

Unit Knowledge Base

The Teacher Education Unit has collaboratively developed a conceptual framework and a knowledge base. This endeavor has enriched the academic and intellectual discussion about our purpose, vision, and goals. It has helped the Unit focus on the knowledge, skills, and dispositions needed to develop powerful learning communities and has reinforced the belief that the university, the public schools, parents, and other community members need to be linked together using their hands, heads, and hearts to prepare the finest candidates for our schools.

The distinguishing unit outcomes we seek to instill in FSU professional education graduates are characterized as a set of six attributes that derive from and are built upon

- * knowledge of subject matter;
- * Knowledge of learners;
- * Knowledge of pedagogy;
- * Knowledge of curriculum;
- * Knowledge of goals and assessment;
- * Knowledge of the social, political, philosophical, and cultural contexts in which education occurs; and
- * Knowledge of the methods of reflective, disciplined inquiry.

These six attributes are as follows:

1. Dedicated Professional
2. Instructional Leader
3. Continuous Assessor
4. Educational Advocate
5. Collaborative Bridge-Builder
6. Reflective Decision-Maker

Knowledge Base

Dedicated Professional

Being professional means being dedicated -- dedicated to the knowledge base and contributing to its expansion, dedicated to continuing mastery of that knowledge base, and dedicated to the care of his/her educational community whether it is composed of children or adults. Thus, the dedicated professional candidate is knowledgeable, ethical, committed, passionate, responsible, caring, and a life-long learner (Goodlad, 1984,1991; Soder, 1990). This person possesses the knowledge, skills, and dispositions necessary to practice at a high quality level; acts on a set of principles that result in positive interactions with others; makes long-term promises and keeps them; can be counted on to make a worthwhile contribution to his or her learning community; accepts and uses new data, and continually seeks new knowledge and develops new skills and dispositions. In relation to this outcome, the Unit focuses on knowledge of the learner, content, curriculum, and the social, philosophical, and cultural contexts in which education occurs. Furthermore, this outcome focuses on knowledge rather than action, which is the emphasis of the outcome, "Instructional Leader."

Each one of our programs incorporates the standards described in the Essential Dimensions of Teaching (EdoT) and the Interstate New Teacher Assessment and Support Consortium (INTASC). This alignment was confirmed in 1995 and 1996 for all programs except Curriculum and Instruction when teams from the Maryland State Department of Education visited

and subsequently approved these programs. (Document KB1) The Curriculum and Instruction Program is in the process of aligning content with the EDOT and will align with the principles of the National Board for Professional Teaching Standards (NBPTS) by December 2001.

In addition, the Elementary and Early Childhood programs incorporate the Code of Ethics of the National Education Association (NEA) and other codes developed by specialty associations. The specific content area standards of National Council of Teachers of Mathematics (NCTM), National Council of Teachers of English (NCTE), International Reading Association (IRA), National Association for the Education of Young Children (NAEYC), International Society for Technology in Education (ISTE), National Science Teachers Association (NSTA), the National Council for Social Studies (NCSS), National Association for Sport and Physical Education (NASPE), and the American Association for Health Education (AAHE) have been integrated into the appropriate programs. The music program uses the standards of the Music Teachers Association (MTA). Where no national standards exist, the programs, such as Art and Foreign Languages, use INTASC and/or EdoT standards. Graduate programs in Reading and Administration and Supervision are nationally recognized by IRA and the Educational Leadership Constituent Council (ELCC) respectively. School Counseling has aligned its curriculum with the Counselor Education Consortium (CACREP). Special Education is aligned with the standards of the Council for Exceptional Children (CEC). Finally, the Early Childhood and Elementary Programs are piloting the new standards of the Association of Childhood Education International (ACEI).

Candidates in all undergraduate programs learn the basic concepts of human development, the critical aspects of cognitive, psychosocial, motivational, and moral development, and learning theory. In keeping with the constructivist philosophy that permeates the programs, major theorists studied include Vygotsky (1978, 1987), Piaget (1952), Kohlberg (1964, 1980), Erikson (1959), Good & Brophy (2000), Dewey (1933, 1963), Piaget & Inhelder (1967, 1969) and Gardner (1982, 1985, 1991). In addition, they learn the basic concepts and principles of Behaviorism, Cognitive, Information Processing, and Humanistic theory by studying Skinner (1948, 1953), Bruner (1956, 1961, 1966, 1997), and Rogers (1951) respectively. Undergraduates learn about curriculum in their programs including the need for developmentally appropriate curriculum, teacher- and child-centered approaches, the structure of the curriculum in the specific subject matters, the elements of a balanced literacy program, and the scope and sequence of the curriculum in Maryland. All candidates learn the social, political, philosophical, and cultural contexts in which education operates. Major philosophers studied include Dewey (1916, 1933, 1963), Adler (1930), Neil (1960), and Skinner (1948, 1953).

Elementary and Early Childhood Programs. Each graduate understands the period of childhood as a unique stage of development and possesses the knowledge and skills necessary to meet the needs of the individual learner. The knowledge base in the ECE/ELEM program is informed by empirical research in children's development (Berk, 1994; Spodek, 1993; Seefeldt, 1998; Elkind, 1990). Since learning and development are broad and complex phenomena, the ECE/ELEM graduate is expected to know the domains of children's development (physical, social, emotional, and cognitive) and know their inter-related influences, that development is relatively stable and predictably sequential in children (Piaget, 1952; Erikson, 1959), that children's early influences, positive or negative, have a lasting effect on development (Katz and Chard, 1989), that learning and development are influenced by social and cultural contexts (Bronfenbrenner, 1979, 1986; Rogoff, 1997; Vygotsky, 1978; Bruner, 1956, 1961, 1966, 1997), and that children are active participants in constructing their own knowledge (Piaget, 1952; Bruer, 1996; Vygotsky 1978, 1987 and Cooper, 2000). Candidates also study the impact of family and cultural child rearing practices on human growth and development. They know how children grow, develop, and learn; and they make the effort to become familiar with students' background knowledge and experiences (Gardner, 1982, 1985, 1991; Cole, 1995).

Candidates demonstrate an understanding of the necessity of linking prior knowledge to content (Reynolds, 1992; Porter and Brophy, 1987; Shulman, 1987). They develop or select appropriate teaching methods, activities, and instructional materials (Mosston, 1994; Porter and Brophy, 1987). Candidates learn to establish and maintain positive rapport with students (Hellison, 1995; Rosenhine, 1971). They create safe and effective environments (Marzano, 1988, 1992; Lickona, 1991; Good and Brophy, 1997). They encourage children to extend their thinking and construct meaning (Marzano, 1988; Costa, 1991; Piaget, 1952; Bruer, 1996; Cooper, 2000; Clay, 1998; Routman, 1988, 1994, 1996; Pinnell and Fountas, 2001) and recognize that children have different learning styles, learn in different modes, and represent what they know in different ways (Gardner, 1982, 1985, 1991; Malaguzzi, 1993). They develop children's social skills and motivate appropriate individual and group behavior (Glasser, 1994; Johnson and Johnson, 1975, 1996; Kamii, 1982, 1985, 1989, 1993).

In mathematics, candidates study the environment of problem solving along with appropriate strategies (Polya 1957); the levels of reasoning in the development of geometric thought (Van Hiele, 1997), as well as topics aligned with the National Council for Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics (2000) and the Maryland Mathematics Content Standards. In science, they learn about the appropriate investigative methods in Gage and Peters (2002).

In Social Studies, candidates become skilled in the selection of useful and appropriate instructional strategies and materials that are necessary in the implementation of national and state standards (Parker, 2001; Gardner, 1999; as well as the integration of social studies into the other academic disciplines of the elementary curriculum (Banks, 1991; Katz, 1989)

Candidates learn to develop balanced literacy programs that teach children skills in the language arts (reading, writing, listening, speaking, viewing, and visually representing). These skills are based on children's individual needs and are within the context of appropriately leveled reading materials of interest to the learning (Reutzel and Cooter, 2000; Holdaway, 1979). They develop or select appropriate teaching methods, activities, and instructional materials (Johns and Lenski, 1997; Robb, 2000; Morrow, 1997; Strickland and Morrow, 2000; and Tompkins, 1998).

Candidates learn to integrate the use of basal readers, traditional reading materials, and a variety of fiction and nonfiction trade books in the classroom for the different purposes of reading and writing (Holdaway, 1979; Norton, 1998). They utilize a variety of teaching strategies that include phonics, oral reading by the teacher and student, direct skill instruction and practice, independent reading, discussion groups, process writing, and spelling to provide a language-rich environment for learners (Adam, 1990; Cambourne, 1990; Cunningham, 1991; Fountas and Pinnell, 1996; Morrow, 1985; Peterson and Eeds, 1990). Children's Literature provides an opportunity for candidates to learn field-tested strategies for involving children in literature (Huck, 2001).

Candidates in the undergraduate programs have the opportunity to study special education both in their general coursework and specifically in EDUC 376 Special and Multicultural Education. Additionally, there are electives in special education at the undergraduate level: SPED 461 Characteristics of Exceptional Learners and SPED 462 Introduction to the Education of Exceptional Learners. In all of these courses, the candidates' studies are guided by the Knowledge and Skills outcomes as put forth by the Council for Exceptional Children. Specifically, candidates study the content of the federal laws governing Special Education. EDUC 376 students learn the fundamentals of special education by addressing the work of such authors as Turnbull and Turnbull (1999), Culatta and Tompkins (2002), and Barkley (1994)

Secondary and K-12 Programs. Candidates in secondary programs learn about the special needs and characteristics of pre-adolescents and adolescents through the work of

Erikson (1959), Kagan (1992), and others. They learn about the curriculum available in their subject areas, the major theorists, the trends and issues within their subject areas, and the benefits of interdisciplinary learning. All candidates are expected to demonstrate this knowledge in organizing and presenting instruction. The work of Tyler (1949) as well as other curriculum theorists are addressed.

Special methods courses assure that candidates are well grounded in subject matter as well as pedagogy. They study Johnson and Johnson (1996), Maslow (1970, 1991); Skinner (1994), Canter (1989, 1996), Glasser (1992, 1993), Jones (1996), Nelson (1993) in classroom management; Oosterhof (1994) in assessment, and Fogarty (1991) for the integration of curriculum. In mathematics they study the critical thinking theory of Dewey (1933), techniques for problem solving based on the techniques outlined by Polya (1973), and topics based on the NCTM Principles and the Maryland Mathematics Content Standards and Core Learning Goals in Hatfield *et al* (2000). In reading, they learn about major theories in Vacca and Vacca (1999) and Lenski, Wham, and Johns (1999).

In health and physical education candidates are educated based upon educational reform and national standards established by NASPE and AAHE. They study Mosston and Ashworth (1994) and Marzano (1997) for teaching methodologies. They address diversity through Gardner's (1982, 1985, 1991) multi-intelligence model and Hellison's teaching model (1995). The motor skill development research by Kleiman (1983); Stallings (1982); Kerr (1982) is also addressed.

Master of Arts in Teaching (M.A.T.). Candidates in the M.A.T. graduate program begin with overview on special education in SPED 510 and continue their knowledge base through each methods class where addressing special needs and diverse populations becomes integrated into their observations, teaching, and coursework. Graduate candidates have a diversity course, EDUC 664, which addresses characteristics, issues and concepts of multicultural education. Levels of integration of multicultural content are explored and applied using Bank's approach (1991, 2001). Bullivant (1993) describes culture and group identification, which provides a base of understanding for the candidates. Garretson (1976) explores the topic of individualism that generates the critical thinking associated with a pluralistic versus assimilation.

Graduate candidates study forms of management and discipline. Candidates learn the art of active engagement and organization, which lessens the need for disciplinary actions (Wong, 1989). Yet, they have a solid knowledge base of theorists important to each discipline. Candidates develop their personal management plan that includes a mixture of these theories (Skinner (1948, 1971), Canter (1976, 1981, 1989), Dreikurs (1968, 1972), Berne (1964, 1966), Gordon (1974) and Glasser (1984, 1986, 1992, 1993, 1994).

Advanced Programs. All graduate students are required to learn about key issues and research in the field of human growth and development and relate these issues to pertinent theories and debates as well as educational and parental practices; review common conceptions about human growth and development and how to evaluate child rearing and educational behaviors based on these ideas; understand major theorists including Kohlberg (1964, 1980), Piaget (1952), Piaget & Inhelder (1969, 1967), Erikson (1959), Skinner (1948, 1953), Maslow (1970, 1991), Vygotsky (1978, 1987), Gardner (1982, 1985, 1991), and Kamii (1982, 1985, 1993). Candidates learn the various components of curriculum development models (Tyler, 1949). They demonstrate knowledge and understanding regarding key societal issues and concerns that impact curricular reform and improvement and learn to address the many issues related to the design, implementation, and evaluation of curriculum (Dewey, 1933, 1963; Adler, 1930; Rogers, 1951; Freire, 1969). They demonstrate that they can develop curriculum, use Internet resources effectively, integrate diversity concerns into curriculum, realize that

curriculum development is an ongoing effort, and appreciate the need to utilize the various resources of all those who have a vested interest in school curriculum (Atwell, 1998; Fisher, 1991; Harris & Sipay, 1990).

The graduate programs in Curriculum and Instruction and Reading provide additional opportunities to learn about curriculum and instruction as related to the major content areas and to an intensive literacy program (Langer, 1995; Atwell, 1987; Fisher, 1995; Harris and Sipay 1990; Calkins, 1983; Cunningham, 2000; Gambrell, 1996; Goodman, 1996; Morrow, 1997; Pinnell & Fountas, 2001; Strickland and Morrow, 2000; and Robb, 2000). Curriculum and Instruction candidates examine public education, including its social, economic, and political issues that impinge on individual needs and abilities (Riner 2000). The course in Children's Literature provides an opportunity for candidates to learn field-tested strategies for involving children in literature (Huck 2001). The mathematics course further develops an understanding of state and national standards (Hatfield, et al., 2000) and provides opportunities to examine and learn mathematics content and teaching strategies as related to the elementary classroom.

Candidates in the graduate program in Special Education study Turnbull et al. (2002) Lewis and Doorlag (1999) in introductory courses; Overton (2000) in assessment courses; Polloway and Patton (2001) and Dechsler (1998) in curriculum and methods courses; Friend (1999) in collaboration and community courses; Barkley (1994), for Attention Deficit/Hyperactivity Disorder, and Bender (1998) for learning disabilities. Additionally, for graduate candidates looking at specific issues in Special Education, Algozzine and Ysseldyke (1998) have produced much of the research in assessment, identification, and instruction. In gifted education, Renzulli (1985) and Baska (1994) are used as the current knowledge base.

Candidates in School Counseling learn about the major theorists in the field of counseling and psychology, such as Erikson, Adler, Maslow, Rogers, Skinner as well as about family systems perspectives including Bowen, Minnuchin, Whitaker, Haley, and Satir in Corey (1996). The theoretical underpinnings of the field are further addressed in terms of their practical applications to counseling techniques. The basic core conditions articulated by Rogers serve as the foundation for understanding and applying attending skills to the counseling process. In the area of career development, candidates become familiar with major theorists such as Ginzberg, Super, Roe, and Holland through reading Zunker (2002). Candidates develop a strong knowledge base of legal and ethical standards for their profession through the study of the ethical codes of the American Counseling Association and the American School Counselor Association.

Candidates further explore issues, which confront school counselors on a daily basis through active participation in the School Counseling Seminar. Through didactic and interactive presentations by a number of guest speakers on such topics as grief and loss, substance use and abuse, child abuse reporting protocol, and special education issues for school counselors, candidates learn practical information, which is necessary to their training. Throughout their training, school counseling candidates learn about the many diversity issues which impact a child's ability to function effectively in school and personal life as well as interventions designed to address specific concerns and enhance skills in living in a pluralistic society.

Instructional Leader

The Unit faculty regards an instructional leader as one who maintains an energetic process of getting others to understand, contribute to, and commit fully to meet agreed-upon outcomes. Instructional leaders can be students, teachers, parents, and other members within and outside of the educational environment. As Barth (1991) writes, "my vision for a school is a place whose very mission is to ensure that students, parents, teachers, and principals all become school leaders in some ways and at some times. Leading is making things happen that you believe in and envision." (p. 124) The need for strong instructional leadership, which is

emphasized in all the effective schools research (Edmonds, 1979; Lezotte, 1997) and has been expanded to include new definitions of collaborative leadership. (Wheatly 1992; Lambert, 1995; Sergeovanni 1996).

To achieve this outcome, undergraduate candidates participate in a Leadership course, as a capstone of their program. They learn the basic theories of leadership and are expected to demonstrate leadership in their field experiences. Early Childhood, Elementary, and MAT candidates demonstrate this through a Service Learning Project. On the graduate level, all candidates are expected to know the basic techniques of research so that they can more clearly identify and address educational problems and provide leadership to school improvement efforts. The Reading candidates are required to not only participate in a clinic in which they demonstrate their instructional leadership skills but to develop an inservice, staff development activity that they use in their schools. The Administration and Supervision candidates demonstrate the leadership concepts and skills that they have learned throughout the program in the Practicum, where they assume a leadership role. In addition, they consider non-traditional views of leadership based on constructivist learning theory (Lambert 1995). Finally, they study Sergiovanni (1996) who writes about a new theory of leadership, as do many others, in which functions follow patterns of expertise and not necessarily the hierarchy.

Continuous Assessor

Current theory and practice have resulted in a programmatic shift from traditional assessments to more authentic and "real-life" measures of performance (Paris, 1994). As continuous assessors, candidates are expected to effectively use formal and informal methods within the classroom and school to measure student learning. These assessment strategies may take the form of very objective instruments such as multiple-choice tests (Gronlund, 1993), examination items that encourage more divergent responses like essay questions or prompts (Stiggins, 1999), or more authentic, real life tasks such as producing a piece of pottery, writing a poem, or developing a content portfolio (Worthen, 1993; Banta, 1998).

Paramount to the process of designing any form of assessment is the obvious need to be sure that the instrument actually measures what it is supposed to measure (Marso and Pigge, 1992; Reckase, 1997). The Maryland School Performance Program (MSPP), for example, evaluates the overall performance of a given school or county and is therefore constructed in a manner consistent with that goal.

All assessments must take into consideration the individual child, the family, and the culture. Candidates learn that effective test and evaluation practices must respond to the multicultural characteristics of the student body and the individual learners (Land, 1997). As more is discovered relating to learning disabilities and the many differences in intelligences that identify the individual student, assessment must be modified to more accurately measure the learning that has occurred and the actual performance outcomes (Gardner, 1999) Gathering assessment information also involves communication with other professionals and involves families (Bredenkamp and Cople, 1997).

Educational Advocate

Graduates of all Frostburg programs are expected to be actively engaged in activities that improve and enhance the lives of all those in the educational community. Throughout the undergraduate and graduate programs, candidates are encouraged to become actively involved in change that will increase everyone's right to learn, lead to enhanced subject matter development, add to the development of all educational professions, strengthen public education, enrich their communities, assure the benefits of education to all, and seek ways in which technology can enhance learning through constructivist teaching. Many special groups in the education community are forums for advocacy. National associations and organizations

advocate for the gifted, the special needs child, the high-risk child, and the young child. The National Education Association has been a strong advocate for public education. Other organizations press the need for enhanced technology, library resources, academic content, etc.

Graduates of programs at Frostburg State University are asked to move beyond themselves and to plead for children and youth as a manifestation of their ability to care about those in their charge and their conditions of living and learning (Freire, 1969; Kozol, 1992). Educating the whole child includes advocating for the artistic, creative, and physical well being of children. The attention to developmentally appropriate practices helps candidates focus on humane ways of caring for children and their learning (Dewey, 1963). Awareness of diversity requires that candidates respect the rights of children and have a deep commitment to the belief that all children can learn. Respect for cultural differences requires that candidates respect family language, traditions, and child-raising practices (Delpit 1995, Smith, 1999; Gonzalez-Mena, 1997). Lambert (1995) also writes about the importance of diversity in the learning environment. The advocacy goal is directly related to the need for educators to motivate and inspire people. Kaplan and Edelfelt (1995) write that unlike most other professionals, teachers must stimulate and motivate their clients, and this requires certain kinds of skills... "Teachers who have these skills are generally more effective. These skills are related to the skills necessary for advocacy, and thus all teachers should possess them." Other writers talk about the moral imperative to take responsibility for the welfare of students and to champion their cause (Darling-Hammond, 1997).

Collaborative Bridge-Builder

Doctors, lawyers, architects, and other professionals work in an environment in which teamwork is expected. For example, the image of the rural doctor, serving his patients in isolation, has been replaced by an interconnectivity in which doctors are in constant contact with each other and with research and best practices. Educators too have found it necessary to give up the "egg crate" image of the school in which each teacher is solely responsible for his or classroom. The successful educator now works collaboratively with other professionals throughout the larger educational enterprise.

To be successful, teachers must work collaboratively with others within the school and throughout the larger community. The research on effective schools considers strong school/community partnerships as an essential correlate to success (Edmonds, 1979; Lezotte, 1997). For the education of the child to be effective, a team of schoolteachers, support staff, and administration along with parents and members of the community need to be involved (Slavin, 1997; Meier, 1995; Kagan, 1992, 1995). A recent study of those schools that are satisfactorily addressing the high standards for passing scores on MSPP found that those who embraced the task as a school-wide endeavor were more successful (Maryland State Department of Education, 1997). The relationship with parents has been found to be vital to student success (Epstein, 1999).

To ensure that all candidates can be a bridge-builder, all programs integrate some activities that enable the candidates to develop skills in collaboration. Candidates work on projects together and learn to work with University supervisors, field-based supervisors, and parents as a team to address instructional issues. In addition candidates learn the necessary communication skills, including using a variety of technological and other forms of communication throughout the program.

Reflective Decision-Maker

All educators are involved in a steady stream of decisions as part of the educational community in which they operate. In order to ensure that these decisions are not thoughtless, reactive, and routinized, educators need to spend quality time reflecting on those decisions and their effect on the learner and other members of the community. The concept of reflective

decision maker stems from Dewey's work on thinking (1933). He writes that the basis for reflection is "the active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it." According to Dewey, reflection enables educators to "consider the consequences of our actions in light of our past experiences and the ideas derived from our formal study of education... [It] increases our ability to work in a thoughtful and appropriate manner rather than merely repeating mindlessly the practices of past teachers" (Posner, 1985). The reflective decision-maker is described as one who can rise above the limits of tradition, technique, and authority to engage in professional practice in a way that exhibits rational thought and responsibility for choices. Schon (1983, 1987), and others have enriched research on the reflective practitioner or decision-maker. Decision-making can be as narrowly defined as problem solving (Cruikshank, 1985) or as broadly defined as the examination of moral issues or as acting in morally virtuous ways; or to be caring, considerate, and honest (Liston and Zeichner, 1987).

Educators who are reflective decision-makers see their world and work through multiple lenses; they value self-reflection and strive to support reflection among their colleagues in a variety of ways. For example, school leaders may use current research to introduce and foster the concept of reflection (Colton and Sparks-Longer, 1993, Eby and Kujawa, 1994). Reflective decision-makers may choose to promote reflection by using professional portfolios as a vehicle (Borko et al, 1997). Or leaders might promote reflection by enlarging their own understanding of adult learning and development and translating that into professional practices that promote reflection (Clift et al., 1990; Merriam, 1993; Cranton, 1994).

In education the practitioner makes thousands of decisions daily. Often decisions are conscious choices in which the practitioner is aware of his/her decision-making. At other times decisions are not even categorized as decisions but simply automated behaviors or actions. In either case, decisions are often based on culture, values, misconceptions, poorly understood concepts and terms, and routinized institutional practices. The need to step back, reflect, and examine the reasons behind decisions and the impact of decisions is considered essential to the preparation of a professional who is responsible for the care and guidance of students. To assure that our candidates learn various methods of disciplined inquiry, they learn about the approaches of Biermann (1988) and others.