BOWIE STATE UNIVERSITY
College of Education

Conceptual Framework Manual
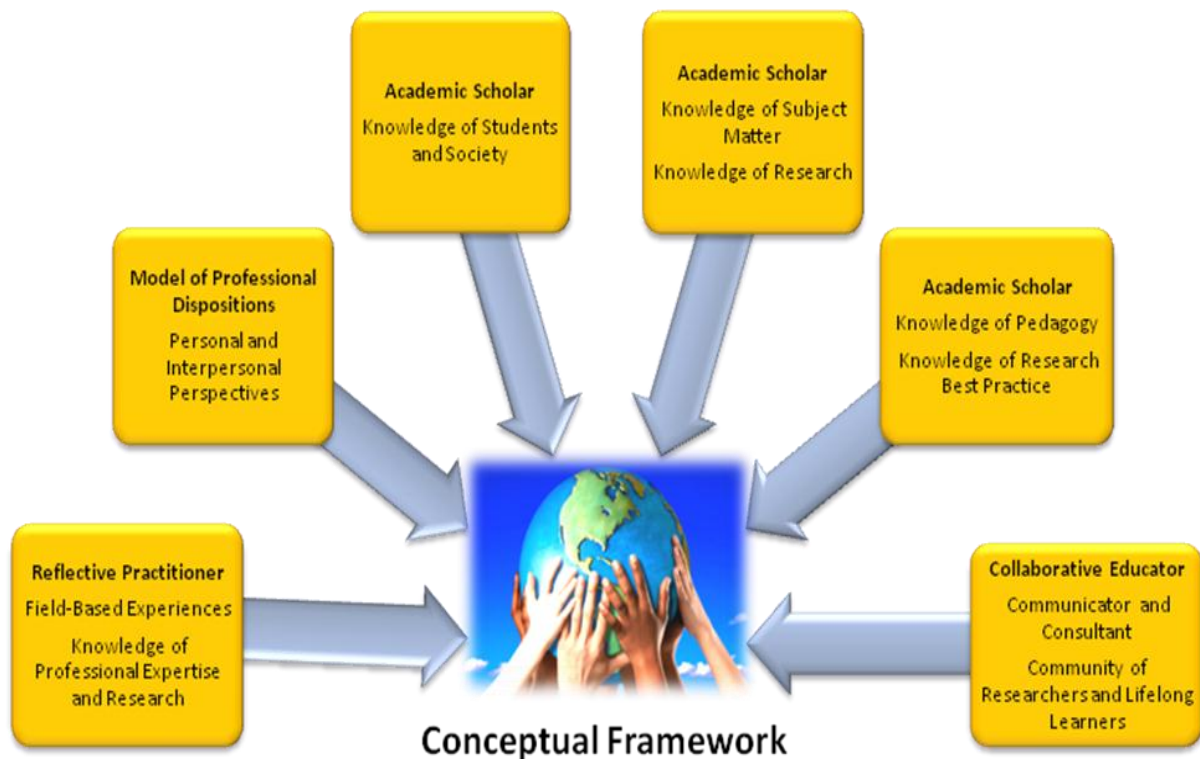
Taking Pride in Preparing Tomorrow's Educators

"Preparing Effective, Caring, and Collaborative Educators for a Global Society"

Center for Learning and Technology   14000 Jericho Park Road   Bowie, Maryland 20715
Office: 301-860-3220   Fax: 301-860-3242   www.bowiestate.edu/education

BOWIE STATE UNIVERSITY

College of Education
Conceptual Framework

Academic Scholar
Knowledge of Students and Society

Academic Scholar
Knowledge of Subject Matter
Knowledge of Research

Model of Professional Dispositions
Personal and Interpersonal Perspectives

Academic Scholar
Knowledge of Pedagogy
Knowledge of Research Best Practice

Reflective Practitioner
Field-Based Experiences
Knowledge of Professional Expertise and Research

Collaborative Educator
Communicator and Consultant
Community of Researchers and Lifelong Learners

Conceptual Framework

"Preparing Effective, Caring, and Collaborative Educators for a Global Society"

CONCEPTUAL FRAMEWORK

**College of Education
Conceptual Framework**

Table of Contents

BOWIE STATE UNIVERSITY
College of Education
Conceptual Framework

Overview of University Vision and Mission

Established in 1865, Bowie State University (BSU) is the oldest Historically Black Institution of higher learning in Maryland and one of the oldest in the nation. The institution was reorganized in 1883 "solely as a normal school to train Negro teachers." Bowie State University has a long history of excellence as one of the nation's leaders in teacher education with 50 years of successive accreditation by the National Council of the Accreditation of Teacher Education (NCATE). The Middle States Association of Colleges and Schools (MSACS) accredits Bowie State University to award bachelors, masters, and doctoral degrees. State accreditation includes the endorsement of teacher education programs by the Maryland State Department of Education (MSDE).

In today's higher education environment, Bowie State University fosters a supportive, rigorous, and collaborative environment that nurtures high quality in academics and professional and cross-cultural relationships. The University places particular emphasis on excellence in teaching and research on teaching methodology in order to improve the teaching-learning process. Bowie State University produces graduates who are leaders among their peers in a global community, who think critically, who value diversity, and who are committed to high moral standards (BSU Graduate Catalog 2009-2010). The mission of Bowie State University is to prepare students academically and professionally to become leaders prepared to advance the consciousness of social responsibility in a diverse, global society. Teaching, supported by research, is the primary focus of the University. Thus, today the University honors its heritage by providing its multicultural student population those educational opportunities that promote academic excellence resulting in graduates' ability to function in a highly technological, diverse, and interdependent world. Five core values support the mission and vision of the institution:

- **Excellence**- Engender a commitment to life-long learning, discovery, and integration across a wide range of disciplines and interests.
- **Civility**- Foster an environment in which each individual is valued, can live safely, and can express himself or herself without fear of reprisal.
- **Integrity**- Uphold a sense of justice, trust, consistency, and fair play.

- **Diversity**- Promote awareness and encourage social justice and equal opportunity for all people of regardless of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disability.

- **Accountability**- Provide effective and efficient service to all University constituents.

The mission of Bowie State University is reevaluated every 5 years; however, the university continues to honor its heritage by being an important higher education portal for qualified persons from diverse academic and socioeconomic backgrounds who seek high quality and affordable public comprehensive university. The University remains faithful to the mission of preparing students for an ever changing diverse society. The commitment to this mission is evidenced in the diversity of our student and faculty body. The University enrolls over 5,578 students, 4,401 undergraduates and 1,177 graduate students. The composition of the student body is approximately 89% African American, 4% Caucasian, 5% other and 2% Other Race Minority students. About 65% of the graduate students are classified as part-time, a feature which is attractive to many mature, working, career-minded individuals. The ethnic composition of the University faculty is approximately 69% African American, 29% Caucasian, 6% Asian, 3.9% Hispanic. The University's 230 full-time faculty members come from all sections of the United States as well as from several international countries, bringing to the campus a rich diversity of training and experience.

Mission, Purpose, Vision and Goals of the Unit

> *The mission of the College of Education at Bowie State University is to prepare academic and professional leaders of all races who are competent in their content specialty, grounded in the knowledge bases of their discipline, and sensitive to the ethnicity of the students they serve for positions in public and private schools in Maryland and school systems in other states. The College's teacher education program model rests upon a legacy of the best practices in the field of education and upon what research tells us about teaching and learning. Established in September 2000, the College of Education has adopted the following theme for its academic programs: "Preparing Effective, Caring, and Collaborative Educators for a Global Society." The College strives through its programs to develop candidates who become academic scholars, skillful instructional leaders, and reflective practitioners in the schools and communities in which they work. It focuses on productivity and accountability of faculty, professional development, and specific development within its three academic departments: the Department of Counseling; the Department of Educational Studies and Leadership; and the Department of Teaching, Learning, and Professional Development.*

The mission of the College of Education emphasizes the vision of the institution. This Unit mission applies to all professional education programs at the University, including those housed in the College of Arts and Sciences. The Unit is considered to be all professional education programs, with the unit head being the Dean of the College of Education. As such, the College of Education is

the academic unit responsible for all Bowie State University teacher education programs. Departments in the College of Education include the Counseling; Educational Leadership; and Teaching, Learning, and Professional Development.

The College of Education with partners and constituents developed and adopted a knowledge-base design for the preparation of professional educators at Bowie State University. The design, a conceptual framework, centers on the theme: "Preparing Effective, Caring, and Collaborative Educators for a Global Society". The professional preparation programs graduate candidates who become academic scholars, skillful instructional leaders who understand the importance of the application of technology and assessment in the professional arena, reflective practitioners who demonstrate an appreciation for diversity and who exhibit personal and interpersonal perspectives appropriate for the educational enterprise. The design and content for implementation of the theme and Conceptual Framework reflect and promote the established goals of the College of Education.

The stated goals within the Unit reflect the expected professional knowledge, values, and attitudes as articulated by the university, national professional organizations, and other accreditation agencies (e.g., Maryland State Department of Education, NCATE, Association of Childhood Education International, National Association of the Education of Young Children, Council for Exceptional Children, Educational Leadership Constituents Council, International Reading Association, National Association of School Psychologists, Council for the Accreditation of Counseling and Related Educational Programs, and National Council of Teachers of Mathematics). The overarching goals of the Bowie State University College of Education are to:

- Provide a general education experience that includes theoretical and practical knowledge gained from studies in communications, humanities and fine arts, mathematics, science, and social sciences;
- Ensure, through a professional studies component, the transmission of knowledge about the social, historical, and philosophical foundations of education; theories of human development and learning; research and experience-based principles of effective practice; and the impact of technology and social changes on schools;
- Provide a well-planned sequence of field experiences in diverse settings that enable candidates to relate professional knowledge to the realities of practice in schools and classes;
- Offer opportunities for candidates to reflect upon the effectiveness of their teaching and other professional duties, to develop insights and judgments about what they do

and why they

do what they do, and to make decisions about teaching that will enhance pupil

understanding and success;

- Offer opportunities for our counseling candidates to reflect upon the effectiveness of their practice, to develop insights and judgments about their professional actions, and make decisions about their therapeutic approaches that improve client results;
- Ensure, through courses and experiences, the development of critical thinking and values-based decision-making, effective communication, and positive professional collaboration in the educational arena;
- Maintain the viability of its programs through systematic and continuous evaluation and modification; and,
- Maintain linkages with community stakeholders for the mutual benefit of the College and its departments, the University, and the community.

Reflecting the University's mission, the College of Education goals, and included in the Conceptual Framework, the purpose of the College of Education is to prepare instructional and other educational leaders for positions in the public and private school enterprise in Maryland, the United States and, indeed throughout our global society at large. The College's mission embraces the University's commitment to diversity and academic excellence. As a means of realizing the implementation of the mission, the educator preparation programs at Bowie State University, as identified in the Conceptual Framework, rests upon a legacy of adhering to best professional practices and an active respect for research findings involving the broad areas of learning, teaching, and counseling. An active goal of the College of Education is to provide Maryland and other states with teachers and related service providers of all races who are competent in content specialty, grounded in discipline knowledge bases, and sensitive to the ethnicity of all children.

**A KNOWLEDGE-BASE DESIGN FOR THE PREPARATION OF
PROFESSIONAL EDUCATORS:**
Preparing Effective, Caring, and Collaborative Educators for a Global Society

Introduction to the Conceptual Framework

The Conceptual Framework for educator preparation at Bowie State University is a shared vision describing the knowledge, skills and dispositions all candidates are expected to master as a requirement for completing the Unit's programs. As a reflection of the University's mission and the goals of the College of Education and adherence to state and national professional standards, the Conceptual Framework fosters educator preparation consistent with the Unit's theme, "Preparing

Effective, Caring, and Collaborative Educators for a Global Society." The conceptual framework delineates the knowledge, skills, and dispositions for professional school personnel to create an environment conducive to promoting cultural inclusiveness in a global society. To accomplish this objective, the Conceptual Framework identifies four primary components: academic scholar, reflective practitioner, collaborative educator, and models of professional dispositions. An effective, caring, and collaborative educator who successfully serves in a diverse society must have academic knowledge of subject matter, students served, pedagogy, research, and the society as a whole. Mastery of certain concomitant skills as a reflective practitioner is necessary for the successful educator in the diverse world setting. Educators must have an understanding of the importance of effective communication and collaboration with students, families, and other community members. To maintain the appropriate high level of service, the educator must model certain personal and interpersonal dispositions that support the idea that, with appropriate instruction, all learners can experience a high degree of personal academic accomplishments.

Educator preparation programs within the College of Education at Bowie State University adhere to the Professional Development School model and are bound by a conceptual framework designed to create effective, caring, and collaborative educators who have a knowledge of subject matter, instructional methodology, evidence-based best practice, collaborative skills and who use the acquired knowledge and skills to reflect upon methods to create rich, exciting, learning environments for all learners. The Conceptual Framework is the basic foundation informing and guiding the implementation of all educator preparation programs delivered by the Unit. The philosophy held by the Unit and imparted to candidates is that all students can be helped to learn. Program design and evaluation ensure that all candidates meet professional, state and institutional standards. The primary goal of all programs includes establishing what candidates know and determining how well they demonstrate their mastery of expected knowledge and skills. The Unit prepares candidates who will become academic scholars, skillful instructional leaders who apply research tenets, and are reflective practitioners in the schools and communities they serve.

The role of the teacher educator in a Professional Development School (PDS) contributes to the candidates' opportunities to learn in a real classroom setting. According to Darling-Hammond (2010) emerging evidence from professional development schools and from restructured schools suggests "participation helps prospective teachers understand the broader context for learning and begin to develop the skills needed for effective participation in collegial work around school improvement throughout their careers" (p. 216).

Provisions of the Conceptual Framework stress the Unit's emphasis on the utilization of multiple forms of assessment, delivery of experiences to prepare candidates to use technology in the classroom, and provision for opportunities to prepare candidates for meeting the needs of a diverse population of students. The Unit also provides the conceptual understanding of how knowledge, skills, and dispositions are related to the professional educational enterprise and the art and science of teaching. Approaches to accomplish these Conceptual Framework elements are integrated throughout the curriculum, course syllabi, including classroom instruction, field experiences, clinical practice, assessments and evaluations and are all incorporated and delivered through the professional development school model. Finally, the conceptual framework guides and directs other aspects of the Unit's governance, strategic planning, professional development, and criteria for faculty evaluation.

Shared Vision

The Bowie State University College of Education, working collaboratively with the College of Arts and Sciences faculty and public schools, assumes responsibility for preparing candidates who are keenly aware of, sensitive to, and effective in teaching students in inclusive settings. Our theme, *Preparing Effective, Caring, and Collaborative Educators for a Global Society,* is rooted in our shared vision to prepare educators who are capable of working in our ever changing diverse society. The conceptual framework is based on theories of multiculturalism, which are central to education in 2012. The faculty members believe, however, that in this time of rapid globalization and demographic change, it is the obligation of the Unit to prepare candidates who are capable of utilizing technology and content knowledge to enhance their participation as advocates for social justice in culturally diverse contexts. To ensure that our vision, mission, and conceptual framework adequately address this demand, faculty have strategically reviewed and revised the Unit's vision, mission, and conceptual framework.

The strategy for development and, more recently, refining the Unit's Conceptual Framework ensured that the results reflected a shared vision held by Unit faculty, administrators, candidates, community leaders, staff of professional development school partners, and other constituents of the Unit. Through the work of the Conceptual Framework Committee, efforts were accomplished to share views throughout the community of the Unit. The shared efforts included open forum activities with faculty, candidates, and professional development school staff. From such activities, the Conceptual Framework was revised to ensure our theme and conceptual framework reflect what is most important for preparing educators for this 21st century. During the last three-year period of refinement, the Conceptual Framework was viewed as an emerging document. Particular attention was given to the Unit's language that more adequately reflects collaborative practices regarding field experiences and

our partnership with Professional Development Schools. As a result of feedback from the Unit's various constituents, the Conceptual Framework was revised relevant to the philosophy and implementation of the field experiences at identified Professional Development Schools. Further, to reflect the significance of collaboration within the Unit and our programs, the component of collaborative educator was added to the conceptual framework. At the heart of the College's success is its collaboration between the College of Education and School of Arts and Sciences faculty, Professional Development Schools, the University at large, the program candidates, and its partners and constituents.

Review and revision of the conceptual framework continued during the 2010-2011 academic year. A change of the theme was the topic of discussion for the September 2010 faculty meeting. During this meeting faculty approved the proposed theme, "*Preparing Effective, Caring, Collaborative Educators for a Global Society*." Consistent with the mission of the university our theme was revised to reflect our commitment to "global understandings" in preparing our candidates. Based on the activities during the last twenty-four months relating to the revision of the Conceptual Framework, the document is now a comprehensive approach to the preparation of educators that reflects current research, best professional practices, and the academic and professional views of all stakeholders associated with the Unit. The faculty recommended changes to the theme and components to the conceptual framework reinforce our commitment to educational excellence in local and international settings.

KNOWLEDGE BASE, THEORIES, RESEARCH, AND WISDOM OF PRACTICE

The Unit believes that the theme *Preparing Effective, Caring, Collaborative Educators for a Global Society* embraces a multiculturalists theory of learning. According to Banks (2006), using a multicultural framework in teacher education programs creates courses that broaden awareness of diversity and allow teacher candidates to arrive at a more informed understanding of the complex issues of race, ethnicity, and culture and to take personal, social, and civic actions to help solve the racial and economic problems in our schools and society. Given our theoretical knowledge base in multiculturalism issues of diversity are systematically infused through the Unit to effectively prepare educators and mental health providers for practice in a changing society. In addition to Banks' multicultural framework, the faculty within the College of Education recognize the ever changing body of research that have emerged from multicultural perspectives and actively embrace additional frameworks to include social reconstructionism (Sleeter & Grant, 2003), culturally responsive teaching (Gay, 2010), Africentric theories (Asante, 1998), critical race theory (Bell, 1993) and

postmodernism (Freire, 1970; Aronowitz & Giroux, 1991). Irvine (2003) and Ladson-Billings (2010) define multicultural theory as one that emphasizes the way in which learners actively create meaning by building understanding and reconstructing ideas through a cultural lens.

Multiculturalists emphasize the development of teachers who acknowledge teaching as a political and ethical activity, view schools as potential sites for social transformation, and consider themselves as agents of that transformation. Gollnick (1980) points out that multicultural epistemology usually rest on five major premises: (1) educators promote the strength and value of cultural diversity; (2) through the promotion of human rights every learner's unique difference is respected; (3) the rights of every individual to pursue alternative life choices are respected; (4) educators encourage social justice and equal opportunity for all people; and (5) educators advance equity in the distribution of power in and among groups (cited in Sleeter & Grant, 2003).

It is by intentional design that the Unit chose multiculturalism as its theoretical base to support curricula development due to its long-standing history of educating diverse candidates. Throughout the College of Education programs, candidates are offered multiple opportunities and diverse processes to be connected with what is already known about multiculturalism. Faculty members serve as cultural guides and lead students through a structured comprehensive curriculum where they reflect on the role of diversity and equity in the teaching and learning process. In addition, field experiences are deliberately constructed to allow candidates opportunities to apply their classroom knowledge to diverse field-based experiences within our professional development schools and the local community schools. The design of the curriculum and intentional multicultural and multiethnic experiences are consistent with the multicultural approaches found in the literature (Banks, 2006; Villegas & Lucas, 2002).

Integrally related to multiculturalism is reflection. Howard (2003) maintains reflection is a critical tool for creating culturally relevant teaching practices. Reflection provides an opportunity for candidates to bring attention to diverse life experiences, behaviors, personal and cultural funds of knowledge and meaningfully make informed pedagogical decisions as it relates to the education of students from diverse backgrounds. In order for schools to be successful for all students, teachers must acknowledge the intellectual diversity that derives from multiple perspectives and experiences and enhance the quality of leaning environments for all involved. Faculty foster ongoing reflections in which shared, culturally-based reflections offer the possibility for candidates to learn tolerance for multiculturalism and for the expansion of ideas and knowledge (Greene, 1992). In a multicultural curriculum, reflection is closely aligned with a constructivist model of education in which knowledge is reconstructed and co-constructed. Reflection becomes mutually beneficial to the expanding

perceptions of the individual faculty and candidate, as well as to those whom they teach in the P-12 classroom (Nieto, 2004).

Villegas and Lucas (2002), Freire (1970), and Howard (2003) all describe the intimate interdependency between a constructivist education, reflection, and multicultural pedagogy. Many researchers believe that in order to provide teacher candidates with more meaningful pedagogical knowledge and skills for teaching in today's diverse context, teachers must be equipped with best practices that have relevance and meaning to students' social and cultural realities. The core conception of multicultural education is grounded in constructionist theory. In constructionist classrooms, educators draw upon students' prior knowledge and beliefs in order to connect students to the content within the curriculum. It is the Unit's belief that Bowie State University candidates acquire the appropriate content knowledge, pedagogical skills, and dispositions to reflect, teach, and learn in ways that consciously promote constructivist learning and educational equity within the profession. Equity and excellence for all students occur when multiculturalism merged with the vision of constructivists teaching practices move educators to create bridges between the valued knowledge from multiple diverse learners and new learning within the school context.

Candidates in the College of Education are immersed in a culturally pluralistic curriculum. Faculty members promote multicultural techniques, such as experiential learning relevant to a multicultural curriculum, self-reflectivity, building an intentional community, employing the use of intercultural dialogue, and learning at the intersection race, class, gender, and social justice. The aforementioned multicultural instructional strategies engender in candidates a sense of social responsibility and consciousness of issues related to moral responsibility in teaching and education, and therefore, more able to instruct diverse students in real-life settings. Faculty members use these multicultural activities to assess candidates' personal transformation into effective, caring educators within their professional career settings, and to assess the candidates' ability to implement and evaluate their own performance within a diverse society.

The Unit believes that multicultural approaches, reflection, and knowledge of pedagogy will facilitate the development of *effective*, *caring*, *collaborative* educators who are prepared for a diverse global society. Each of these three themes is infused throughout the components of our conceptual framework. The components of academic scholar, reflective practitioner, collaborative educator, and models of professional dispositions are discussed separately; however, the Unit recognizes the interconnectedness between these areas. Each component of the conceptual framework will be discussed in the following sections.

I. Academic Scholar

Subject Matter: Effective educators have knowledge of subject matter. Educational reform reports have made clear that educators need to be academically grounded in the liberal arts (Holmes Group, 1986; Darling-Hammond, 2010). Studies across a variety of disciplines support the necessity of gaining knowledge in order to obtain sustained expert performance. There are extensive and richly structured bodies of knowledge that provide the basis on which individuals can become involved in expert thinking and related activities. This concept of expertise has motivated researchers to give increased attention to the study of the science and art of teaching. Most important is the research on teacher knowledge that suggests that a teacher's knowledge of subject matter is essential for effective teaching (Shulman, 2002).

It is established that teachers gain knowledge of subject matter in a variety of ways, but especially through reflection on their own practice. Knowledge is passed on to teachers in primarily informed ways and has become part of teaching lore. The Unit's programs emphasize the value of a liberal arts education. All programs are structured to contain a comprehensive interdisciplinary array of courses in the arts and sciences. Advanced programs demand that candidates present evidence of a strong foundation in the liberal arts prior to admission. The educator preparation programs recognize and utilize the expertise of the faculty and the other resources from the College of Arts and Sciences. Further, the programs recognize the importance and value of the use of technology and the appropriate use of assessment in the curriculum structure and delivery.

Pedagogy: Pedagogical knowledge involves an understanding of instruction and management beyond the content fields or individual topics. "Pedagogical content knowledge is an understanding of ways of representing….the subject that makes it comprehensible to others and understanding of what makes the learning of specific topics easy or difficult" (Shulman, 2002). Pedagogical content knowledge depends on an understanding of a particular topic, but it goes beyond this understanding and includes knowing how to represent these factors so they make sense to students.

While subject matter knowledge is important, teachers should also be able to teach subject matter content in ways that their students can understand and apply. Shulman (2004) proposes that effective teachers need to have a general knowledge of instructional strategies (pedagogical knowledge) and knowledge of specific strategies for teaching a particular subject matter (pedagogical content knowledge). Howard Gardner's (1999) multiple intelligences model describes eight ways in which humans can be smart. Unlike the learning styles modes, the multiple intelligences model focuses on the content of leaning (mathematics and logic, music, spatial relations, bodily/kinesthetic, social interaction, self-understanding and the world of nature) and its relationship to the various disciplines. Teachers must have skills in effective instructional design, classroom organization and

management, and effective motivational strategies to facilitate student learning. Effective educators should have knowledge of a wide variety of research-based instructional strategies, including video and new computer technologies (Collins & Halverson, 2010). Educators must also know and use alternative forms of assessment to monitor student progress and to evaluate student learning (Salvia, Ysseldyke, & Bolt, 2010).

Educator preparation programs within the Unit incorporate a variety of courses and experiences that enable candidates to identify and use research-based effective strategies for teaching. Candidates learn strategies that are useful in a variety of settings and strategies for teaching specific subject matter. Of particular note are the Unit's efforts to strengthen candidates' skills in the utilization of technology for classroom teaching and addressing alternative forms of assessment.

Students and Society: An educator's knowledge of the social and cultural backgrounds of students, as well as individual needs, is essential for effective instruction. Educators must understand differences and similarities across social, cultural, and linguistic groups of candidates (Banks, 2003; Fuchs & Fuchs, 2008; Villegas & Lucas, 2003). Educators must also address the needs of students with physical, intellectual, and emotional disabilities by providing instruction that meets expected needs (Fuchs & Fuchs, 2008). Inclusive educational practices and structures must co-exist with newer understandings or sustained educational change will not occur.

The educator preparation programs in the Unit incorporate strategies relating to diversity in professional courses. Candidates develop a knowledge and understanding of the differences and similarities of individuals across social, cultural and linguistic groups. We believe educators must be change agents in the schools and communities in which they serve. Villegas and Lucas (2002) assert that candidates who view themselves as agents of change actively work for greater equity in education, and deliberately increase students' and clients' access to educational and personal success by challenging prevailing perceptions that cultural difference among students constitutes a learning deficit rather than a potential resource. Curriculum delivery in the Unit's program helps candidates to develop a unique pedagogy that affirms the significance of education and the relationship of education to academic, political, and socioeconomic success of students from diverse backgrounds. The act of placing emphasis on individual learning styles, accepting cultural and dialectical variance, and fostering a community of academic accountability are the principle dispositions of an *effective* and *caring* educator. Gay (2000) maintains that caring is the quintessential characteristic of effective teaching in culturally diverse classrooms.

Knowledge of Research: Integral to becoming an *effective*, *caring*, and *collaborative* educator is a critical understanding of the scientific endeavors that shape education as a discipline and inform theories, scientific methodologies, statistical procedures and data analysis. Gardiner and Kosmitzki (2010) propose that educational professional be exposed to cross-cultural human development in order to better recognize "the systematic study of relationships between the cultural context of human development and the behaviors that become established in the repertoire of individuals growing up in a particular culture" (p. 3). This implies that candidates must have basic knowledge of the various types of research used to inform the theories that constitute the basis of educational practice. The Unit fosters cross-cultural understanding of research, human development, and instructional methods throughout the teacher educators, counselors, educational leaders, and school psychologist programs. Therefore, while candidates learn of the contributions of various educational theories, including Vygotsky, Piaget, and Erikson, candidates also are encouraged to examine the ways in which cultural influences the generalizability to such theories. Candidates are encouraged to engage the research that informs their field of study and make applications to their current practice by testing these theories through research procedures such as observations, interviews, and, for advanced candidates, data collection and analysis. Curriculum delivery throughout the Unit is provided in such a way as to allow candidates to continuously reflect on the ways in which educational research informs cognitive development, instructional delivery, and counseling.

Knowledge of Research Based Practice: The discipline of education has a vast variety of educational interventions that vary from evidenced based reading instruction, mathematics interventions, school-wide reform and educational technologies that promote the increases in student learning outcomes (U.S. Department of Education, 2003). Knowledge of research based practices undergirds candidate knowledge of educational research, and builds upon candidates' ability to implement sound practice and includes how to best meet the learning needs of the K-12 student through evidence based instructional methods. In addition, knowledge of research based practices involves teacher candidates' understanding of how to identify, implement, and assess the results of such evidenced based instructional models. Consequently, candidates are both sufficient practicners and diagnosticians that can work with other educational professionals and family members to design instruction that meets the needs of all students. The recent literature on overrepresentation has centered on current reform efforts related to evidence-based instructional practice in the general and special education classrooms as a strategy for decreasing the placement of culturally and linguistically diverse students in special education (Klinger & Edwards, 2006). According to Garcia and Ortiz (2008) an additional benefit of evidence-based practice is its success for culturally and linguistically

diverse students and its potential to focus teachers' attention on the interrelationship between school practices and student outcomes. They propose increased awareness of school practice and student outcomes encourages educators to examine the educational context as opposed to locating the problem of academic failure exclusively within the student. In connection with our theme of preparing educators to effectively serve a global student body, candidates are given the skills to implement evidence based practice with the intent of improving educational outcomes for *all* students, especially those from culturally and linguistically diverse backgrounds.

II. Reflective Practitioner

Field-Based Experiences: The Unit's educator preparation programs utilize the professional development school model and provide field experiences that are grounded in practice that enable candidates to learn about the "real world" of teaching. Candidates observe models of exemplary practice and tap the wisdom of experienced professionals (Grove, Strudler, & Odell, 2004). Candidates assign active hands-on tasks that require students to investigate, analyze, and solve real world situations. Candidates can also redefine their professional knowledge as they act and interact in their professional contexts. Candidates develop an awareness of initial and changing knowledge about learners and classrooms, reconstruct ideas about themselves as teachers, develop a repertoire of effective research-based teaching practices, assessments, and grow in reflection and problem-solving and understanding of research knowledge (Rosenberg, 2006). Candidates work with professional educators to develop, assess, and refine skills over an extended period of time. Professional practice in the school setting enables candidates to internalize values and norms and learn the practices of reflection and research.

Educator preparation programs within the Unit incorporate a variety of field-based practice in diverse settings to ensure our candidates develop the characteristics of an effective educator capable of educating *all* students. The Unit prepares professionals who believe in their ability to effectively educate students from various backgrounds and capitalize on students' strengths and cultural capital to support learning for all students. Our educators obtain the skills characterized by multicultural educators who are able to continuously engage in reflection in order to investigate the interplay of the context and culture (Howard, 2003). Reflective educators also rely upon a multicultural knowledge base to examine their actions, instructional goals, methods, materials, and assessments in reference to their students' cultural experiences and preferred learning styles (Gay, 2000; Howard, 2003; Irvine, 2003). Through reflection and practice in field-placements candidates are able to engage in analysis and problem-solving that ensures academic success for all students (Villegas & Lucas, 2002). There

are several expectations in this component that generally move educators' perceptions of cultural difference from a deficiency model to appreciation of cultural difference and inclusive learning approaches appropriate for all children, especially children of diverse backgrounds and those with special needs. The rich milieu of diversity present in the professional development schools, local private and public schools, and local community supports the achievement of our production of graduates who are reflective practitioners capable of achieving high academic student outcomes.

Knowledge of Professional Expertise and Research: An educators' knowledge of theoretical research supporting the subject matter and pedagogical knowledge with strong emphasis on using research is paramount to developing knowledge of professional expertise and research. Educators must understand how continuous engagement and application of the research in on-going progress monitoring, reflection, and action research are essential to increasing student outcomes. In so doing, educators come to view the problem-solving model as a critical feature to their professional expertise and professional development. Moreover, educators are able to collaborate with other educational professionals to apply research and theory in their own classrooms in order to implement action research that is capable of transforming in classrooms, schools, communities, and school-family relations. The College of Education helps to development educational professionals " who see teaching as a political and ethical activity, schools as potential sites for social transformation, and themselves as the agents of transformation" (Villegas & Lucas, p. 64) and effectively use action research to accomplish these goals.

III. Collaborative Educator

Communication and Consultation: Bowie State University and the Prince George's County Professional Development Schools maintain a collaborative partnership among special centers, elementary and secondary schools, the College of Education and the College of Arts and Sciences at Bowie State University. Our mission through the Professional Development School collaborations is to create and sustain a collaborative partnership that impacts student learning via:

1. models of effective teaching and learning
2. appropriate, extensive internship experiences for prospective teachers
3. focused professional development opportunities; and
4. opportunities to try new approaches and conduct site-based research, focusing on student learning.

We aim to produce collaborative educators who have an understanding of the importance of communication and consultation with all educational stakeholders. Through field-based experiences in the Professional Development Schools, candidates are made aware that each student, parent,

administrator, counselor, future employer, and community member has a stake in the outcomes of the P-12 educational processes. Each stakeholder's perspective may be competing; however candidates acknowledge that students succeed when bridges are made to meaningfully connect schools, families, and communities (Epstein, 2001). Conflict resolution skills with continued focus on being strong advocates for all students allow candidates to remain effective communicators. Candidates are able to practice these necessary communication skills and dispositions that facilitate collaboration within their courses and view and implement successful models within their field-based experiences. The candidates are given the opportunity to evaluate their contributions to team efforts within a co-teaching, counseling, and consultative contexts.

Community of Researchers and Lifelong Learners: The Unit ensures that our educators promote collaboration between schools, families, and communities by learning about the cultural funds of knowledge available in multiple diverse communities and families (Nieto, 2004). By becoming involved in collaborative communities educators can form the connections needed to work for change by bolstering the needs to those families and children who have been historically marginalized. Giving attention to the different dimensions of education and the various perspectives of stakeholders in the educational process allows candidates to see their profession and their efforts as change agents for social justice as part of a collaborative project (Villegas & Lucas, 2002). A collaborative community can amplify the importance of education for students who might otherwise become disengaged when there is cultural discontinuity between the school and home experiences (Gay, 2000). Our candidates actively engage in lifelong professional practices that increase their knowledge of consultative practices to systematically include ways to collaborate with all families, clients, and community members so that the educational experience of students can connect to the culture, language, and prior knowledge in order to best address the concerns and interest of the collaborative community in which they work.

IV. Professional Dispositions

Personal and Interpersonal Perspectives: As articulated by Epstein & Sanders (2006), the Unit recognizes and accepts the need for its candidates to be knowledgeable about, committed to, and skilled in: (1) working with all students in an equitable, effective and caring manner by respecting diversity in relations to race, gender, and special needs of learners; (2) being active learners who seek, assess, apply and communicate knowledge are reflective practitioners; (3) developing and applying knowledge of curriculum, instruction, principles of learning and evaluation strategies in programs for all learners; (4) initiating, valuing and practicing collaboration and partnerships with students,

colleagues, parents and the broad community; (5) appreciating and practicing the principles, ethics, and legal; responsibilities of the teaching profession; and (6) developing a personal philosophy of teaching, which is informed by and contributes to the organizational community, societal and global contexts of education. Faculty assist candidates in the development of professional dispositions that support their development of characteristics of an educator emphasizing the moral dimensions of education. In so doing, faculty do not promote moral prescriptions (Noddings, 2003). Instead, candidates are guided in deep reflection on the moral dimensions of education in a democratic society (Goodlad, 1996). We believe educators must explicitly address the democratic dimensions necessary to ensure a continued commitment to social justice and educational equity for all learners (Villegas & Lucas, 2002). In addition to the commitment to professional disposition the creation of positive relations with educational stakeholders, educator preparation programs within the professional education Unit at Bowie State University provide opportunities for candidates to clarify personal values and goals and to develop a dynamic philosophy of education. Candidates also develop attitudes of life-long learning and demonstrate an appreciation for the professional responsibilities of educators that incorporates life-long commitment to professional growth and commitment toward educational equity.

CONCEPTUAL FRAMEWORK:
COMPONENTS AND PERFORMANCE OUTCOMES

Pursuant to the collaborative development of the Unit's Conceptual Framework, that includes an extensive review of the research literature, the following knowledge bases and outcomes are expected of all candidates:

1.0 ACADEMIC SCHOLAR (Knowledge)

To give candidates a solid knowledge-base that includes subject matter content, knowledge of pedagogy, knowledge of the application of technology as an instructional tool, and knowledge of learners so that candidates can effectively plan and design instruction.

Knowledge of Subject Matter

1. Focus: Strong Foundation in Liberal Arts and subject matter content

   Outcome1.1: Demonstrate competence in subject matter knowledge and design learning experiences that are coherent and meaningful for learners.

Knowledge of Pedagogy

2. Focus: Effective Practitioner

Outcome1.2: Demonstrate knowledge of general and content-specific instructional strategies, and use knowledge to design instruction and effectively engage learners.

3. Focus: Technological Applications

Outcome1.3: Demonstrate technological applications to enhance pupil learning and to meet professional needs.

4. Focus: Multiple Forms of Assessment

Outcome1.4: Show evidence of the use of valid, multiple forms of assessment.

Knowledge of Students and Society

5. Focus: Multicultural and Global Perspectives

Outcome 1.5: Demonstrate knowledge of the learner's physical, cognitive, emotional and social, and cultural development.

Outcome 1.6: Incorporate multicultural and global perspectives in the school and community.

6. Focus: Special Populations Perspective

Outcome1.7: Demonstrate knowledge of the educational needs of students with physical, intellectual, and emotional disabilities and provide their needs.

Knowledge of Research

7. Focus: Methods of Educational Theory and Inquiry

Outcome 1.8: Demonstrate knowledge of educational theory as it relates to students from diverse cultural backgrounds.

Outcome 1.9: Demonstrate knowledge of various types of educational research methodologies.

Knowledge of Research Based Best Practice

8. Focus: Evidence Based Practice

Outcome 1.10: Demonstrate knowledge of evidence based practice as relevant to individuals areas of educational discipline.

2.0 REFLECTIVE PRACTITIONER (Skills)

To provide field experiences to give candidates an opportunity to practice a repertoire of best teaching practices.

Field-Based Experiences

9. Focus: Field-Based Experiences

   Outcome 2.1: Demonstrate knowledge in teaching and effectively organize and manage the classroom using approaches supported by research, best practice, expert knowledge and student learning needs.

   Outcomes 2.2: Reflectively analyze research-based generalizations in school and community settings.

   Outcome 2.3: Demonstrate mastery of appropriate academic disciplines and a repertoire of teaching techniques.

   Outcome 2.4: Demonstrate an understanding that knowledge of the learner's physical, cognitive, emotional, and socio-cultural developmental is the basis of effective teaching.

   Outcome 2.5: Use valid assessment approaches, both formal and informal, which are age-appropriate and address a variety of developmental needs.

   Outcome 2.6: Demonstrate strategies for integrating students with special needs into the regular classroom.

   Outcome 2.7: Engage in careful analysis, problem-solving, and reflection in all aspects of teaching and counseling.

   Outcome 2.8: Demonstrate an understanding that classrooms and schools are sites of ethical, social and civic activity.

Knowledge of Professional Expertise and Research

10. Focus: Knowledge of Action Research to Inform Practice

    Outcome 2.9: Demonstrate knowledge of and ability to implement action research in order to positively impact students learning outcomes.

3.0 COLLABORATIVE EDUCATOR (Skills)

To encourage candidates to develop communication and consultation skills necessary to advocate for the most effective education for all children and clients.

11. Focus: Communication and Consultation

Outcome 3.1: Collaboration with the broad educational community including specialists, parents, businesses, and social service agencies.

Outcome 3.2: Use multi-media and computer-related technologies to collaborate to meet student needs and professional needs.

Outcome 3.3: Incorporate a diversity perspective, which integrates culturally diverse resources including those from the learners' family and community.

Outcome 3.4: Collaborate within and across the community to promote whole child education.

12. Focus: Collaborative Researcher & Life Long Learner

Outcome 3.5: Identify evidence-based research to inform current educational practice

Outcome 3.6: Collaborate with the broader educational community to support and enhance instruction, leadership, and counseling for all children and clients.

Outcome 3.7: Contribute to the restructuring and improvement of education through life long professional development and collaborative partnerships

4.0 PROFESSIONAL DISPOSITIONS

10. Focus: Personal and Interpersonal Perspective

Outcome 4.1: Support the norms, standards and values of the educational community.

Outcome 4.2: Show respect for the diversity of learners and serve the needs of all learners to achieve their maximum potential.

Outcome 4.3: Demonstrate positive relationships with colleagues, parents, businesses, and social service agencies.

Outcome 4.4: Present evidence of a commitment of life-long learning.

The theoretical frameworks of *academic scholar, reflective practitioner, collaborative educator, and professional dispositions* have been aligned with the multicultural teacher education literature as a means of actualizing our theme, *Preparing Effective, Caring, and Collaborative Educators for a Global Society*. Each of the components provides the expected candidate outcomes or learning proficiency as connected to the conceptual framework dimensions. The next section indicates the Unit's expected learning proficiencies and shows alignment with state and national standards.

ALIGNMENT WITH CURRENT STATE AND NATIONAL STANDARDS

The content, application, objectives, and outcomes of the Conceptual Framework for the preparation of professional educators at Bowie State University are aligned with the Essential Dimensions of Teaching as promulgated by the Maryland State Department of Education, the national standards for teacher performance as identified by the Interstate New Teacher Assessment Support Consortium (INTASC), standards from the National Board for Professional Teaching Standards (NBPTS) from the pertinent and various Specialized Professional Associations (SPAs), and the standards identified by the National Council for the Accreditation of Teacher Education (NCATE).

The Essential Dimensions promote the ideal that the "highly effective classroom is one in which every student is fully engaged at all times with curriculum that is inviting, motivating, and personally relevant" (Essential Dimensions of Teaching Maryland State Department of Education). The INTASC standards identify ten principles relating to teacher performance. A matrix to illustrate how the outcomes of the Unit's Conceptual Framework align with the Maryland State Department of Education Essential Dimensions of Teaching and the INTASC standards is displayed in Table I. Candidate proficiencies required by the Conceptual Framework are aligned with standards, outcomes, and multiple measures of assessment required by the several Specialized Professional Associations (SPAs) as evidenced by SPA recognition of Unit programs. These are also aligned in Table I. SPA standards and guidelines are consistent with the outcomes and assessment requirements identified by NCATE and the NBPTS. A summary of the current status of SPA recognition of Unit programs is provided below:

SPA Recognized:

Elementary Education (Initial)

Special Education (Initial)

Administration and Supervision (Advanced)

Early Childhood/Special Education (Initial)

English (Initial)

Mathematics (Initial)

Reading (Advanced)

School Psychology (Initial)

Science (Initial)

Social Studies (Initial)

The Maryland State Department of Education Essential Dimensions of Teaching and the INTASC standards that support our programs are stated below.

Essential Dimensions of Teaching
(Maryland State Department of Education)

Teacher candidates and teachers will:

1. Demonstrate mastery of appropriate academic disciplines and a repertoire of teaching techniques.

2. Demonstrate an understanding that knowledge of the learner's physical, cognitive, emotional, social, and cultural development is the basis of effective teaching.

3. Incorporate a multicultural perspective which integrates culturally diverse resources, including those from the learner's family and community.

4. Demonstrate knowledge of strategies for integrating students with special needs into the regular classroom.

5. Use valid assessment approaches, both formal and informal, which are age-appropriate and address a variety of developmental needs, conceptual abilities, curriculum outcomes, and school goals.

6. Organize and manage a classroom using approaches supported by research, best practice, expert opinion, and student learning needs.

7. Use computer and computer-related technology to meet student and professional needs.

8. Demonstrate an understanding that classrooms and schools are sites of ethical, social, and civic activity.

9. Collaborate with the broad educational community including parents, businesses, and social service agencies.

10. Engage in careful analysis, problem-solving, and reflection in all aspects of teaching.

The Interstate New Teacher Assessment Support Consortium
(INTASC) Standards for Teacher Performance

The INTASC principles are:

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for the students.

2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to the diverse learner.

4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5. The 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.

6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Coherence

The Conceptual Framework articulates a process and assessment system that ensures coherence among all educator preparation programs delivered by the Unit. The knowledge, skills and dispositions expected of candidates from all the educator preparation programs are consistent with the content of the Conceptual Framework. The Conceptual Framework gives unity to the programs offered by the Unit by providing the foundation on which programs build and the Conceptual Framework ensures consistency regarding content, pedagogy knowledge, skills, and professional dispositions required of all candidates.

Based on the design of the Conceptual Framework, the essential elements of all educator preparation programs at Bowie State University are dispersed throughout the curriculum at both the initial and advanced levels. Included among the essential elements that permeate all programs are historical and philosophical foundations of education, the role of technology in the changing teaching-learning environment, associated theories of human growth and development, best practices and effective practices derived from experienced based interventions, and the importance of evaluation and research. Finally, the Conceptual Framework provides the construct. The Conceptual Framework provides the academic structure enabling candidates to development personal dispositions, values, and perspectives appropriate for service within the educational enterprise. The construct of the Conceptual Framework as delivered through program curriculum is evidenced through course syllabi, design of field/clinical experiences, and other artifacts that reflect candidate mastery of required content and pedagogical knowledge and skills. The assessment of candidate knowledge, skills, and dispositions related to the conceptual framework and the professional standards are assessed through determined transition points found within our electronic database system, Taskstream. The Unit is committed to modeling professional practices that are appropriate for nurturing effective, caring, collaborative educators; therefore, a detailed description of our assessment system by which undergraduate and graduate candidate performance is regularly assessed is described in a separate document, *College of Education Electronic Assessment System*, which also reflects the components of the conceptual framework.

Professional Commitment to Diversity

In adherence to University policies and procedures, the Unit holds firm to its commitment to respect diversity among learners and within the educational enterprise. The content of the Conceptual Framework confirms that commitment. Elements of the Conceptual Framework ensure that candidates acquire the skills, knowledge, and dispositions necessary to demonstrate a mastery of

providing teaching interventions predicated on the proposition that all learners can benefit from effective instruction.

The Unit, through its Conceptual Framework, recognizes that today's schools are prime manifestations of the inclusive diversity that exists within the nation's society as a whole. It is expected that diversity will increase in the nation's schools in the near future. Thus, the Unit understands how important it is to prepare educators who have the skills and knowledge necessary to effectively teach all children. Thus, an emphasis on diversity and multicultural awareness and appreciation permeates the curriculum of all educator preparation programs in the Unit.

Professional Commitment to Technology

The Unit's Conceptual Framework identifies specific outcomes expected of candidates in the use and application of technology. To facilitate mastery of expected technology outcomes by candidates, the Unit restructured its commitment to technology in a profound way. Currently, the Unit is housed in a building sophisticated with technology. The Center for Learning and Technology, which houses the College of Education, provides technology-rich classroom learning environments and multi-purpose lecture halls. The facility showcases a commitment by Bowie State University and the Unit for professional education to student learning, especially in the area of instructional technology. The Center provides a focus for learning and technology within the Unit and serves as a research, development, and distribution vehicle for the entire Bowie community.

The teaching-learning environment in the Center for Learning and Technology includes 1) eleven electronically equipped classrooms that serve up to 50 students; 2) each classroom includes the following technology: a smart touch sensitive board, sharp projector, Sharp VCR, Sony DVD player, dual cassette player; and, ELMO document camera; 3) two electronically equipped lecture halls seating capacity of 350 and 150 that include a smart touch sensitive board, Sharp projector, Sharp VCR; Sony DVD player, dual cassette player, and ELMO document camera. As a means to fully integrate the new technology capability into curriculum delivery in the Unit and to ensure that faculty model appropriate and effective use of technology, the Unit has provided extensive training for faculty in the use of technology. Efforts to improve the technology skill level of faculty, candidates, and Professional School staff have been augmented by funds available from the Unit's federal PT3 technology grant. The new facility and the expanded use of technology by faculty and Professional Development School staff have resulted in the Conceptual Framework listing specific outcomes to be mastered by candidates, and the new attention to technology illustrates that the Unit has demonstrated its strong commitment to technology and its use in the academic area.

To further facilitate the candidates' mastery of technology application as reflected in the Unit's Conceptual Framework, the Student Technology Research Center (STRC), located in the Center for Learning and Technology, and the Curriculum Lab, located in the Thurgood Marshall Library are available to students and provide up to date technology resources. Both facilities reflect the Unit's continuous emphasis on technology. The Student Technology Research Center is designed to assist candidates in the preparation of portfolios and other instructional electronic materials needed for instructional purposes.

To support the goal of providing state of the art technology, the technology equipment in the Curriculum Lab was extensively increased as part of the Teachers for Promise Institute through the funding made available by a Maryland State Department of Education grant in 2010. Through the grant sponsorship SMART Technologies delivered and installed the following equipment: SMART Board 680i3 – 77" diagonal interactive whiteboard with projector; SMART Response 32 pack – student response system; SMART document camera – SDC330; SMART wireless slate – WS200; and SMART classroom audio system with 4 wall speakers, hand held microphone, lankier microphone, and receiver. The Curriculum Lab, an integral part of the Unit's preparation of professional educators, is designed to provide candidates with resources of current teaching practices, instructional delivery strategies, lesson plan development and assessment tools. The Lab contains technology equipment that enables candidates to access information to analyze subject matter knowledge and design meaningful learning experiences. A wide collection of videotapes that demonstrate the current best practices on instructional strategies and curriculum development are available, with special attention given to reading and mathematics. Through the utilization of integrated M130 hand held palms, candidates are trained to design lesson plans using the devices. To actively engage in self-critique, candidates are provided digital camera records to video tape the implementation of teaching strategies as a part of clinical and practicum interventions.

The PRAXIS Lab, located in the Center for Learning and Technology, remains a technology-rich facility used for the express purpose of aiding candidates in the preparation to complete the PRAXIS I and II requirements. The lab includes the most current computer technology and software consistent with its stated purpose. In June 2009, 19 new Lenovo PC lab workstations were installed in the PRAXIS Lab, replacing 12 iMac computers. The PC at the instructor podium was also upgraded from a Gateway PC to a new Lenovo Instructor workstation. The PC used by the PRAXIS Lab manager was also upgraded from a Dell PC to a new Lenovo instructor workstation. In the summer of 2010, Media Operations upgraded and updated the LCD projector, the DVD player, the sound system and the touch screen technology that functions as the brain for the instructor podium PC/Media

Center. A one terabyte external back up hard drive was installed in the PRAXIS lab to serve as redundant back up for the Lab Manager's workstation, where confidential PRAXIS student scores/files are currently stored. The telephone in the PRAXIS lab was upgraded in the fall of 2010 from an analog telephone line to a digital phone line. New digital equipment was provided to replace the older analog telephone. In December 2010, a new wireless access point was installed in the ceiling of the PRAXIS lab. This upgrade now affords students, faculty and staff the ability the access Bowie State University's wireless network through laptops and other portable, wireless, and web enabled devices. The technology capabilities provided by the existence of the Unit's three technology labs facilitates the implementation of the technology emphasis and requirements included in the Conceptual Framework.

SUMMARY

In summary, the Unit has embraced a conceptual framework that remains in close alignment with Bowie State University's mission and NCATE's standards. Cutting edge in its theoretical underpinnings as well as in practice, the conceptual framework is grounded in the ethos of multiculturalism. According to Darling-Hammond "The more expert and experienced teachers there are in school, the more professional knowledge they can share and bring to bear on making good curriculum decisions." (2010, p.50). Research clearly states that effective teachers must know their subject matter thoroughly so that they can present it in a challenging, clear, and compelling manner. Research also confirms that expert teachers use knowledge about children and learning to create effective learning environments. Good teachers make learning come alive for students who learn in different ways. The programs in the College of Education and the extended professional education Unit at Bowie State University are shaped by this sound research base, establishing a Conceptual Framework that fosters knowledge of subject matter, knowledge of pedagogy, collaboration, and knowledge of students and society as the basic tenets of educator preparation. The Conceptual Framework acknowledges a commitment to the candidates' mastery of evidence-based best practices of teaching methodology and counseling approaches including the appropriate application of technology in the instructional process and multiple uses of assessment techniques. The Unit's commitment to diversity is strongly evidenced in the requirements identified in the Conceptual Framework.

Selected References
Conceptual Framework

Preparing Effective, Caring, Collaborative Educators for a Global Society

General

Banks, J. (2006). *Cultural diversity and education: Foundation, curriculum, and teaching*.
    Boston, MA: Allyn & Bacon.

Darling-Hammond, L. (2010). The flat world and education: How America's commitment to equity
    will determine our future. New York, NY: Teacher College Press.

Dottin, E. (2001). *The development of a conceptual framework*. Lanham, Maryland: University Press
    of America.

Gardiner, H.W., & Kosmitzki, C. (2010). *Lives across cultures: Cross-cultural human development*
    (5th ed.). Needham Heights, MA: Allyn & Bacon.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York,
    NY: Teacher College Press.

Greene, M. (1992). The passions of pluralism: Multiculturalism and the expanding
    community. *Journal of Negro Education*, 61(3), 250-261.

Grossman, P. L. (1992). Teaching to learn. In A. Lieberman. (Ed.), *The changing contexts of
    teaching. 91st NSSE Yearbook.* (pp. 179 – 196. Chicago: University of Chicago Press.

Howard, T.C. (2003). Culturally relevant pedagogy: Ingredients for critical teacher
    reflection. *Theory into Practice*, 42(3), 195-204.

Irvine, J.J. (2003). *Educating teachers for diversity: Seeing with a cultural eye*. New York,
    NY: Teacher College Press.

Klinger, J.K., & Edwards, P.A. (2006). Cultural considerations with response to
    intervention models. *Reading Research Quarterly*, 41(1), 108-117.

Ladson-Billings, G. (1994). *Dreamkeepers: Successful teachers of African American
    children*. San Francisco, CA: Jossey-Bass.

Nieto, S. (2004). *Affirming diversity: The sociopolitical context of multicultural education*
    (4th ed.). Boston, MA: Allyn & Bacon.

Orfield, G.; & Kurlaender, M. (Eds.) (2001). *Diversity challenged: Evidence on the impact of
    affirmative action*. Cambridge, MA: Harvard University Press.

Sergiovanni, T. (2000). *Principalship: A reflective practice perspective*. San Francisco, CA: Jossey-
    Bass.

Shulman, L.S. (2002). Truth and consequences? Inquiry and policy in research on teacher education. *Journal of Teacher Education, 53*(3) 248-53.

Shulman, L.D. (2004). *The wisdom of practice: Teaching, learning, and learning to teach*. San Francisco, CA: Jossey-Bass.

Sleeter, C.E., and Grant, C.A. (2003). *Making choices for multicultural education: Five approaches to race, class, and gender*. (4th ed.). Hoboken: NJ: Wiley & Son.

Villegas, M.A., & Lucas, T. (2002). *Educating culturally responsive teachers: A coherent approach.* Albany, NY: SUNY Press.

Identifying and implementing educational practices supported by rigorous evidence: User friendly guide. *U.S. Department of Education*, 2003.

Academic Scholar

Carr, J. F., & Harris, D.E. (2001). *Succeeding with standards: Linking curriculum, assessment and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Darling- Hammond, L., (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teacher College Press.

Garcia, S.B., & Ortiz, A.A. (2008). A framework for culturally and linguistically responsive design of response-to-intervention models. *Multiple voices for ethnically diverse exceptional learners*, 11(1), 24-41.

Heilman, A.W. (2002). *Phonics in proper perspective (9th ed.)*. Upper Saddle, River NJ: Merrill/Prentice Hall.

Insel, P.M., Roth, W.T. (2002). *Core concepts in health (9th ed.)*. New York: McGraw Hill.

Miller,W. (2000). *Strategies for developing emergent literacy*. New York: McGraw-Hill.

Newman, K.A. (2002). *Demystifying PRAXIS: Mathematics*.   Washington, DC: National Educational Association.

Report of the National Reading Panel: Teaching Children to Read (2000). *Findings and determinations of the national reading panel by topic areas*. Bethesda, MD: National Reading Institute of Child Health and Human Development.

Rink, J. (2002). *Teaching elementary language arts: A balanced approach (6th ed.)*. Boston: Allyn and Bacon.

Rubin, D. (2000). *Teaching elementary language arts: A balanced approached (6th ed.)*. Boston: Allyn and Bacon.

Effective Practitioner

Atkinson, R.K., Derry, S.J., Renkl, A., & Wortham, D. (2000). Learning from examples: Instructional principles from the worked examples research. *Review of Educational Research, 70*(2), 181-214.

Bloom, B.S. (Ed.). (1956). *Taxonomy of educational objective handbook I: Cognitive domain*. New York: David McKay.

Brandt, R. (1997). On using knowledge about our brain: A conversation with Bob Sylwester. *Educational Leadership, 54*(6), 16-20.

Dewey, J. (1916). *Democracy and education*. New York: The Free Press.

Gardner, H. (2000). *The disciplined mind: Beyond facts and standardized test, the K-12 education that every child deserves*. New York, NY: Penguin Group.

Gordon, S.P., & Maxey, S. (2000). *How to help beginning teachers succeed (2nd ed.)*. Englewood Cliffs, NJ: Prentice Hall, Inc.

Grove, K., Strudler, N., & Odell, S. (2004). Mentoring toward technology use: Cooperating teacher practice in supporting student teachers. *Journal of Research on Technology in Education*, 37(1), 85-109.

Jaggers, L. W. (2002). *Demystifying PRAXIS: Principles of learning and teaching*. Washington, DC: National Educational Association.

Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J. Pickering, D.J. & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Rosenberg, M.S., O'Shea, L.J., & O'Shea, D.J. (2007). *Student teacher to master teacher: A practical guide for educating students with special needs (4th ed.)*. Upper Saddle, NJ: Person.

Rubin, D. (2000) *Teaching elementary language arts: A balanced approach (6th ed.)*. Boston: Allyn and Bacon.

Shulman, L.S. (2002). Making differences: A table of learning. *Change 34*(6), p36-44.

Stronge, J.H. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wilen, W., Ishler, J., Hutchinson, J., & Kindsvatter, R. (2000). *Dynamics of effective teaching (4th ed.)*. New York: Longman.

Technological Applications

Collins, A., & Halverson, R. (2010). The second educational revolution: rethinking education in the age of technology. *Journal of Computer Assisted Learning*, 26, 18-27.

Draves, W.A. (2002). *Teaching online*. River Falls, WI: LERN Books.

Grabe, M., & Grabe, C. (2001). *Integrating technology for meaningful learning (3rd ed.)*. Boston: Houghton Mifflin.

Hunt, M. (2002). *Microsoft publisher*. Boston, MA: Thomson Course Technology.

Kelly, M.G., & McAnear, A. (Eds.). (2002). *National educational technology standards for teachers: Preparing teachers to use technology*. Eugene, OR: International Society for Technology in Education.

Multiple Forms of Assessment

Anderson, L.W., & Krathwohl, D.R. (Eds.) (2001). A taxonomy for learning, teaching and assessing. New York: Longman.

Carey, L. (2001). *Measuring and evaluating school learning (3rd ed.)*. Boston: Allyn and Bacon.

Carr, J.F., & Harris, D.E. (2001). *Succeeding with standards: Linking curriculum, assessment and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Hilliard, A. (2003). No mystery: Closing the achievement gap between Africans and excellence. In T. Perry, C. Steele, & A. Hilliard (Eds.), *Young, gifted, and black: Promoting high achievement among African-American students*. (pp. 131-165). Boston, MA: Beacon Press.

Popham, W.J. (2001). *The truth about testing: An educator's call to action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Salvia, J., Ysseldyke, J., & Bolt, S. (2010). *Assessment in special education and inclusive education*. Belmont, CA: Wadsworth.

Silver, H.F., Stong, R.W., & Perini, M.J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development.

Multicultural & Global Perspectives

Asante, M. (1998). The Afrocentric idea. Philadelphia, PA: Temple Press.

Aronowitz, S., & Giroux, H. (1991). *Postmodern education: politics, culture, and social criticism*. Minneapolis, MN: University of Minnesota Press.

Banks, C.A. (2002). *An introduction to multicultural education (3rd ed.)*. Boston, MA: Allyn and Bacon.

Banks, J. (2002). Race, knowledge construction, and education in the USA: Lessons from history. *Race Ethnicity and Education; 5*(1), 7-27

Banks, J.A. (2003). *Teaching strategies for ethnic studies*. Boston, MA: Allyn & Bacon.

Bell, D. (1993). *Faces at the bottom of the well: The permanence of racism*. New York, NY: Basic Books.

Jackson, N., Bolden, W.S., & Fenwick, L.T. (Eds.) (2001). *Patterns of excellence: Promoting quality teaching through diversity*. Atlanta, GA: The Southern Education Foundation.

Quiocho, A., & Rios, F. (2000). The power of their presence: Minority group teachers and schooling. *Review of Educational Research, 70*(4), 485-528.

Sapon-Shevin, M. (1999). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. Alexandria, VA: Association for Supervision and Curriculum Development.

Collaborative Educator

Carter, P.L. (2005). *Keepin' it real: School success beyond black and white*. New York: Oxford University Press.

Delgado-Gaitan, C. (2004). *Involving Latino families in schools: Raising student achievement through home-school partnership*. Thousand Oaks, CA: SAGE Publications.

Epstein, J.L., & Sanders, M.G. (2006). Prospect for change: Preparing educators for school, family, and community partnership. *Peabody Journal of Education*, 8(2), 81-120.

Harry, B., Kalyanpur, M., & Day, M. (1999). *Building cultural reciprocity with families: Case studies in special education*. Baltimore, MD: Paul H. Brookes Publishing Co.

Landsman, J., & Lewis, C.W. (2006). *White teachers/ diverse classrooms: A guide to building inclusive schools, promoting high expectations, and eliminating racism*. Sterling, VA: Stylus Publishing.

Lawrence-Lightfoot, S. (2004). *Essential conversations: What parents and teachers can learn from each other*. New York: Random House Publishing Group.

Logan, S. (2000). *Black family: Strengths, self-help, and positive change*. Boulder, CO: Perseus Publishing.

Mills, C., & Gale, T. (2004). *Parent participation in disadvantaged schools: Moving beyond attributions of blame.* Australian Journal of Education, 48(3) 268-281.

Olivos, E.M. (2006) *Power of parents: A critical perspective of bicultural parent involvement in public schools.* New York: Peter Lang Publishing.

Personal and Interpersonal Perspectives

Epstein, J.L. (2001). Building bridges of home, school, and community: The importance of design. *Journal of Education for Students Placed At Risk*, 6(1&2), 161-168.

Goodlad, J.I. (1996). Democracy, education, and community. In R. Soder (Ed.) *Democracy, education, and the schools* (pp. 87-124). San Francisco, CA: Jossey-Bass.

Noddings, N. (2003). *Caring: A feminine approach to ethics and moral education*. Berkley, CA:
University of California Press.