



Winthrop University  
Richard W. Riley College of Education

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# Teacher as Educational Leader

A Conceptual Framework for those seeking  
Initial Teacher Certification through the  
Master of Arts in Teaching Program



Richard W. Riley College of Education

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# Mission Statement

The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service.

The College meets this mission through the preparation of professionals who are committed to the betterment of society through a lifelong quest for excellence in leadership, learning, stewardship, and the communication of ideas.

# Teacher as Educational Leader

Conceptual Framework for Initial Licensure for those seeking the Master of Arts in Teaching

## Six Organizing Concepts

Instruction

Subject Area Competency

Learners

Society

Curriculum

Scholarship

Approved by the Richard W. Riley College of Education Faculty on February 8, 2002.

Approved by the Winthrop University Teacher Education Committee on April 30, 2002.

## Introduction

The focal point of the conceptual framework, Teacher as Educational Leader, in the Richard W. Riley College of Education, is to prepare educational leaders who are committed to the betterment of society through a lifelong quest for excellence in leadership, learning, stewardship, and the communication of ideas. University faculty, administrators, Professional Development School representatives, and teacher candidates developed the conceptual framework collaboratively.

### Conceptual Framework

The conceptual framework for the initial graduate certification program consists of six related concepts. The six concepts are 1) Instruction, 2) Subject Area Content, 3) Learners, 4) Society, 5) Curriculum, and 6) Scholarship.

The conceptual framework of Teacher as Educational Leader moves those preparing for educational careers through a program committed to self-discovery and pedagogical study. This commitment requires the candidate to search for a deeper understanding of self

and others while examining the moral, social, and political implications of teaching and learning in a democracy. This search is conducted through a model which includes faculty from the College of Arts and Sciences, the College of Visual and Performing Arts, the College of Business, the College of Education, and school professionals working collaboratively with each other and teacher candidates to explore the ever-changing roles and responsibilities of leaders in today's society.

### Content and Pedagogy

The knowledge of an educational leader rests on a firm foundation in the liberal arts, in the specific content to be taught, and pedagogy.

At Winthrop, teacher candidates make linkages between pedagogy and the disciplines and examine methodologies appropriate to their fields. Knowledge in such areas as human growth and development, historical and philosophical foundations, professional responsibilities, diversity, literacy, and school law are woven into the program through a well-articulated core of courses. Knowledge of technology and opportunities to use it to promote learning are developed throughout the program. Current educational research; specialized professional association standards; feedback from

practitioners, including university faculty working in the schools, graduates, and current candidates; and demographic trends influence continuous modifications and improvements in the program.

Curiosity, critical thinking, inquiry, independent learning, and reflection on one's learning are promoted in the program. Faculty model those behaviors and dispositions that are expected of candidates and provide opportunities for them to develop and practice such behaviors as part of their educational program. Faculty engage in practices such as team teaching, planning, collaborative research, professional development, and peer observation that inform their teaching and scholarship.

### Clinical Practice

A field experience, followed by a full semester internship, integrates the candidate's content knowledge and pedagogical learning. Candidates are placed in

schools with teachers and administrators who are knowledgeable about the scope and sequence of the conceptual framework for graduate teacher education.

### Evaluation

Evaluation of candidates includes clear admission standards followed by documented performance-based assessments. Performance in courses, field experiences, the internship, and reflective portfolios serve as measures of the educator's competence in the required learning areas.

At the conclusion of the program, teacher candidates engage in a capstone course which assists them in integrating the overall program, provides opportunity for reflection and synthesis, and allows candidates to complete their portfolios before initial teacher certification. Performance assessment during the professional semester through the capstone course ensures the candidate's attainment of competencies.

# Instruction

The educational leader is a skilled teacher able to design, deliver, evaluate, and refine instruction.

## 1.1 Instruction

The educational leader delivers effective instruction that is continuously evaluated and improved.

### Learning Outcomes

- 1.1.1 Is willing to engage in the continuous process of evaluating and improving instruction.
- 1.1.2 Uses technology to plan, deliver, and assess instruction.
- 1.1.3 Examines a repertoire of classroom management and teaching strategies.
- 1.1.4 Implements planned lessons effectively.
- 1.1.5 Values flexibility and uses a variety of appropriate instructional strategies to meet students' needs, including modalities, intelligences, and learning styles.
- 1.1.6 Values and creates learning experiences which encourage critical thinking, problem solving, and other higher-order thinking skills.
- 1.1.7 Applies and evaluates appropriate strategies for individual, small-group, and large-group instruction.
- 1.1.8 Solicits and uses information from community, colleagues, students, and families to design and deliver effectively instruction that demonstrates a sensitivity to culture, gender, social, and academic differences.

## 1.2 Classroom Management

The educational leader employs effective classroom management practices based on contemporary theories, best practices, ethics, cultural circumstances, exceptionalities, and research.

### Learning Outcomes

- 1.2.1 Analyzes classroom management theories.
- 1.2.2 Recognizes how technology can assist in classroom management.
- 1.2.3 Applies and evaluates classroom management skills.
- 1.2.4 Understands origins of and strategies for mitigating student anger and school violence.

## 1.3 Technology

The educational leader uses instructional technology to assist with effective instruction.

### Learning Outcomes

- 1.3.1 Uses technology as an effective instructional tool in the classroom in ways appropriate to the subject area and to diverse learners.
- 1.3.2 Integrates technology with traditional and experiential practices and materials.
- 1.3.3 Uses technology to enhance communication with students, parents, colleagues, and the community.

## 1.4 Literacy

The educational leader appreciates and uses effective strategies that promote literacy competencies throughout the curriculum.

### Learning Outcomes

- 1.4.1 Demonstrates appropriate literacy strategies to help diverse learners master subject areas.
- 1.4.2 Identifies model components of school-wide reading programs and their appropriateness for meeting the needs of diverse learners.
- 1.4.3 Identifies teaching strategies for increasing technical and specialized vocabulary, enhancing comprehension, and developing metacognitive awareness.
- 1.4.4 Uses technology in literacy and instruction.
- 1.4.5 Integrates visual, oral, written media and other forms of literacy into instructional practice.
- 1.4.6 Uses informal and formal standardized measures to assess learners to plan appropriate literacy instruction.
- 1.4.7 Works collaboratively with students and colleagues to develop literacy competencies.
- 1.4.8 Incorporates supplemental literature and writing in subject area lessons.
- 1.4.9 Uses technology to develop literacy skills of students.

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## 1.5 Communication

The educational leader effectively communicates with students, colleagues, families, and the community.

### Learning Outcomes

- 1.5.1 Communicates the central principles of the discipline to students.
- 1.5.2 Employs culturally sensitive communication when working with students, families, colleagues, and the larger community.
- 1.5.3 Works to build community.
- 1.5.4 Demonstrates exemplary listening, written, and oral communication skills.

## 1.6 Collaboration

The educational leader values and understands the concept of collaboration and uses this concept effectively with students, colleagues, families, the community, and other educational stakeholders to benefit learners and the profession.

### Learning Outcomes

- 1.6.1 Identifies examples of collaboration and examines them in terms of group dynamics, teaming, and decision-making.
- 1.6.2 Understands how to collaborate with others in planning and implementing interdisciplinary lessons.
- 1.6.3 Applies successful collaborative models and evaluates interpersonal skills.

## 1.7 Personal Development

The educational leader strives to develop a knowledge of self and uses this knowledge to make appropriate decisions.

### Learning Outcomes

- 1.7.1 Identifies areas of personal strengths and weaknesses as a beginning teacher.
- 1.7.2 Adopts the characteristics of a life-long learner.
- 1.7.3 Fosters self-exploration in students.
- 1.7.4 Willingly contributes, seeks assistance as needed, and evaluates role as an educational team member in an effort to foster a productive learning environment school-wide.

## 1.8 Reflective Practice

The educational leader critically analyzes her/his leadership and teaching skills and applies what is learned to future practice.

### Learning Outcomes

- 1.8.1 Understands and values the role of reflection in learning as part of an ongoing process.
- 1.8.2 Examines personal motives for selecting teaching as a profession and the responsibilities involved in that choice.
- 1.8.3 Reflects on the leadership role played by teachers.
- 1.8.4 Takes responsibility for personal actions as a professional leader.

## Subject Area Competency

The educational leader knows and uses contemporary knowledge about the discipline and remains current through extended study and application.

### 2.1 Content Preparation

The educational leader has completed a baccalaureate degree in the appropriate subject area from an accredited program of higher education or, if necessary, the educational leader completes subject area undergraduate courses equivalent to those at Winthrop University.

### 2.2 Extension of Subject Area

The educational leader extends the knowledge gained in undergraduate courses through continuous learning to ensure current knowledge in the discipline necessary for instructional effectiveness.

#### Learning Outcomes

- 2.2.1 Completes a sequence of identified graduate level core courses to extend knowledge and application of the subject area.
- 2.2.2 Demonstrates advanced understanding of the subject area via use of applied methodologies.

### 2.3 Curriculum and Instruction

The educational leader demonstrates understanding of the knowledge, curriculum, technologies, and teaching methodologies unique to his or her field of academic expertise.

#### Learning Outcomes

- 2.3.1 Understands the interconnectedness of all content areas.
- 2.3.2 Develops effective instruction using accurate content.
- 2.3.3 Provides learning experiences that allow students to form connections with other disciplines.
- 2.3.4 Assists students in connecting subject matter to relevant life experiences.

## Learners

The educational leader strives to enhance learning through practices which affirm human diversity including cultural, gender, social, and academic differences.

### 3.1 Human Development

The educational leader understands aspects of human development and uses this knowledge to create effective learning environments.

#### Learning Outcomes

- 3.1.1 Understands theories and influences on human development.
- 3.1.2 Understands how development influences learning behavior.
- 3.1.3 Uses theories of human development to create effective learning environments and experiences for all students.

### 3.2 Learning and Motivation

The educational leader understands that there are multiple positions or orientations for teaching and that many of these are valid in certain contexts and in relation to students' needs and backgrounds.

#### Learning Outcomes

- 3.2.1 Plans, implements, and evaluates appropriate instruction using a variety of learning theories.
- 3.2.2 Uses theories of human motivation to create effective learning environments for diverse populations including reluctant learners.

# Learners

(continued)

## 3.3 Human Similarities and Differences

The educational leader recognizes that learners and cultures share many similarities and appreciates the rich diversity among learners and cultures.

### Learning Outcomes

- 3.3.1 Demonstrates respect for similarities and differences among individuals in the classroom and community.
- 3.3.2 Recognizes general similarities and differences among various cultures, ethnic groups, and genders in the classroom and the community.
- 3.3.3 Understands the multicultural perspectives of the discipline and how diversity of ideas, institutions, philosophies, moral codes, and ethical principles relate to education.
- 3.3.4 Understands signs of psychological, physical, and substance abuse and recognizes how these abuses affect students regardless of ethnic and family income groups.
- 3.3.5 Seeks outside help as needed to remedy problems of distress and abuse.
- 3.3.6 Fosters considerations of multiple perspectives and appreciation for diversity in thinking.
- 3.3.7 Accommodates for individual needs and abilities when planning, implementing, and assessing instruction.

## 3.4 Exceptionalities

The educational leader understands exceptional learners; the philosophy, the laws, and policies related to their education; and selects and implements appropriate instructional practices that foster inclusive education.

### Learning Outcomes

- 3.4.1 Understands the varied characteristics of students with disabilities and the key laws and policies affecting them.
- 3.4.2 Understands how curricula and instructional strategies are modified for students with disabilities.

3.4.3 Understands and uses technology and other innovations to meet the needs of students with disabilities.

3.4.4 Employs appropriate educational practices and resources to teach students with disabilities in inclusive settings.

3.4.5 Adapts assessment instruments and situations for students with disabilities.

3.4.6 Participates effectively in team meetings with colleagues and families to prepare Individualized Education Plans and classroom activities.

3.4.7 Uses democratic values in the classroom.

## 3.5 Families

The educational leader understands and appreciates the uniqueness of families and works to support the central role families play in the development and learning of the student.

### Learning Outcomes

- 3.5.1 Understands family systems and their characteristics.
- 3.5.2 Understands the key elements of communicating with families to enhance learning and benefit students.
- 3.5.3 Understands the impact of family influence on the development of literacy.

## Society

The educational leader understands the social, historical, philosophical, and legal foundations of schooling in America, analyzes contemporary issues in a democratic society, and exhibits ethical behavior consistent with the laws and policies governing American education.

### 4.1 History

The educational leader knows the history of the profession and uses this knowledge to build current practices and to plan for the future.

#### Learning Outcomes

- 4.1.1 Understands the history of education with emphasis on the development of American educational institutions.
- 4.1.2 Employs knowledge of the history of education in designing and delivering instruction.

### 4.2 Law

The educational leader understands the legal foundations of the profession and uses this knowledge to improve practice.

#### Learning Outcomes

- 4.2.1 Understands basic legal principles and current laws of American education.
- 4.2.2 Understands the rights and responsibilities of students, teachers, and parents.
- 4.2.3 Demonstrates behaviors consistent with school law.

### 4.3 Philosophy

The educational leader understands various philosophical principles central to American education and uses this knowledge to develop a personal philosophy of education that guides professional practice.

#### Learning Outcomes

- 4.3.1 Understands philosophies that have been and are influential in American education.
- 4.3.2 Creates and reflects upon an emerging personal philosophy of education that supports personal growth and professional development.
- 4.3.3 Demonstrates the relationship between personal philosophy and professional practice to historical, legal, social, philosophical, and psychological foundations and developments of the profession.
- 4.3.4 Engages in continual reflection and refinement of a personal philosophy of education.

### 4.4 Ethics

The educational leader understands moral, ethical, and social implications of teaching in a democracy and uses this knowledge to improve practice.

#### Learning Outcomes

- 4.4.1 Understands and adheres to ethical principles of the school, school district, and profession including those pertaining to students, colleagues, the community, and technology and uses this knowledge to improve practice.
- 4.4.2 Articulates the ethical implications surrounding contemporary educational issues.
- 4.4.3 Demonstrates integrity and appropriate ethical behavior in dealings with students, parents, colleagues, the community, and technology resources.
- 4.4.4 Incorporates democratic values into the educational environment.

### 4.5 Leadership

The educational leader guides and supports students, colleagues, and the larger community to continuously renew schools and ensures that best practices are implemented, evaluated, and refined.

#### Learning Outcomes

- 4.5.1 Identifies the characteristics and values of effective leadership in school settings.
- 4.5.2 Provides examples of involvement in leadership experiences in school and/or community to improve education.
- 4.5.3 Applies skills as an instructional leader in the classroom.
- 4.5.4 Demonstrates leadership skills to motivate, reward, and support students to create meaningful learning experience for all students.
- 4.5.5 Applies technology to professional roles and functions.
- 4.5.6 Applies current reform and renewal strategies to educational settings.
- 4.5.7 Evaluates one's self as an educational leader through knowledge, reflection, and discussion.

# Curriculum

The educational leader designs and adapts curriculum to provide effective instruction.

## 5.1 The Curriculum

The educational leader plans, implements, and evaluates curriculum to prepare students to be productive citizens.

### Learning Outcomes

- 5.1.1 Understands how social issues influence curriculum.
- 5.1.2 Understands principles of curriculum design and how to plan short and long-range instruction.
- 5.1.3 Understands the role of school personnel in the curriculum process.
- 5.1.4 Develops curriculum based on national and/or state content standards.
- 5.1.5 Incorporates literacy methodologies, interdisciplinary approaches, and multicultural education in curriculum design and planning.
- 5.1.6 Designs curriculum to provide all students equal access regardless of their individual differences.
- 5.1.7 Assesses, plans, and evaluates curricula.

## 5.2 Integrative Studies

The educational leader integrates content, professional and pedagogical knowledge, and skills to create learning experiences that make central concepts and structures of the content area relevant to all students.

### Learning Outcomes

- 5.2.1 Plans learning experiences that consider the diversity, socioeconomic status, and prior learning of students to assist them to reach higher levels of understanding.
- 5.2.2 Integrates and evaluates professional and pedagogical content knowledge to create meaningful learning experiences for all students.
- 5.2.3 Develops school curricula based on contemporary theories of learning and development, literacy, technology, and evaluation.

# Scholarship

The educational leader is a teacher and a scholar who critically reviews and uses current assessment and research in the making of sound educational decisions.

## 6.1 Assessment

The educational leader develops, uses, and evaluates appropriate tools of assessment to enhance learning and improve instruction.

### Learning Outcomes

- 6.1.1 Understands the general purpose and rationale for assessment.
- 6.1.2 Demonstrates knowledge of various assessment strategies and instruments based on students' needs.
- 6.1.3 Analyzes and selects appropriate assessment strategies and instruments based on students' needs.
- 6.1.4 Uses appropriate technology as a means to assess student learning.
- 6.1.5 Evaluates, communicates, and appropriately uses assessment results.
- 6.1.6 Uses assessment results to modify instruction as needed.
- 6.1.7 Involves students in assessment including planning rubrics, implementing assessment measures, self-evaluation, and reflection.

## 6.2 Research

The educational leader uses the products of critical observation and empirical testing to improve instructional effectiveness.

### Learning Outcomes

- 6.2.1 Demonstrates an understanding of research terminology, concepts, and practices as presented in the professional literature.
- 6.2.2 Demonstrates understanding of a variety of research designs, methodologies, measurements, analysis procedures, and the interpretation and communication of results.
- 6.2.3 Analyzes, synthesizes, and interprets current and historical research and practice.
- 6.2.4 Recognizes how technology and other innovations assist in analyzing, synthesizing, and interpreting research.
- 6.2.5 Approaches the discipline critically and evaluates new claims and interpretations in the field.
- 6.2.6 Applies appropriate research and products and techniques to plan, evaluate, and improve instruction.
- 6.2.7 Integrates educational research into various professional settings.

## 6.3 Information Seeking

The educational leader knows how to access current information and use it to enhance professional practice.

### Learning Outcomes

- 6.3.1 Accesses scholarly material.
- 6.3.2 Uses technology and other innovations in acquiring educational information.
- 6.3.3 Keeps current in the profession as an active member of professional organizations and a consumer of educational research.

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## Teacher Education Professional Dispositions and Skills Criteria

Education is a noble calling that entails both challenges and responsibilities. As an educational leader, you will be expected to uphold the highest standards of the profession as you relate to students, families and communities.

### I. Professional Commitment

Is punctual and responsible; completes assignments in a timely manner; attends class regularly; demonstrates pride in self and work; adheres to the guidelines as stipulated by each professional association, school, and school district; exhibits dress and grooming appropriate for the setting; is intellectually and academically curious; thoughtfully considers suggestions for improving instruction.

### II. Communication Skills

Shows ability to speak and write with clarity; when appropriate, uses standard English in writing and speaking; is verbally fluent; is a good listener.

### III. Interpersonal Skills

Works collaboratively with others, e.g., students, teachers, parents, and peers; establishes positive rapport and appropriate relationships; is tolerant, adaptive, open-minded, supportive, encouraging. Shows sensitivity to all students and is committed to teaching all students.

### IV. Classroom Personality

Is positive, enthusiastic, resourceful, optimistic, empathetic, encouraging, adaptable, polite, tactful, attentive, task-oriented and efficient; demonstrates initiative in the classroom; demonstrates general classroom awareness and caring attitude toward students.

### V. Emotional Maturity

Is self-controlled, reacts appropriately under stress; is flexible, able to express both positive and negative feelings in a professional manner; is willing to accept responsibility for own actions; is willing to accept and adapt to change.

### VI. Academic Integrity

Demonstrates and supports academic integrity as specified in the guidelines stipulated in the Graduate Catalog.



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