Philosophy and Conceptual Framework

STATEMENT OF PHILOSOPHY:

The **CORE TEACHING BELIEFS** of the WJC Education faculty set our expectations for ourselves, our students and their K-12 students:

- High expectations drive achievement.
- Each individual possesses unique talents that must be developed.
- Teaching is a profession that demands specific knowledge, skills and dispositions.
- Learning is an active, life-long process.
- Instruction must be student-centered, challenging, and tied to assessment.
- Assessment must be used to improve instruction and foster individual growth.
- Teachers must advance equity and justice.

With these beliefs as a foundation the Department of Education faculty, in collaboration with our colleagues in the other liberal arts and sciences departments, have built teacher education programs at William Jewell College that seek to assist the student in the development of personal characteristics for responsible citizenship, advocacy of social justice, and effective professional teaching competence. Our conceptual framework supports this goal by setting specific learning goals and objectives for the development of intentional teachers who are reflective about their practice and establishing a knowledge base upon which the teacher education curriculum is built.

CONCEPTUAL FRAMEWORK:

Great Thinking Produces Intentional Teachers: Empowering with education to create a more compassionate and just world.

DEPARTMENT OF EDUCATION – TEACHER EDUCATION MISSION:

The mission of the Department of Education is to produce intentional, professional teachers as defined by the practice of 10 research-based high leverage teaching strategies. Teachers prepared at William Jewell will:

1. Know and challenge every student.
2. Deliver instruction with accurate academic language.
3. Articulate a clear objective.
4. Conduct and consider checks for student understanding.
5. Make thinking visible.
6. Keep student engaged in learning.
7. Utilize a variety of questioning strategies.
8. Communicate as a professional.
9. Use models, examples, or provide opportunities to practice.
10. Establish productive procedures and routines.

These departmental goals are consistent with the College's goals for students by:

- preparing teachers to live and work responsibly in a global environment;
- to develop their individual talents as teachers;
- to set goals and act purposefully in pursuit of their personal, educational and professional objectives;
- to understand the connection between the liberal arts and professional interests; and
- to develop the skills to create and learn independently as life-long learners.

These departmental goals are also consistent with the College goals to foster an atmosphere:

- that challenges all students to develop their intellectual skills at a high level;
- that values intellectual freedom, cultural vitality and the integration of faith and learning; and
- of respect for all persons.

GOALS/OBJECTIVES OF TEACHER EDUCATION AT WILLIAM JEWELL COLLEGE:

To accomplish this mission the Department of Education has created a scope and sequence of course and fieldwork designed to produce specific knowledge and skills in our teacher education graduates. **That knowledge and those skills have been organized into three overarching categories: content knowledge and pedagogy; knowing the learner and pedagogy; and reflection/professional development.** Within each of these three directional categories we have set broad goals and learning outcomes/objectives to use to assess student progress toward acquisition of knowledge and skills and to evaluate the effectiveness of our teacher education programs in fostering that knowledge and those skills.

CATEGORY I: CONTENT KNOWLEDGE AND PEDAGOGY GOALS:

William Jewell College teacher education graduates will:

- possess and be able to use and teach breadth and depth of content knowledge in appropriate fields;
- be knowledgeable about and be able to use research methods in their field to forward their own learning and will be able to teach those methods to their K-12 students so that those students can conduct age appropriate research; and
- acquire and be able to use a broad range of pedagogical techniques/strategies (including technology) effectively to produce learning in **each** (and every one) of their K-12 students.

LEARNING OBJECTIVES:

William Jewell College teacher education graduates will:

- plan and implement instruction using a backward design model wherein objectives are aligned with assessment and then both of those are aligned to instruction;
- plan and implement instruction wherein assessment data is used to improve instruction to produce learning and growth in every individual student;
- convey accurate content knowledge during methods courses and clinical field experiences;
- research content knowledge in preparation for their own instructional activities;
- apply instructional methodology strategies to create learning experiences that make subject matter meaningful for students;
- create, and implement a variety of effective instructional strategies, methods, techniques and approaches including techniques that foster deductive, inductive, integrative, inquiry, and critical thinking;
- make effective instructional choices considering the subject matter to be taught, consulting state, district and national standards, and including sequencing, pacing, emphases, activities, and evaluation; and
- use technology proficiently and appropriately as an instructional tool.

CATEGORY II: KNOWING THE LEARNER AND PEDAGOGY GOALS:

William Jewell College teacher education graduates will:

- understand how children develop and learn, generally and in cultural context, and be able to consider developmental levels and individual needs when planning instruction for groups and individuals; and
- understand the complex factors that influence learning and teaching and be able to use that understanding to plan effective instruction for groups of students and for individuals.

LEARNING OBJECTIVES:

William Jewell College teacher education graduates will:

- know and be able to apply learning theories to instructional planning and practice;
- know theories about and consider the physical, cognitive (including language and moral reasoning), and socio-emotional level of individual students when planning instruction for groups of students and individuals;

- understand the influence of cultural and socioeconomic background on individual student learning and be willing and able to consider an individual child's background in instructional planning and implementation;
- understand the range of exceptionalities in individual children and be willing and able to consider an individual child's exceptionalities in instructional planning and implementation;
- apply their understanding of the factors that influence learning (detailed just above) in effective instructional planning and implementation;
- utilize flexible and varied instructional methodologies to differentiate instruction to produce growth/learning in every student; and
- create a classroom environment that promotes student respect, participation, and motivation and which enhances the self-esteem encourages self-efficacy of each student.

CATEGORY III: REFLECTION/PROFESSIONAL DEVELOPMENT GOALS:

William Jewell College teacher education graduates will:

- understand how sociopolitical issues in the United States influence U.S. education/schooling in complex ways and develop a personal philosophy for teacher action based on that understanding;
- think critically about their own teaching practice and use information gleaned from systematic, reflective practice to improve the instructional process including instructional and ethical decision-making to meet the varied needs of every student;
- consider their personal attributes and skills in light of research on effective teaching practice to develop a personal teaching style that is effective; and
- continuously seek and benefit from opportunities for professional development.

LEARNING OBJECTIVES:

William Jewell College teacher education graduates will:

- know and use the most current Missouri curriculum standards, grade level expectations (GLE's), and course level expectations (CLE's); the Common Core; professional organizations' and district standards for curriculum development, and other sources of goals and objectives in instructional planning;
- analyze their K-12 students' performance (through examination of varied assessment data) and the effectiveness of their own teaching practice daily in order to improve both;
- utilize specific strategies to meet the individual needs of students who have specific needs (i.e., ESL, poverty, personal challenges);
- behave professionally in interactions with students, colleagues, supervisors and the community;
- seek and utilize information from professional sources in the field of education to improve his/her teaching practice; and
- promote change in schools/the community that enhance equal educational opportunities for all children.

The Department of Education faculty worked together to develop a sequence of course and field work experiences that would insure that teacher education students at Jewell acquire this

knowledge and these skills. Discussion about what knowledge and experiences needed to be incorporated into that sequence included our collective beliefs about teaching. The faculty asked who informed our beliefs about what was important for a K-12 teacher to know and be able to do and, more importantly, why. From that discussion we developed a conceptual framework that represents our overarching teacher education philosophy.

William Jewell College Teacher Education Conceptual Framework

INTRODUCTION:

We never educate directly, but indirectly by means of the environment. Whether we permit chance environments to do the work, or whether we design environments for the purpose makes a great deal of difference. And any environment is a chance environment so far as its educative influence is concerned unless it has been deliberately regulated with reference to its educative effect.
John Dewey, Democracy and Education, 1916

The demand for ever-better public schooling to produce ever better results for society is a recurrent theme in U.S. history. There is always a problem that public education is supposed to solve and/or public education itself is perceived to be the problem. Although it is unrealistic to expect schools or teachers to solve all social problems, the William Jewell College Education faculty has determined that teachers produced here will be part of the solution. William Jewell College prepares teachers who are intentional, professional teachers who have a knowledge base of content and pedagogy and the ability to reflect on that knowledge, acquire new knowledge and skills to produce learning in every student they teach.

Our conceptual framework gives form and substance to our practice. Herein we specify the theories and ideas upon which we base our actions – how we produce the intentional, professional teacher. Slavin discusses the intentional teacher as follows:

> Teaching involves planning and preparation, and then dozens of decisions every hour. Yet one attribute seems to be characteristic of outstanding teachers: intentionality. Intentionality means doing things for a reason, on purpose. Intentional teachers are those who are constantly thinking about the outcomes they want for their students and about how each decision they make moves children toward those outcomes. Intentional teachers know that maximum learning does not happen by chance. . . . to really challenge students, to get their best efforts, to help them make conceptual leaps and organize and retain knowledge, teachers need to be purposeful, thoughtful, and flexible, without ever losing sight of their goals for every child. In a word, they need to be *intentional*. (Slavin, 2006, p. 5)

However intentionality is not sufficient. Intentionality requires professionalism – acquisition of the knowledge and skills of the profession and to this notion we add the idea that the teacher must USE professional knowledge/skills to be effective – he/she must produce learning in his/her students. Although intentionality alone is not sufficient to describe our model, we will use "the intentional teacher" as a short-hand for the image of the teacher we produce at Jewell throughout this document.

Working from this image/premise the William Jewell College Education faculty defines the knowledge and skills that we believe will create the intentional teacher in this conceptual

framework. In so doing we begin with the Missouri Standards for the Preparation of Educators MoSPE and their base, the INTASC standards, but we also base our work and our programs on research in the field.

A strong overall summary of what an intentional teacher needs to know and be able to do is provided by Linda Darling-Hammond and John Bransford in their 2005 work, *Preparing Teachers for a Changing World*. Here Darling-Hammond and Bransford illustrate the complexity of teaching by describing the knowledge and skills it takes to be able to teach every child effectively. In brief their point is that teachers must know teaching/learning/educational psychology theories and be able to apply them meaningfully with individual children and in whole classrooms to produce learning in K-12 students. More specifically this means that teachers must know and be able to implement:

- developmentally appropriate practice (including language development in multilingual settings) and differentiated instruction for individual achievement within a social/teaching context;
- culturally appropriate practice that empowers every student to learn and fosters a broader understanding of culture;
- curriculum standards/theory/application/vision that gives every student access to meaningful information/power while responding to governmental mandates;
- educational policy as it influences teaching and learning daily – making choices that benefit students and their learning;
- meaningful assessment connected to instruction connected to curriculum connected to standards that produces useful achievement gains for the students; and
- culturally sensitive classroom management that produces a positive learning environment to facilitate individual achievement (Darling-Hammond, Bransford, et.al., 2005).

The goals and objectives of William Jewell College's teacher education programs capture this knowledge and these skills, and illustrate that these are not discrete theories, pieces of knowledge or skills sets but that all of these ideas and skills must be intertwined in the practice of teaching. In other words, teacher education students at Jewell are expected to understand the intersection of content knowledge, teaching methods, the social context of education, and student needs in order to be able to teach their students effectively. Using our three overarching categories as organizers we describe what we believe; how our beliefs are operationalized – the experiences we provide to produce teacher education student learning; and the ideas and theories upon which these beliefs and practices are based.

CATEGORY I: CONTENT KNOWLEDGE AND PEDAGOGY:

Too rarely is the individual teacher so free from the dictation of authoritative supervisor, textbook on methods, prescribed course of student, etc., that he can let his mind come to close quarters with the pupil's mind and the subject matter.
John Dewey, Democracy and Education, 1916

In the public policy debate some writers propose that depth of content knowledge is the only important attribute of an effective teacher. William Jewell College Department of Education faculty reject that thinking in favor of the belief that intentional teachers must possess content

knowledge AND pedagogical skills AND the context of schooling AND understand the interplay between the three. Research has provided much support for this belief.

In September 1999 the U.S. Department of Education conducted the President's Summit on Teacher Quality. Summit participants characterized "institutions of higher education" as "the engines of education reform" with the power "to produce better teachers" (http://www.ed.gov/inits/teachers/conferences/summit.html, p. 2, accessed 5/26/05). The ideas presented during the summit were echoed in the American Council on Education's 1999 report, "To Touch the Future" which rightly stated, "The public expects colleges and universities to prepare teachers who are knowledgeable about what they teach and proficient in how they teach." (ACE, p. 4) Darling-Hammond (2000), Sanders and Rivers (1996), and others have shown a relationship between teaching proficiency and student achievement. Depth of content knowledge is necessary, but not sufficient for effective teaching (Shulman, 1986, 1987; Berliner, 1994). The 1999 ACE report recognized this stating, "academic leaders . . . must put the education of teachers front and center on the institutional agenda" (ACE, 1999, pp. 17) proposing that:

1. The success of the student depends most of all on the quality of the teacher.
2. The essential competencies of an effective teacher are command of subject, preparation in effective pedagogical practice and high overall academic performance.
3. Strong and effective teacher education programs share common characteristics [of]:
    a. arts and science faculty and education faculty have developed an effective way to combine their contributions;
    b. the program is supported by the central administration of the institution and by school leaders in the community;
    c. applicants seeking to become teachers are admitted through a thoughtfully designed process of matriculation;
    d. graduates of teacher education programs are carefully guided into and supported in a community of teachers and learners, not just cut adrift after graduation;
    e. program elements, especially subject matter learning and clinical training, are tightly articulated, with practice coupled to theory; and
    f. program quality and outcomes are carefully, independently, and continuously assessed.
4. The academic capacity of graduates who enter teaching is comparable to that of college graduates overall for prospective secondary school teachers, but below average for prospective elementary teachers.
5. Teachers are inadequately prepared to understand and apply technology to teaching.
6. Current mechanisms of academic quality control – at colleges and universities, in schools and school systems, and in state laws and regulations – are inadequate to ensure that only fully qualified teacher enter the profession.
8. Special effort and further incentives will be needed to address shortages in high-poverty schools, in special needs programs, in the sciences, and among minority teachers. (Ibid., pp. 1-13)

Higher education institutions were asked by ACE to make teacher education a core mission by integrating teacher education and arts and sciences content and to invest both in teacher

education and arts and sciences faculty development so that the college as a whole contributed to the preparation of high quality teachers. This task force also alluded to the need to add the social context of the school/community into the process of teacher education but this idea was captured better by the 1999 President's Summit on Teacher Quality:

> Schools of Education cannot do this alone. Prospective teachers need sufficient content knowledge and the teaching skills to convey that knowledge to diverse students in increasingly challenging classrooms. Preparing teachers who are ready to meet these challenges successfully can only be accomplished through commitment of the entire university and its active involvement with local schools. In this sense, the preparation of teachers is a three-way responsibility of arts and sciences, education, and the schools. Too often, one of these partners is asked to shoulder the full load. Let us transform teacher education into a coordinated effort among K-12 school educators and faculty of both education and the arts and sciences at our institutions of higher education. [Emphasis added] (U.S.D.O.E., 1999, p. 7)

In other words, the only way that prospective teachers will understand the complexity of the intersection content knowledge, teaching methods, the social context of education, and student needs, is if teacher education is done in concert by college education and arts and sciences departments and the schools. This idea is supported by the tetrahedral model of James Jenkins wherein teaching and learning for understanding occur at the intersection of "nature of content", "teaching-learning activities", "characteristics of the learner" and "criterial tasks" (presented in Darling-Hammond and Bransford, 2005). William Jewell College teacher education programs are based on this model.

CONTENT KNOWLEDGE:

It is as much a logical absurdity to say 'One teaches children, not subjects'
as it is to say 'One teaches subjects, not children'.
Paul H. Hirst, What is Teaching?, 1971

Teacher education students at William Jewell College are expected to possess breadth and depth in their content knowledge. They are also expected to be knowledgeable about and able to use and teach research methods appropriate to their field. To produce those results the Education Department has adopted the following requirements:

> Secondary teacher education majors (9-12) in the fields of English, speech/theatre, social studies, and (K-12) art, foreign language, and music are required to double major in their content field and in secondary education. Secondary teacher education majors (9-12) in the fields of Biology, Chemistry, Physics and Math MAY minor or major in their content field but must meet all state content certification requirements. Within the secondary education major the content teaching methods course specific to their field is integrated with both literacy methods and clinical fieldwork.
>
> Elementary teacher education majors are required to take a broad array of content courses (written communication, math, two sciences, and economic geography). The literacy and math courses in the education department include both content and

methodology. In addition, elementary education majors are advised to add depth to their content methods by selecting degree electives that are relevant to the elementary curriculum.

In addition, all teacher education students must meet the basic skills requirement (competency in written/oral communication, and math), take courses covering diversity in the U.S. and technology use in the classroom, and demonstrate facility in use of the tools of inquiry appropriate to their field.

In addition every teacher education student completes the William Jewell College core curriculum which requires study, analysis, synthesis and evaluation of world views and consideration of complex real-world issues through the lenses of multiple disciplines. These courses promote critical thinking and problem-solving in our graduates.

These requirements are designed to insure that the entry-level teacher has foundational knowledge, research skills to acquire additional knowledge, and teaching skills to facilitate effective, accurate teaching in the K-12 classroom that they enter. Since this knowledge and these skills are taught by the faculty in William Jewell College's Arts and Sciences Departments, the education department works very closely with the faculty in those departments. Faculty from each department is invited to serve on the Teacher Education Committee and that committee serves as a conduit for information from the education department to the other departments and back again. Faculty members on the Teacher Education Committee work to insure that teacher education students take courses that best match the K-12 curriculum. The Teacher Education Committee members review data from required certification examination scores and other performance indicators of students in their fields and discuss how to improve their content performance. They also confer with the content area methods instructors to review the state and national K-12 curriculum standards to identify areas in which students may need additional instruction. The work of the committee is then carried back to the Arts and Sciences Department by their representative who then also carries concerns, issues back to the committee about any changes that may need to be made in the teacher education sequence and/or in field-work experiences. This is a rich process informed by the subject area expertise of the faculty in the Arts and Sciences. Each of these fields brings the strength of the conceptual framework of their own field to the process of teacher education.

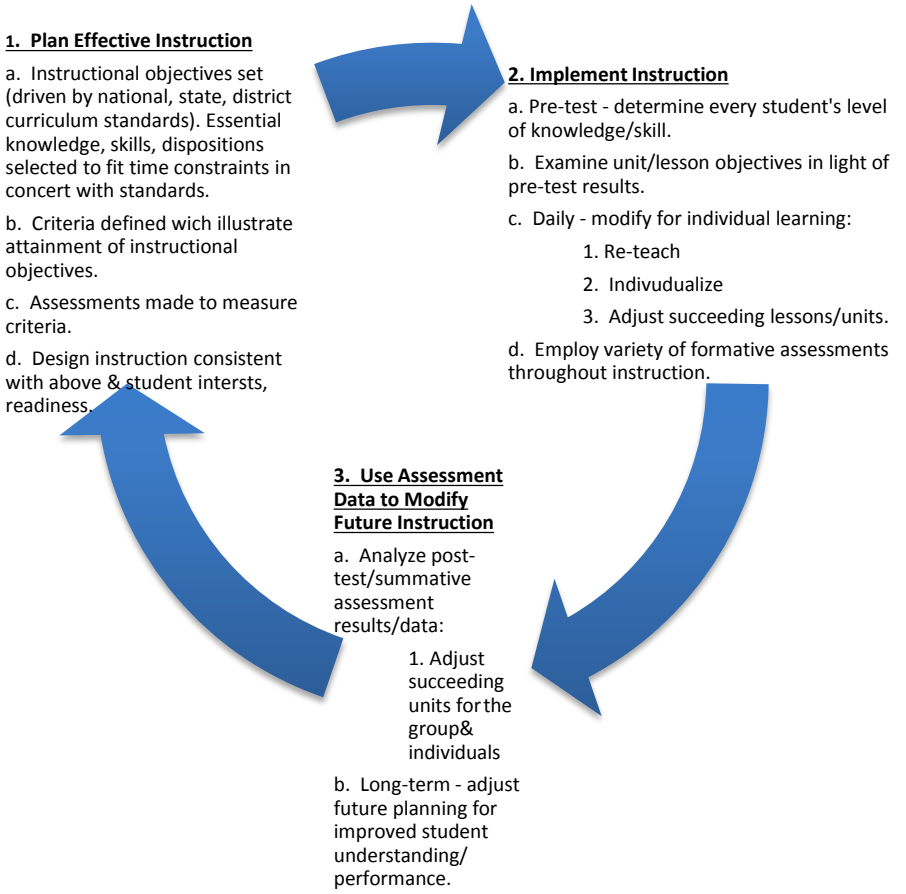
CONTENT TEACHING METHODS:

For apart from inquiry . . . individuals cannot be truly human.
Knowledge emerges only through invention and re-invention,
through the restless, impatient, continuing, hopeful inquiry human
beings pursue in the world, with the world, and with each other.
Paulo Freire, Pedagogy of the Oppressed, 1970

Teacher education students at Jewell are expected to understand how to teach specific content through a variety of methods appropriate to that field. Elementary education majors engage in a series of integrated content and methods courses wherein they are required to demonstrate depth of knowledge about the content that they will teach while also practicing a variety of methods for teaching that content. Secondary education majors engage in a series of courses

building general pedagogical skills which leads to an integrated literacy/teaching methods course specific to their field. In both programs, methodological course work is completed in tandem with fieldwork in K-12 classrooms in which the teacher education student practices teaching methodology under the guidance and mentoring of a skilled practicing teacher. Methodological courses emphasize current district, state and national curriculum standards and the knowledge base upon which those standards are derived, and mastery of a variety of teaching methods. Content methods faculty monitor developments in Missouri and the nation and are incorporating the national Core Curriculum while maintaining instruction on Grade-Level Expectations and current Missouri curricular standards. Content methods faculty also keep current in the standards of the Association for Childhood Education International (ACEI), National Art Education Association (NAEA), National Council of Teachers of English (NCTE), American Council on the Teaching of Foreign Languages (ACTFL), National Council of Teachers of Mathematics (NCTM), International Literacy Association (ILA), National Science Teachers Association (NSTA), and the National Council for the Social Studies (NCSS). In addition, specific fields are informed by the signature works of those fields.

In addition to content specific methodology, the education faculty at Jewell emphasizes use of the backward design model (Wiggins & McTighe, 1998). This model makes an explicit connection between instructional objectives and assessment and instruction. It further demands that teachers use assessment data to inform future instruction in a cyclical process of teaching for mastery and understanding. The image below captures this cycle.



FIELD EXPERIENCES:

I believe that education, therefore, is a process of living
and not a preparation for future living.
John Dewey, My Pedagogic Creed, 1897

Teacher education students at William Jewell College are asked to take the ideas learned in all campus based course work and to apply and reflect on them in a minimum of six clinical field experiences in the schools. The six field experiences occur in a developmental sequence wherein teacher education students build their understanding of the teaching and learning process. Each fieldwork is completed in tandem with specific course work wherein assignments are made to cause students to consider and/or practice specific pedagogical knowledge and/or skills. Initially students are directed what to observe and do but as their knowledge of teaching and learning grows students are expected to assist the teacher and then plan and implement instruction themselves. Over the course of the field experiences students are placed at some time in an urban school, a rural school and a suburban school so that the student can both experience and understand how community and social conditions and culture influence the teaching and learning process.

School partners are integral to this component of our teacher education program. We quite literally, could not do this without them. Therefore we seek school partners and cooperating teachers who share our beliefs about teaching and learning. Moreover we create partnerships in which both partners benefit. Both our faculty and our students serve the teachers and students of the school, while the school and its teachers in turn provide professional development of our teacher candidates. Because of our size we cannot partner with every school that provides field experience placements but in the schools with which we partner we establish meaningful, collaborative relationships. School-university (college in our case) partnerships have been shown to be beneficial to both sides of the partnership and we strongly believe that these partnerships strengthen the efficacy of our teacher education programs (Darling-Hammond, 1994; Levine & Trachtmann, 1997; Teitel, 2003).

CATEGORY II: KNOWING THE LEARNER AND PEDAGOGY:

There is, in fact, no teaching without learning. One requires the other.
Paulo Freire, Pedagogy of Freedom, 1998

Faculty in the Department of Education at William Jewell College adopt a primarily constructivist approach to education. Our teacher education programs rely heavily on the work of Piaget (1952a, 1952b) and Vygotsky (1934/1978) and are strongly influenced by the congruent ideas of Dewey (1916, 1938). However, the faculty recognizes teaching and learning as complex activities which require teachers to utilize a breadth and depth of ideas and theories to practice successfully. Therefore in teaching a constructivist approach to teaching we return to our primary image of the intentional teacher who acts at the intersection of content knowledge, teaching methods, social context, and student needs. The WJC Education faculty believes this means that the intentional teacher needs depth of knowledge about the learner and the variety of pedagogical methods available to meet the needs of that learner.

STUDENT NEEDS/THE LEARNER:

William Jewell teacher education students are required to understand how children develop and learn, generally and in cultural context, and to use this knowledge when planning and implementing instruction to produce student learning. Toward this end Jewell teacher education students take course work in educational psychology, the education and psychology of exceptional children and language development to build a base of knowledge about the many individual attributes that influence learning including:

- Cognition, metacognition, motivation; Constructivism (Piaget, Vygotsky, Bruner, Maslow);
- Biological development (Montessori);
- Socio-emotional/identity development; moral development (Erikson, Marcia, Kohlberg);
- Physical development;
- Language development (Fenson & Fenson; Glazer & Burke; Pressley, Lesley, & Gambrell; Purcell-Gates, McIntyre & Freppon; Goodman & Goodman; and others);
- Behavioral learning, SLT (Skinner, Bandura);
- Developmental Systems/Ecological (Bronfendbrenner, MB Spencer, Maslow, Aisnworth, Baumrind, Moll);
- Intelligence theory and acadmic achievement (Sterberg, CHC, Sternberg, Perkins, Gardner);
- multiple motivation theories including Maslow (1954);
- Brain function (Jensen, Sousa, Sylwester);
- UDL, Inclusion, Culturally Responsive Teaching (Banks & Banks, Gay, Ladson-Billings Noguerra, Freeman & Freeman).

Teacher education students are asked to apply and use these ideas not only in course based child/case studies and assignments but also throughout their teacher education program. During their methods course work teacher education students are required to explain their instructional planning – why have they designed instruction in this manner, what is the purpose? During fieldwork they are required to analyze what they observe and/or do in the classroom and relate their actions back to what they know about how children learn and develop. During student teaching they must apply their knowledge of individual intelligence/learning style, development, culture, language, management/ classroom environment, motivation and exceptionalities on a daily basis to the instructional process.

Student teaching is a time of learning for the teacher education candidate but these candidates are expected to build on the knowledge that they have already acquired through course work, not to simply reinvent practices that the cooperating teacher already has in place. They are expected to apply theory to practice, analyze what has transpired and modify their teaching practice to continuously improve their teaching and subsequently their students' performance. By expecting this performance during student teaching the WJC teacher education faculty believes teacher education candidates will acquire habits of mind – ways of thinking about and practicing teaching on a daily basis that encourages life-long improvement of their knowledge and their teaching skills.

TEACHING METHODS:

Effective teaching does not just happen; it is produced through the thoughtful planning of each phase of the learning process.
Kellough & Roberts, A Resource Guide for Elementary Teaching, 2002

William Jewell College teacher education students must understand the complex factors that influence learning and teaching and use that knowledge to plan effective instruction. To accomplish this, knowledge of learners and their needs must be joined with knowledge of teaching methods and when/how to use those teaching methods.

To provide teacher education students with this knowledge and with opportunities to practice instructional skills, an early introduction to general teaching methods class is required followed by advanced literacy, content specific and reflective teaching practice methods courses later in the programs. As described earlier, these courses are accompanied by field experiences in which the teacher education student acquires increasing responsibility for classroom activities. This sequence helps students to build their understanding of how students learn and how teaching is done (and why) while also being allowed to practice and build a repertoire of skills. In this way, teacher education students gain gradual competence in teaching culminating during the student teaching experience when they should be able to demonstrate full competence at a beginning teacher level.

Within this course and field work the WJC Education faculty emphasizes a cognitivist/constructivist, student-centered approach that builds the student's ability to make real-world connections, connect information across discipline, raise questions and engage in higher order thinking skills. Vygotsky's concept of mediated learning and idea of assisting the learner in the zone of proximal development support this approach as do Bandura's ideas for promoting self-regulated learning and Bruner's advocacy of discovery learning. This approach is also consistent with the APA's learner-centered psychological principles which state that learners "reinterpret information and experience" themselves, are self-motivated "by the quest for knowledge", work "with others to socially construct meaning, and" are "aware of his or her own learning strategies and capable of applying them to new problems or circumstances." (Slavin, 2006, pp.249-250) Caine and Caine (1991) also propose that learning occurs when the learner is immersed in complex, interactive experiences which are personally meaningful and challenging and when the learner then analyzes the experience to gain insight into the problem or experience (pp. 104-105). Kellough and Roberts (2002) also pursue this line of thinking, indicating that learning occurs when students "make connections" among content. The job of the teacher according to these theorists is:

- to understand where the student is in his/her zone of proximal development – this encompasses knowing the developmental level, learning styles, exceptionalities, cultural framework, skill level, and needs of the child;
- to design instructional opportunities that will allow the student to discover new information/knowledge/skills with assistance from a competent peer or adult;
- to allow the student to build competence in the knowledge/skill by themselves – making real world applications;
- to offer opportunities for students to make connections to prior knowledge;

- to offer opportunities for students to analyze information and raise new questions that will lead the learner on to the next set of information/knowledge/skills;
- to assess how the student is progressing toward competence prior to, during and after instruction, and scaffold instruction as necessary; and
- to analyze the effects of instruction and to use that information to improve the instructional process.

Certain teaching strategies lend themselves to these tasks better than others and these are the methods emphasized in William Jewell College teacher education methods courses. These methods include:

- inquiry-based instruction (Llewellyn);
- backward design (Wiggins & McTighe);
- standards based instruction and assessment (Marzano; Reeves; Stein; Senk & Thompson);
- pre-formative, and post-assessment methods (Soloman; Stiggins & Conklin, Williams) thematic/integrated/interdisciplinary instruction;
- use of assessment data to inform instructional decision-making (Black & William; Stiggins, 1992, 2004; Reeves, 2007)
- inquiry learning; discovery learning; cooperative learning; and problem-solving/decision-making based instruction;
- high leverage teaching strategies (Lemov, Marzano, Ball, Project Zero, Hattie);
- differentiated instruction, personalized learning (Tomlinson, Wormeli);
- standards-based instruction and assessment (Marzano);
- thinking dispositions (Ritchart & Church).

In teaching these methods we emphasize that teachers must encourage K-12 student responsibility for their own learning and higher order thinking through use of these methods.

At the same time that we emphasize these methods, the WJC Education faculty recognizes that some students learn better through direct instruction. Gardner's work indicates that some individuals learn more efficiently through direct instruction. Also, Marzano (2001, 2004) suggests that some low socioeconomic populations learn more effectively through direct instruction while other research suggests that direct instruction produces primarily short-term memory but does not produce lasting understanding (Brent & DiObilda, 1993).

Therefore WJC teacher education students learn and practice a variety of instructional and assessment methods and are taught to analyze which instructional tool (and related assessment) will accomplish their instructional objectives. Once again, the emphasis is on instructional practice at the intersection of content knowledge, teaching methods, social context, and student needs that will produce P-12 student learning.

Because we believe it is necessary for effective intentional teachers to meet students where they are, the Department of Education at William Jewell College also teaches, and requires our students to apply and practice, differentiated instruction. Differentiated instruction (Tomlinson, 2005; 2006) is consistent with and supports standards-based instruction and assessment (Marzano, 2010), backward design (Wiggins & McTighe, 1998), and curriculum

mapping (Hayes Jacobs, 2004; 2009). Used together these strategies provide a powerful tool-kit for beginning teachers to plan and implement effective instruction.

CATEGORY III: REFLECTION/PROFESSIONAL DEVELOPMENT:

"experiences in order to be educative must lead out into an expanding world of subject-matter . . . This condition is satisfied only as the educator views teaching and learning as a continuous process of reconstruction of experience."
John Dewey, Education and Experience, 1938

William Jewell College Education faculty believe that this category REPRESENTS the intersection of content knowledge, teaching methods, social context and student needs that will produce P-12 student learning. Informed reflection is intimately tied to instructional decision making. Effective instructional decision-making that produces P-12 student learning is the hallmark of an intentional, professional teacher. We agree with Henderson (1992) that the three key characteristics of reflective practice are an ethic of caring, a Constructivist approach to teaching and artistic problem-solving. Henderson and others build on the thinking of Schon (1987) who initially defined reflective Constructivist practice. Going one step further, we agree with Danielson and McGreal (2000) who propose that this is the heart of professional development. Teachers need to not only care about their students, and engage in effective instructional decision-making that results in student performance/achievement – they must DOCUMENT that student performance systematically and continuously and use that to engage in further instructional decision making, document their effectiveness as a teacher, and use that information to chart their own professional development. The intentional teacher needs to do to improve as a teacher so that their students learn more effectively and, simply, learn more.

SOCIAL CONTEXT OF EDUCATION:

We must abandon completely the naïve faith that school automatically liberates the mind and serves the cause of human progress; in fact, we know that it may serve any cause. . . . whether it is good or evil depends, not on the laws of learning, but on the conception of life and civilization that gives it substance and direction. In the course of history, education has served every purpose and doctrine contrived by man. If it is to serve the cause of human freedom, it must be explicitly designed for that purpose.
George Counts, Education and the foundation of human freedom, 1963

We believe that the social context of schooling and the personal experience of the individual influence the teaching and learning process. We also believe that teachers must care for their students. Therefore, William Jewell teacher education students are asked to consider the construction of public schooling in the U.S. in the social and institutional context in which it operates. CTI 284, School and Society, asks teacher education students to examine social inequities as part of the socio-political context of schooling and education and exposes them to the historical construction of education as influenced by the perspectives of Jefferson, Webster, Walker, Mann, Beecher, Willard, Washington, DuBois, Collier, Dewey, Counts and others and then brings that discussion to the present considering Joel Spring's ideas about deculturalization (1994); James (1997, 2001) and Cherry Banks' ideas about multicultural education (1997); Christine Sleeter and Carl Grant's ideas about the influence of race, class and gender on education (1999); and Paulo Freire (1970, 1998), Lisa Delpit (1995) and Sonia Nieto's

ideas about critical pedagogy – among others. Recognizing that the sociopolitical world is constantly shifting, we also require our students to consider the ideas of leading theorists as they emerge (Darling-Hammond, 2010; Noguerro, 2009, etc.). Teacher education students are asked to question their own assumptions and think critically about these ideas. They are asked to discern for themselves why schools operate in the ways that they do today and what that means for their own teaching, for their students' learning. The intentional teacher needs to:

- understand how sociopolitical issues in the United States influence U.S. education/schooling in complex ways and develop a personal philosophy for teacher action based on that understanding;
- think critically about their own teaching practice and use information gleaned from systematic, reflective practice to improve the instructional process including instructional and ethical decision-making;
- consider their personal attributes and skills in light of research on effective teaching practice to develop a personal teaching style that is effective;
- continuously seek and benefit from opportunities for professional development; and
- keep informed about changing demands for teaching, teachers, schools and students and use that information to improve their practice.

Moreover we recognize diversity as a fact in U.S. society. Given that fact we require all students to take a course in U.S. diversity and we require WJC teacher education students to consider how they will meet the needs of each and every student in their K-12 classroom. In turn we offer them methods to try to do so and field experiences in which they can observe an array of teachers working with varied student populations (as described earlier).

REFLECTIVE PRACTICE:

In the quest for teaching excellence, [he]she is willing to . . . solve students' problems by trying to see them in a new way, or look at them from different points of view. . . . Like an investigative reporter, an inquiring, reflective teacher looks beyond the surface, rejecting easy labels on problems. . . and instead tries to dig out the facts and get to the source of the difficulty. Henderson, Reflective Teaching (1992)

Donald Schon (1987) defined reflective teaching practice as "an exercise of intelligence" – the teacher purposefully reflecting on/analyzing all of the factors that produce student learning (including how to counter those that inhibit learning). In discussing reflective practice Henderson (1992) enunciated what the factors are. Henderson makes caring the necessary but not sufficient base for reflective practice, "To care as a teacher is to be ethically bound to understand one's students" (p.2). And then adds the student's prior knowledge/culture/experience/values, social context and content as the other factors that teachers must take into account in instructional decision making.

William Jewell College Education faculty believes that Schon and Henderson's ideas are the starting point for the intentional teacher. The intentional teacher must develop and then use habits of mind that make student learning the sole focus of instructional practice. To do this the intentional teacher has to understand all of the factors that influence student learning – development, motivation, culture (as constructed by society and individuals), learning style, health, learning environment, and teacher actions (management and instruction – informed by skill and knowledge) – and then has to develop effective instruction based on that understanding. The intentional teacher also has to recognize that this is an ongoing process –

minute by minute, hour by hour, day by day, week by week – interaction by interaction, lesson by lesson, unit by unit. The intentional teacher has to examine his/her instructional practice continuously as informed by all factors and work unceasingly to increase the learning of each of his/her students.

To encourage formation of these habits of analysis and instructional decision-making, every course in William Jewell College's teacher education programs emphasizes teaching as an ethical, decision-making process and requires the teacher education student to complete assignments through which they practice critical thinking about the teaching and learning process. Thus the reflective component strand of our conceptual framework is intertwined with the two earlier strands. The social context piece added is also in this strand. All of the sources of knowledge about how teaching and learning occur and all of the skills derived from that knowledge base must be used when reflecting on teaching practice. Reflective practice is the unifying theme of our teacher education programs and the crucial tool of the intentional teacher.