

Augusta State University

Conceptual Framework: Understanding for Teaching, Teaching for Understanding

The preparation of teachers and other school personnel is critical to all other professions, and to communities, the state, and the nation. The professional educator plays an essential role in student learning. The Conceptual Framework of the professional education unit at Augusta State University consists of a mission and vision with an overarching theme to produce **prepared, able, and responsive** professionals to teach and support diverse learners.

This mission and vision requires a partnership between the professional education unit including the College of Education, the College of Arts and Sciences, the local community educational system, community agencies, and the Partner School Network.

Conceptual Framework: Mission

Our mission is to educate prospective school professionals to be knowledgeable, effective, and ethical practitioners.

Conceptual Framework: Vision

Our vision is to prepare school professionals who transform P-12 learners into thinking, productive citizens.

Standard: Prepared

Disposition: To think critically about the process of teaching, learning and assessment.

Competencies: Candidates who are prepared will:

P1 - demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

(CFP 1) (This is about understanding the content in your field of study-knowledge.)

Artifact suggestions for PAR: Lesson plans, teaching strategies, subject matter, making content meaningful, content pedagogy, language arts, science, social studies, math,(student created brochure, lesson plans ,article reviews), inquiry lessons, standards-based lesson plans and activities, etc.

P2 - use self assessment and analysis as a basis for collaboration with colleagues, continuing professional development and lifelong learning.

(CFP 9)Artifact suggestions for PAR: evidence of professional growth, reflective practice, lesson self-reflections

P3- possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or professional field of study and create learning experiences that enable all students to learn.

(CFP 1) (This is about teaching the content in your field of study.)

Artifact suggestions for PAR: Inquiry lessons, standards-based lesson plans and activities, journal reflections focusing on specific content area strategies, activities that reach across the curriculum, units of study (integrated, and

interdisciplinary), making content meaningful, content pedagogy, language arts, science, social studies, math,(student created brochure, lesson plans ,article reviews), etc.

P4- demonstrate an understanding about how students learn and develop (intellectually, socially, and individually) and provide developmentally appropriate curricula, learning opportunities and support.

(CFP 2) Artifact suggestions for PAR: Reflections on journal articles that address student learning, research that addresses how students learn, standards-based lesson plans and activities, manipulatives used: tangible items that explain concepts used in math, developmental checklists: usually done in early childhood programs showing growth of students, papers about child development or age appropriate activities, learning styles, child development and learning theory, student development, Piaget's Theory, Vygotsky's Theory, Brain-based research, language development, etc.

P5- demonstrate knowledge about how to use information and technology effectively to foster active inquiry, collaboration, and supportive interaction in educational settings.

(CFP 6)Artifact suggestions for PAR: Use of technology in the classroom, web quests, web pages you created, Power Points, Activboard lessons, blogs, documentation of collaborative planning sessions with other teachers, etc.

Standard: Able

Dispositions: To be Creative, challenging, and flexible in teaching/professional practices.

Competencies: Candidates who are able will:

A1 - understand, use and support a variety of instructional strategies to encourage critical and creative thinking, problem solving, and achievement.

(CFP 4) Artifact suggestions for PAR: Standards-based lesson plans, activities for diverse learners, multi-cultural activities, cooperative learning activities, teaching strategies, higher order questioning, activities, and assessments, explanation of grouping procedures: write up explaining the levels in the classroom and how critical thinking is done with all students, collection of pre-and posttest data showing how students did prior to and after a lesson, concept, skill, or unit is taught, etc.

A2- create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

(CFP 5)Artifact suggestions for PAR: Classroom management plans, rules and procedures for class, reward system, behavior contracts, managing time, space and activities conducive to learning, incentive system: student rewards, cooperative learning activities: lesson plans and pictures that document how students work together cooperatively, how to teach low achieving students, designing the physical environment, dealing with behavior, grouping for classroom management, etc.

A3- plan, guide, and support instruction using knowledge of subject matter, the learners, the community, and curriculum goals.

(CFP 7)Artifact suggestions for PAR: Standards-based lesson plans, unit plans, cooperative learning activities, long range plans, short-term and long-term objectives: specific outcomes for each day, week, month, or year, planning for instruction: objectives, tasks, lessons, unpacking a standard, etc.

A4- understand and use authentic assessment to evaluate and ensure the continuous development of the learner.

(CFP 8)Artifact suggestions for PAR: Rubrics, self evaluation forms, peer evaluation forms, checklists, assessments, student self reflections on their progress, work samples: student work showing a variety of students' abilities and types of assessments done in the classroom, writing samples, authentic work products: projects, products, and other real-life work done by students, etc.

A5- organize, allocate and manage resources to support learning.

(CFP 3)Artifact suggestions for PAR: Management plans, lesson plans, etc.

Standard: Responsive

Disposition: To act in a fair manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.

Competencies: Candidates who are responsive will:

R1- respect the dignity of all persons believing that all children can learn and have the right to an opportunity to do so.

(CFP 3)Artifact suggestions for PAR: Co-planning for inclusive students, lesson plans modified for speech impairment, etc., conferences with school specialists (speech teacher, inclusion teachers, EIP teachers, etc.), learning styles/diversity, diverse learning (intelligence, SPED), lesson plans showing grouping with differentiated instruction, etc.

- R2- translate knowledge into creating and supporting meaningful experiences for diverse learners.
(CFP 1)Artifact suggestions for PAR: Learning styles, differentiated instruction, RTI lesson plans, multicultural activities, management plan, etc.
- R3-accept responsibility for teaching and working in authentic settings with diverse populations of learners.
(CFP 3)Artifact suggestions for PAR: Lesson activities that address diverse learners and differentiated instruction, research conducted on diverse learners and differentiated instruction, standards-based lesson plans, SPED, etc.
- R4- demonstrate a commitment to meet the educational needs of learners in a fair, caring, nondiscriminatory, and equitable manner.
(CFP 2 & 3)Artifact suggestions for PAR: lesson planning that includes differentiation (accommodation), SPED artifacts, multicultural activities, reflections on teaching, etc.
- R5 reflect on practice and continually evaluate the effects of choices and actions on others (students, parents, and other professionals in the learning community).
(CFP 9)Artifact suggestions for PAR: Use reflections papers you completed at ASU where you reflect on journal articles, readings, etc., lesson self-reflections, student surveys about a lesson you taught, a lesson feedback form you developed, a teaching journal, attendance at professional meetings and presentations: programs, handouts, or materials received at professional meetings, attendance at workshops: staff development agendas, committee work: list of committees served while at school, volunteer hours : work done with students on “own time” and other contributions to the school at large, beyond the regular work day, etc.
- R6- foster professional relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.
(CFP 10)Artifact suggestions for PAR: Use parent newsletters, welcome letters, introductory letters, parent conferences, PTO meetings, notes to parents about classroom activities, your personal class website, partnership programs you have with community organizations (For example, your class may write letters to a local nursing home.), Junior Achievement, knowledge of community agencies: summaries or explanations of links between agencies and students and schools, school and community involvement, co-planning or presenting at ISL conference, seminars, etc.

A minimum of 9 artifacts are required for the PAR page but 10 or more will put a student in consideration for exemplary status on the rubric depending on the quality. You will attach a minimum of 3 artifacts per standard (Prepared, Able, & Responsive). You may only use an artifact once in your e-portfolio.

E-Portfolio Tips

- Schedule time each weekend to work on the e-portfolio starting NOW!
- Look at the PAR page of your e-portfolio. You need at least 10 good artifacts. There should be a variety of artifacts from 10 of your best assignments from classes at ASU. You may only use an artifact ONE time in the *whole* e-portfolio. (You may use examples from your apprenticeship/practicum experience for the PAR page, if you need them to fill in places where you don't have the appropriate assignments. You cannot use parts of the ISL on the PAR page. The ISL goes in the designated section on the Additional Artifacts page of the e-portfolio.)
- The artifact should be clearly labeled. The rationale should name the artifact and describe it. It should state why it is evidence under that particular conceptual framework.
 - See two examples below:

PREPARED

P5- demonstrate knowledge about how to use information and technology effectively to foster active inquiry, collaboration, and supportive interaction in educational settings.

Artifact 1: Article Reflection

Rationale: This article reflection is evidence of this conceptual framework because it demonstrates the candidates' investigation into the use of technology in the form of a Smartboard, and how it would be beneficial in a classroom to support learning. The summary reflection of the article is evidence that the Smartboard fosters active collaboration among students in the classroom and accelerates learning.

(Attach a copy of the article reflection)

ABLE

A4- understand and use authentic assessment to evaluate and ensure the continuous development of the learner.

Artifact 1: 3-D Landform Project Rubric

Rationale: The students were asked to create a 3-D landform project after an entire unit was taught on the earth's geographical features. This rubric was created to help the students and parents remember what to include in their project and communicate how the project would be graded. This is an example of an authentic assessment because students had to demonstrate their intellectual growth over the content studied, by creating a 3-D landform project.

(Attach a copy of the landform rubric)

Revised Kfranklin 11-2010