

Conceptual Framework (overview)

Preparing the R.E.A.D. Teacher

Tougaloo College's conceptual framework guides the professional unit in achieving its mission for the College and the Teacher Education preparation program. The Framework establishes shared vision, as well as the Division of Education's efforts in preparing candidates to work effectively in P-12 schools. In addition, the curriculum Framework is knowledge-based, articulated, shared, coherent, and committed to professionalism, diversity, technology and standards.

Tougaloo College's conceptual framework is based on the assumption that candidates must have proficient knowledge, skills and dispositions in order to be effective, highly-qualified teacher. Therefore, the framework has been developed through collaborative efforts among the students, faculty, administration, advisory councils and the professional community. This framework also addresses assessment, diversity, field experiences and best practices as modeled by faculty qualifications. The vision of Tougaloo College is reflected in each component of the conceptual framework. The main goal is to produce the R.E.A.D. (reflective, effective, active, decisive) teacher for the classrooms of Mississippi and the global community. Tougaloo College's teacher education program intends to produce students who are self-directed learners and self-reliant persons capable of dealing effectively with people, challenges and issues.

The conceptual framework model is found on Tougaloo College's website and is shared and discussed with students, faculty, staff, the community and the world.

The R.E.A.D. (Reflective, Effective, Active, Decisive) Teacher

The Rationale for the Conceptual Framework

The Division of Education, Supervision and Instruction embraces the philosophy that prospective teachers must engage in a cycle of thought and action which produces inquiry, leads to the discovery of putting theories to practice, and enables them to eventually become reflective teachers who will share the full range of their knowledge and experiences, in and beyond the classroom, with their students (Arends, 2007) states that the art of professional practice is learnable and it is experienced, coupled with careful analysis and reflection that produces learning. Reflective teaching emphasizes reflective inquiry and self-awareness. Therefore, **REFLECTIVE** teachers analyze their own behavior and consider the factors that make their teaching effective (Ornstein & Lasley, 2004).

The philosophical rationale of the Division of Education, Supervision and Instruction at Tougaloo College is characterized by a belief that prospective teachers must possess and demonstrate a body of knowledge and skills needed to promote student achievement and to meet the needs of learners in schools of this multicultural and diverse society. Prospective teachers must be well informed and exhibit intellectual accomplishment of subject matter, as well as professional knowledge, thus becoming **EFFECTIVE** teachers who will carry out their responsibilities. Effective teachers demonstrate behaviors of planning, management of student matters, verbal and non-verbal communication, counseling, awareness of individual differences,

consistent rules, questioning skills, classroom management and assessment techniques (Greenwood, Fillmer & Parkay, 2005). An established evaluation process must be in place to garner assessment data, which attests to the effectiveness of the pre-service teacher at all levels of instruction and field experiences.

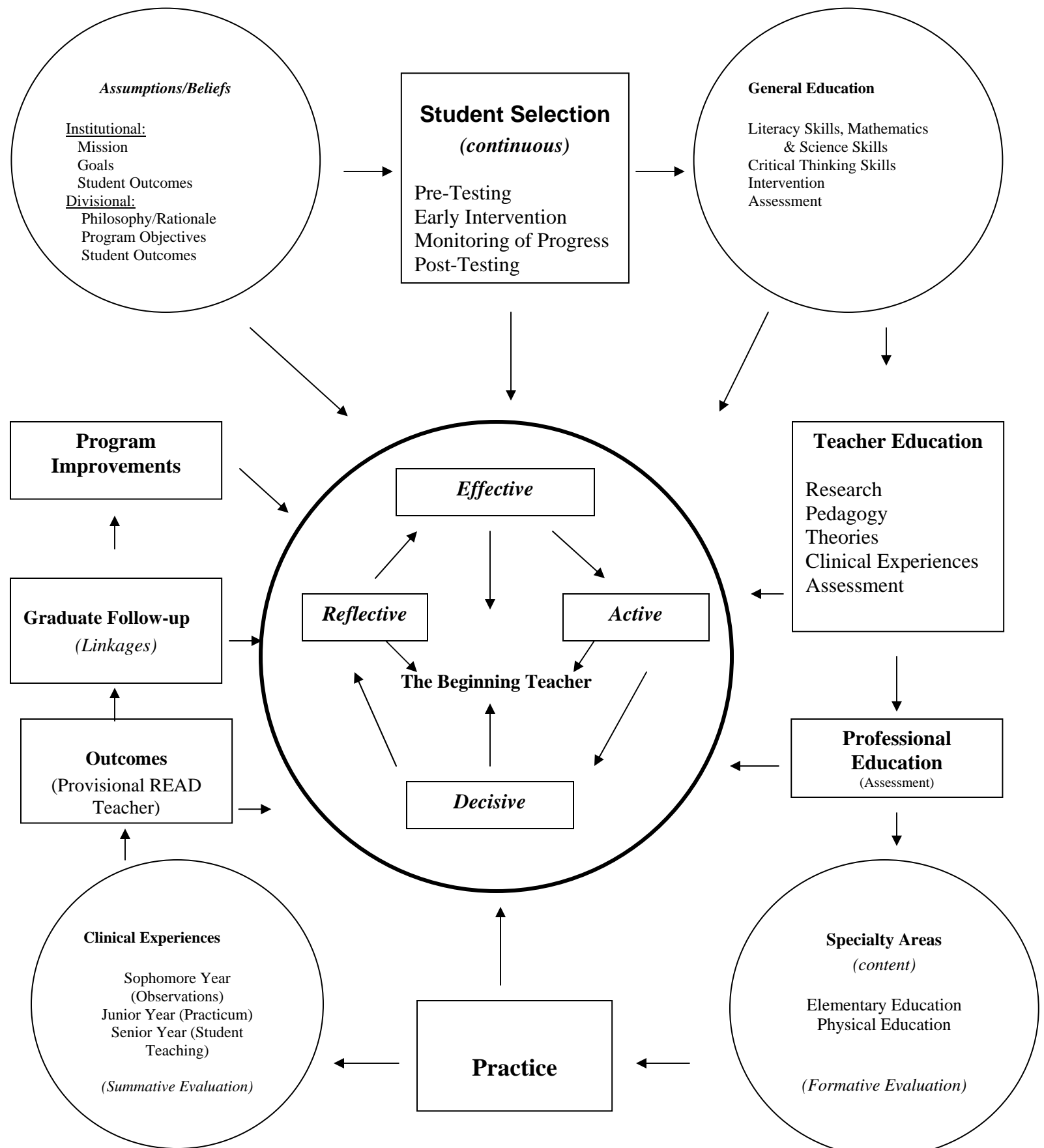
The teaching faculty at Tougaloo College view themselves as active teachers and encourages prospective teachers to become **ACTIVE** teachers. Active teachers are those who are active in their profession; teachers who are active in their communities; teachers who are politically and socially active; teacher who are proactive, rather than reactive; and teacher who are active educational leaders. Tougaloo College intends to contribute to the social, health and educational needs of the local and state communities through a program of community service (Tougaloo College Course Catalog, 2005-2007). A growing body of research suggests that active teaching is associated with enhanced learner achievement (Good & Brophy, 2007).

Additionally, the teacher education programs at Tougaloo College focus on a strong knowledge-based curriculum combined with sound management and analytical skills that guide pre-service teachers in making instructional decisions, and/or decisions that have legal implications (Armstrong, 2000) inform us that an understanding of legal principles can help the pre-service teacher make informed decisions thus effectuating the **DECISIVE** teachers.

In summary, the professional education programs at Tougaloo College are based on the College's Mission Statement, the R.E.A.D. teacher model and research based philosophy. The basic disciplines (humanities, natural sciences, mathematics, and social sciences) of human knowledge and the study of traditional educational practices as well as those practices which foster and innovate research-based approaches, assessment and evaluation under gird the curriculum for the **REFLECTIVE**, **EFFECTIVE**, **ACTIVE**, and **DECISIVE** pre-service teacher.

Conceptual Framework and Curriculum Model

Theme: The Reflective, Effective, Active, Decisive Teacher



The Goals of Teacher Education:

The goal of teacher education at Tougaloo College is to prepare competent teachers who demonstrate both academic excellence and professional knowledge while providing distinctive leadership and service to those they teach.

The Division of Education believes that the four areas in our conceptual framework support this goal and provide the basis of the objectives of the unit.

REFLECTIVE

The Education unit seeks to provide experiences that will enable the teacher candidate to:

1. Have personal qualities that allow them to develop authentic human relationships with their students, parents, and colleagues and to create democratic, socially, just classrooms for children and adolescents (Arends, 2007).
2. Apply critical thoughts to all areas of life. Communicate verbally and nonverbally of modes, including speaking effectively for the sake of performing, explaining and creating (Arends, 2007)
3. Acquire and process information including listening effectively in various arenas of life, reading with discrimination and observing accurately in academic and non academic environments.
4. Demonstrate knowledge of content area subject matter, critical analysis and thinking skills and creating inquiry for problem solving.

EFFECTIVE

The Education unit seeks to provide appropriate opportunities and instructions for the student to acquire skills and knowledge, so that they may:

1. Develop skills required in the selected profession and demonstrate mastery through content delivery.
2. Acquire and demonstrate basic knowledge of the humanities, natural sciences, and the social sciences and integrate this knowledge into the total education process.
3. Have a positive disposition toward knowledge. They have command of at least three broad knowledge bases that deal with the subject matter, human development and learning, pedagogy. They use this knowledge to guide the science and art of their teaching practice.
4. Effective teachers have a repertoire of teaching practices known to stimulate student motivation, to enhance student achievement of basic skills, to develop higher-level thinking, and to produce self-regulated learners
5. Select and implement teaching models, teaching strategies and appropriate educational materials that complement and enrich the individual learning styles levels of students.

ACTIVE

The Education unit seeks to provide experiences for the development of active leadership skills by providing opportunities to:

1. Participate in activities and experiences that promote service to the community.
2. Demonstrate a service-oriented attitude that enhances the school, the home, the church and community relationship.
3. Become familiar with and use professional journals to complement theory to practice.
4. Read and interpret research data and apply its findings and analysis to enhance professional development.
5. Demonstrate knowledge of the goals and functions of professional organizations related to the field.

DECISIVE

The Education unit seeks to promote personal and cultural development of the teacher candidate to result in:

1. Providing leadership in a democratic society and a changing world.
2. Developing and demonstrating personal values, recognizing differences in individuals with respect to their beliefs, culture, and values.

Technology

Research has shown that when information is processed by more than one memory, it strengthens the learning potential. Additionally, research has suggested that visuals used in conjunction with lecture materials increases comprehension and retention of information (Loving, 2005).

The generalization, based on research, was that in a learning environment, materials that were presented in a visual, auditory, and/or tactile manner would have the greatest chance of being processed and retained by students. Thus, technology in the classroom allows students to see, touch, feel, analyze, explore, and experience many other useful and meaningful challenges in their learning endeavors. The Division of Education, Supervision and Instruction encourages infusion of technology into all of its courses as mandated by national standards.

The students will demonstrate mastery of the following objectives based on ISTE National Education Technology Standards (NETS):

1. Demonstrate basic operations and concepts as they relate to technology.
2. Demonstrate a sound understanding of the nature and operation of technology systems.
3. Demonstrate proficiency in the use of basic technology.
4. Discuss social, ethical and human issues relative to technology
5. Practice responsible use of technology systems, information and software.

6. Develop and demonstrate positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity.
7. Use technology tools to enhance learning, increase productivity and promote creativity.
8. Design developmentally appropriate lesson plans infusing national technology standards.
9. Identify and locate technology resources and evaluate them for accuracy and suitability.
10. Use technology to support learner-centered strategies that address the diverse needs of students.
11. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
12. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practices and maximize student learning.

Diversity

To respond effectively to the society, Tougaloo College strives to provide an academic atmosphere that is free of racial and ethnic biases. Tougaloo College's education program is committed to students as scholars and leaders (R.E.A.D. teacher) understand and appreciate the diverse nature of learners in their culture.

Tougaloo College's teacher education program is committed to preparing educators who, as scholars and leaders, understand and appreciate the diverse nature of learners and their cultures. The Teacher Education Program at Tougaloo College recognizes the continuing role that schools and teachers play in fostering acceptance and celebration of diversity, both individually and collectively.

Scholars essential to the professional education knowledge base:

Arends, Richard	Goodlad, John
Binet, Alfred	Goodman, Kenneth
Bloom, Benjamin	Kaufman, Alan
Brophy, J.E.	Kaufman, James
Bruner, Jerome	Kirk, Samuel
Chomsky, Carol	Locke, John
Chomsky, Noam	Mann, Horace
Cooper (classroom teaching)	Maslow
Crabtree, Charlotte	Metcalf, L.E.
Deshler, Don	Montessori, Maria
Dewey, John	Pestalozzi, Johann
Durkin, Delores	Piaget, Jean
Elkind, David	Plato
Erikson, Eric	Socrates
Frobel, Frederick	Skinner, B.F.
Gagne', R.M.	Slavin, Robert
Gallagher, James	Thorndike, E.L.
Gardner, Howard	Tobin, K.
Glasser, William	Van Allen, Roach
Good, Thomas	Vygotsky, Levine

The conceptual framework provides a smooth transition between all sectors/ divisions of the teacher education unit. It merges field experiences, curriculum, community partnerships, student input, research and scholarship. It is driven by the mission of the institution, as well as by the teacher education program.

The conceptual framework was developed with input from each academic area represented on the Teacher Education Advisory Council; therefore, the goal of the reflective, effective, active, decisive teacher is an integral part of the mission of the College. The professional knowledge is supported by the evaluations from the professional community, the success of our graduates in the field and the efforts by the unit to continually evaluate and modify the program to meet any challenges that occur.

The general education curriculum required by the college involves a range of areas of knowledge and of skills considered essential for Tougaloo graduates. This general curriculum is intended to give a perspective on the world of ideas and to form a broad base of knowledge for detailed study in a major discipline. The teacher education program requires students to satisfy the general core curriculum which is 56 to 58 hours. This core curriculum requirement supports the Conceptual Framework for academic excellency (College catalog pp. 62 - 63).

References

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