPP/Unit continually revisits standards and curricula to improve practices and to use data for program improvement. In order to meet the requirements for the

standards, all teacher candidates are required to pass all components of PRAXIS I and II prior to enrolling in student teaching. The PRAXIS Oversight Committee has been reinstated, and a Dual Advisement Committee has been incorporated to enhance candidates' success in being prepared to advance timely and effectively. Faculty from the Colleges of Arts and Sciences (COAS) and College of Educational, Professional and Graduate Studies (COEPGS) are members of these committees.

Knowledge Bases & Proficiencies for Initial and Advanced Candidates: Teacher preparation programs are housed within the COEPGS and the College of Arts and Sciences. Content courses taught by faculty from the College of Arts and Sciences are integral parts of the teacher preparation unit (EPP/Unit). Through broad-based curricula consisting of research-based instruction, strategic field experiences and performance-based assessment, the educational preparation programs produce competent teachers and educational leaders. The content of the curricula is based on national standards of the Specialized Professional Associations (SPAs) state standards (e.g. CCSS, Louisiana COMPASS, PARCC, and Bulletin 746), regional standards (e.g. Southern Regional Education Board [SREB]) and unit standards.

The knowledge bases and proficiencies identified in the conceptual framework are:

1. *Masters of Subject Matter Content:* The EPP/Unit has established for this outcome the following program proficiencies:

1.1. Demonstrate knowledge of content that underlies professional competencies (Roblyer, M.D., 2010; McTighe, J., and Wiggins, G. 2004).

1.2. Apply knowledge of best pedagogical practices for use in the instructional process (Shelly, G.B., Cashman, T.J. and Gunter, R., 2010; Stronge, 2007).

1.3. Describe diverse strategies for interrelating disciplines in the instructional process (Woolfolk, A., 2013; Banks, J., 2010).

1.4. Identify technology infusion strategies for diverse populations. Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. (ISTE 2009; Grabe and Grabe, 2001).

1.5. Plan effective lesson procedures and demonstrate effective delivery strategies, (Roseberry-McKibbin, C., 2007; Wiggin and McTighe, 1998).

1.6. Interpret and implement appropriate and multiples measures of assessment (Spinelli, C., 2012; McMillan, J.H., 2011; Popham, 2001; Carey, 2001).

1.7. Reflect on the value of practices, knowledge inquiry and critical thinking behaviors (Overton, T., 2012; Barell, 1998; Danielson, C., 1996).

1.8. Identify personal, professional, and curricular values (Santrock, J., 2011; Darling-Hammond, L., 1995).

2. *Facilitators of Learning:*

Candidates should exhibit the following proficiencies/ competencies to facilitate learning within classrooms, buildings, and districts:

2.1. Demonstrate the effective delivery of standards-based instruction (Woolfolk, A., 2013; Miller and Darling-Hammond, 1992).

2.2. Create and maintain effective management strategies (organization of time, space, resources, activities (Hadaway, N.L., Vardell, S.M., and Young, T.A., 2009; Walker and Shea, 1995).

2.3. Devise activities which promote active involvement, critical/creative thinking and problem solving skills for all students (Slavin, R., 2010; Marzano, Pickering, Pollock, 2001; Spivey, 1997; Brooks and Brooks, 1999).

2.4. Demonstrate the use of diverse experiences that incorporate the underlying philosophy of education that is multicultural across the curriculum (Banks, J. 2010; Grant and Gomez, 1996).

2.5. Perform strategies that incorporate literacy learning across the curriculum (Rubin, 2000; Vacca and Vacca, 1996).

2.6. Apply strategies that accommodate diverse learner needs by selecting and using appropriate resources (Banks, J., 2010; Grant and Sleeter, 2007; Heward, 2003).

2.7. Analyze research that relates to strategies for promoting effective teaching and learning, and life-long learning in a global society (Vaughn, S.R., Bos, C.S. and Schumn, J.S., 2011; Marzano, 2003).

2.8. Commit to the continuing development of life-long learning in a global society (Gunning, T.G., 2010; Dewey, 1916; Sternberg, 1997).

2.9. Relate knowledge of educational theorists to planning, lesson delivery, and classroom management (Strong, J.H., Tucker, P.D., and Hindman, J.L., 2004; Jaggers, 2002).

2.10. Demonstrate an awareness of the social, cultural, political, economic and comparative context of schools and learners (Harris, A., 2010; Oakes, 1985).

2.11. Utilize technology in planning and presenting lessons, research, and professional development (Shelly, G.B., Cashman, T.J. and Gunter, R., 2010; Graves, 2002).

2.12. Facilitate school improvement (Smith, R.E., 2013; Coppola, A.J., Scricca, D.B., and Connors, G.E., 2004; Nanus, 1992).

2.13. Model best practices for teaching and learning (Kieffer, M.J. and Lesaux, N.K., 2007; Zemelman, Daniels, Hyde, 1998; Darling-Hammond, L., 1995).

2.14. Demonstrate competence as action researchers (Holly, Arhar, Kasten, 2009).

2.15. Demonstrate proficiency in the application of research findings (Holly, Arhar, Kasten, 2009, Danielson, C., 1996).

2.16. Model best practices for implementing reading specific to content area (Behrens and Rosen, 2008).

2.17. Advocate for literacy and numeracy across the curriculum (Cooper, 2006).

3. *Enhancers and Nurturers of Affective Behaviors:*

The expectation is that candidates and graduates exhibit the following competencies/proficiencies:

3.1. Display positive self-concept development and respect for others (Woolfolk, 2013; books on Reflective Practitioner; Shor, 1987; Standord, 1999).

3.2. Practice a positive attitude and mutual respect toward students, parents, and colleagues (Kids Count, 2008; Gerlach, 2003).

3.3. Display sensitivity to diverse learning styles, multiple intelligences (Pence, K.L. and Justice, L., 2008; Armstrong, 2003).

3.4. Demonstrate sensitivity to the many facets of diversity (Banks, J., 2010).

3.5. Organize school, family, and community partnership (Heward, 2003).

3.6. Influence the development of healthy mental, physical and social lifestyles (Tompkins, 2011; Kunjufu, 1988).

3.7. Display a commitment to the improvement of student learning and school improvement (*Reading Today*, 2010*;* Marzano, 2003).

3.8. Display a classroom climate that is conducive to learning (Roblyer, M.D. and Doering, A.H., 2010; Silver et.al. 2000).

Assessment System and EPP/Unit Evaluation:

The EPP/Unit assessment system, TaskStream integrated with Moodle, is designed to collect and analyze data on applicant qualifications, candidate performance, graduate performance, and EPP/Unit operations. The goal of the system is to facilitate continuous self study to promote efficient and effective unit and quality program operations that positively impact three outcomes: applicant and candidate qualifications, initial and advanced candidate proficiencies, and graduate competencies. Assessments are aligned with state and national standards and the conceptual framework thus ensuring that data are used to enhance, expand, and improve curricula and instructional programs.

The GSU Conceptual Framework provides a system for ensuring coherence among the diverse curricular programs of study and the EPP/Unit's assessment system. Specifically, the Conceptual Framework reflects the EPP/Unit's outcomes, and competencies/proficiencies as related to the system for assessing

the overall operation of the EPP/Unit. The EPP/Unit's assessment system is based on teacher licensure tests (The Praxis Series), educational theorists/best practices research, state and national standards, specialized professional associations, federal mandates/ societal needs, graduate and employer feedback

As outlined in the Conceptual Framework, the EPP/Unit's assessment system housed by TASKSTREAM is designed to promote and produce teacher candidates and educational personnel who are masters of subject matter content, facilitators of learning, and enhancers and nurturers of affective behaviors. Specific assessment measures are utilized as candidates' progress through different phases of the program (entry, midway, advanced standing, and program follow-up). Efforts are made by the EPP/Unit to help ensure that the candidates have a smooth transition from program admission to exit. The data collection process involves six *transition points*. Formal procedures are used to track, monitor, and evaluate candidates' readiness as they move through each phase of the program.

 Program improvement has resulted from data collected from various sources. Specific data include Praxis scores, portfolio assessment, and conferences with candidates. Additional sources of data used to make program improvement are acquired through feedback from supervising teachers and employer surveys. Based on the feedback, on-going Praxis sessions are implemented. Professional accountability courses have been revised and expanded to reflect the current Praxis content and format. A new course has been offered beginning during the Fall Semester 2014 to address the writing competencies of PRAXIS. This will result in separating the reading and writing required proficiencies being addressed in one course, thus allowing a full semester devoted to each competency. Additional faculty development seminars have been added to focus on assessment and technology.

Grambling State University seeks to mold candidates into effective classroom teachers and educational leaders and to provide scholars, professionals, educators and leaders who respond to the needs of communities by creating educational opportunities for all students regardless of individual differences.

C.2. What changes have been made to the conceptual framework since the last visit?

In 2003, the Unit's conceptual framework emphasized preparing teachers and other school personnel to educate a PK-12 student population.   In 2010, the revised conceptual framework addressed the preparation of other school professionals as well by way of our advanced level programs. Six additional proficiencies were added to the list of outcomes entitled *skills: Facilitators of Learning* to delineate that graduates will facilitate school improvement, model best practices for teaching and learning, demonstrate competence as action researchers, demonstrate proficiency in the application of research findings, model best practices for implementing reading specific to the content area, and advocate for Literacy and Numeracy across the curriculum as appropriate for the specific professional educator program. The overarching concept was added that graduates will ultimately become *Catalysts for Change* in their educational settings.

The use of an integrated and systematic assessment of the curriculum, instruction and impact on student learning has become more viable. Instead of just focusing on what graduates have learned and can do, emphasis is placed highly on the graduates' impact on student learning. This impact is validated by the graduates' portfolios and artifacts of their students' work.

Finally, the tree graphic representation was revised. GSU stakeholders determined that it is necessary to make it known that continual emphasis on rigorous program delivery as well as assessment of feedback for program improvement are vital entities mandated by Grambling State University's Conceptual Framework. This feedback is depicted by the leaves becoming a part of the soil (foundation) and then sending nutrients (graduates) back up through the tree (programs) to recycle continual productivity in PK-12 schools and in the global society. With the interaction of the knowledge, skills and professional dispositions that our graduates acquire, they indeed become *Catalysts for Change*, the adopted overarching outcome that embraces all of the former outcomes. Some of the educational programs are now housed in the COAS, therefore more collaboration exists between the COAS and COEPGS.

The College of Education at Grambling State University has, over the years, made adjustments reflecting the latest curriculum frameworks adhering to state and national standards. Faculty in the College of Education make crucial and pertinent changes based on trends in the curriculum that are likely to increase student achievement by analyzing students' understandings and ways of learning and then customizing teaching methods and styles to candidates' cognitive processes. Currently, the College of Education has adopted a sense of intellectual rigor and responsibility by making curriculum decisions based on the new Common Core State Standards and COMPASS-college and career readiness for all Louisiana students.

The changes are informed by ACT 54 which "requires that 50% of the performance evaluation of all educators (principals and teachers) be based on measures of student growth." The law further requires "student learning measures to be determined using a value-added approach for grades and subjects in which the necessary data are available."

Faculty participated in state mandated workshops on the Common Core State Standards and COMPASS and began the process of curriculum and other adjustments reflecting ACT 54 requirements. Faculty were trained (Fall 2012) on the specific components of the Common Core State Standards and COMPASS including the COMPASS Observation tool, the Student Learning Target (SLT) process and rubric, and the Human Capital Information System (HCIS). Beginning with the 2012-2013 school year the student growth measure became a part of each teacher's and principal's evaluation.