



Winthrop University
Richard W. Riley College of Education

Teacher as Educational Leader

A Conceptual Framework for the
Undergraduate Teacher Education Program





Richard W. Riley College of Education

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:

A Conceptual Framework

The educational leader strives to improve the human condition through reflective study of human development, learning, and diversity.

The mission of the College of Education is to prepare professionals who are committed to the betterment of society through a life long quest for excellence in leadership, learning, stewardship, service, and the communication of ideas. This mission statement serves as the focal point for the conceptual framework, Teacher as Educational Leader. The mission statement and subsequent conceptual framework were developed by task forces of University faculty, administrators, Professional Development School representatives, and students.

The conceptual framework for the undergraduate teacher education program is a three-dimensional model. The three interactive dimensions are Organizing Concepts, Themes, and Stages of Development. The five concepts are overarching areas of study around which the themes are organized, specifically 1) The Learner, 2) The Society, 3) The Curriculum, 4) The Teacher, and 5) The Educational Leader.

All students proceed through three stages within this model demonstrating their knowledge and skills of each theme area. These stages are cumulative, building on previous learning. The Exploratory Stage includes students' first two years of study when they are completing general education requirements and assessing their commitment and qualifications for pursuing a career in education. If this commitment is made and all admission requirements are met, the student moves to the second phase and becomes a teacher candidate.

Stage II, the Pre-professional Stage, encompasses the generic and content-specific pedagogical skills necessary for success in the teaching profession. At the completion of this stage, teacher candidates are assessed to determine their readiness for the final semester. Stage III, the Professional Stage, represents the final phase of the program. This is the period in which teacher candidates complete their internship and a capstone course that prepares them for entry into the profession.

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 of the College of Arts and Sciences, the College of Visual and Performing Arts, the College of Education, and the public schools working collaboratively with each other and with teacher candidates to explore the ever-changing roles and responsibilities of educational leaders in today's society.

The knowledge of an educated leader rests on a firm foundation in the liberal arts, in the specific content to be taught and pedagogy. At Winthrop, students make linkages between pedagogy and the disciplines and examine instructional methodolo-

gies appropriate to their fields. Knowledge in areas such as human growth and development, historical and philosophical foundations, professional responsibilities, diversity, 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 is developed throughout the program. Current educational research, specialized professional association standards, feedback from practitioners, including university faculty working in the schools, graduates, current students, 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 team teaching, planning, collaborative research, professional development, and peer observation that inform their teaching and scholarship.

A planned sequence of field experiences and internships integrate the teacher candidates' content knowledge and pedagogical learning. Candidates are placed in schools with teachers and administrators who are knowledgeable about the College's mission and the scope and sequence of the conceptual framework for undergraduate teacher educa-

tion. As the University continues to learn and expand its unique relationship with Professional Development Schools, candidates are provided with increased opportunities to see schools as dynamic, changing organisms.

Evaluation of candidates includes clear admissions standards followed by documented performance-based assessments. Performance in courses, field experiences, and reflective portfolios serve as measures of the teacher candidate's progress and preparedness for the profession.

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

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.

The Learner

The educational leader strives to improve the human condition through the reflective study of human development, learning, and diversity.

*Diversity refers to “differences among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic region where they live” (NCATE, 2001).

Theme

Human Development

The educational leader understands human development (physical, social, emotional, moral, and intellectual) and uses this knowledge to create an effective learning environment.

Learning

The educational leader understands how individuals learn and uses this understanding to help students construct and share knowledge.

Human Similarities & Differences

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

Families:

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

Stages of Professional Development

Exploratory Stage

- understands theories of human development (physical, social, emotional, moral, and intellectual).
- uses knowledge of human development to analyze effective learning environments.

- understands how learning occurs at different development stages.

- understands theories of learning.

- demonstrates an appreciation and respect for differences and similarities among individuals and students and is committed to helping them develop self-confidence and competence.

- knows similarities and differences among various cultures, ethnic groups, and genders.

- develops an awareness of learners with exceptionalities and knows laws and policies.

- understands family systems and characteristics.

Pre-professional Stage

- understands how development influences performance (cognitively, socially, emotionally, and physically).

- relates theories of human development to the candidate’s level of licensure.

- understands individual differences in learning.

- understands multicultural perspectives.

- recognizes diversity of ideas, institutions, philosophies, moral codes, and ethical principles related to education.

- maintains high expectations for all learners.

- recognizes the role of technology and other innovations in addressing the needs of diverse learners.

- demonstrates how curricula and instructional strategies are modified for P-12 students who have special needs including disabilities, risk for school failure, gifts and talents, non-English speakers, and others.

- knows how to access appropriate services and resources for P-12 students who have disabilities, are non-English speakers, or who have other learning difficulties.

- knows the process of second language acquisition and strategies to support the learning of students whose first language is not English.

- identifies and uses assistive technology to meet the special needs of P-12 students.

- understands the key elements of communicating with families to enhance learning.

Professional Stage

- uses theories of human development to create effective learning environments.

- is concerned with each P-12 student’s well-being and is alert to signs of difficulties.

- plans, implements, and evaluates appropriate instruction based on learning theories.

- fosters multiple perspectives in P-12 students’ critical thinking, independent problem-solving, and performance.

- accommodates for individual needs and abilities while planning and implementing instruction.

- communicates to P-12 students their value as individuals and helps them learn to value each other.

- employs appropriate educational practices to teach P-12 students with special needs in inclusive settings.

- adapts assessment strategies for P-12 students with special needs.

- designs and facilitates learning experiences that use assistive technologies to meet the special needs of P-12 students.

- communicates with and supports family members to the benefit of P-12 students’ development and learning.

The Society

The educational leader possesses an understanding of the historical foundations of schooling and exhibits ethical behavior consistent with the laws and policies governing American education.

Theme

Stages of Professional Development

Ethics:

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

Exploratory Stage

- demonstrates basic knowledge of ethical predispositions and expectations of the profession.
- demonstrates understanding of the basic precepts of a democratic society.

Pre-professional Stage

- understands ethical principles of the profession including those pertaining to students, parents, colleagues, community, and the profession.

Professional Stage

- demonstrates appropriate ethical reasoning and behavior with students, parents, colleagues, and others.

Law:

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

- understands basic legal principles of American education.

- knows how to access and keep abreast of the laws pertaining to the profession.

- understands the legal, ethical, cultural, and societal issues related to technology.

- understands school law and the rights and responsibilities of students, teachers, and parents.

- demonstrates attitudes and behaviors consistent with upholding ethical principles of school law in all matters related to teaching.

- identifies technology-related legal and ethical issues, including copyright, privacy, acceptable use policies, and security of technology systems, data and information.

History:

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

- has knowledge of the history of education in the western world.

- understands the organization of schools in the context of the larger community.

- understands the history of education with emphasis on the development of American educational institutions and the academic preparation of minority groups and women.

- employs knowledge of the history of education in designing and delivering instruction, as well as interactions with students, parents, colleagues, and others.

Philosophy:

The educational leader understands the metaphysical, epistemological, and axiological principles central to past and present development of American education and uses this knowledge to develop a personal philosophy of education to guide professional practice.

- identifies meanings, functions, and basic tenets of philosophy.

- understands philosophies influential in American education, as well as pedagogical views of recognized theorists.

- creates an emerging personal philosophy of education that reflects personal growth and professional development as well as supports best practice.

- implements personal philosophy based on best practices that reflects personal growth and professional development.

The Curriculum

The educational leader employs appropriate curricular decisions to provide effective instruction.

Theme

Stages of Professional Development

Subject Matter Expertise:

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

Exploratory Stage

■ develops a preliminary knowledge of a specific discipline and its relationships to the liberal arts and sciences.

Pre-professional Stage

■ understands the interconnectedness of specific content area to other areas within the curriculum.

■ understands major concepts, assumptions, and processes of inquiry central to the discipline.

Professional Stage

■ develops effective instruction for P-12 students using knowledge of content and appropriate standards.

■ provides learning experiences that allow P-12 students to form connections between the specific subject area and other disciplines.

■ assists P-12 students in connecting subject matter to everyday life.

■ engages in continuous learning to ensure current knowledge in the discipline.

Curriculum:

Develops, implements, and evaluates curriculum to prepare students to be productive citizens in a global society.

■ understands how social issues influence curriculum.

■ understands the purpose for integrating technology into curriculum.

■ understands the role of student's personal and family experiences and cultural norms in planning instruction.

■ understands and uses principles of curriculum design in designing and implementing lesson plans.

■ understands the teacher's role in designing and implementing the curriculum.

■ researches and evaluates the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information resources to be used by P-12 students.

■ incorporates interdisciplinary and multicultural approaches to curriculum design and planning, which include P-12 students' cultural background and experience, into instruction.

■ analyzes, plans, implements, and evaluates curriculum.

■ integrates literacy skills in all curricula.

■ designs and teaches a coherent sequence of learning activities that integrates appropriate use of technology resources to enhance P-12 student academic achievement and technology proficiency by connecting district, state, and national curriculum standards with student technology standards.

Integrative Studies

The educational leader integrates content and professional pedagogical knowledge to create meaningful learning experiences.

■ values interdisciplinary teaching and learning.

■ plans lessons using an interdisciplinary approach.

■ integrates and evaluates professional and pedagogical content knowledge to create meaningful learning experiences for all P-12 students.

The Teacher

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

Theme

Stages of Professional Development

Instructional Practices:

The educational leader delivers effective instruction which is continuously evaluated and refined.

- Exploratory Stage**
- develops basic observational skills.
 - explores a variety of instructional strategies.
 - values instructional flexibility to meet student needs.

- Pre-professional Stage**
- understands the continuous process of instruction.
 - analyzes various instruction strategies in different disciplines.
 - examines a repertoire of teaching strategies in planning for instruction.
 - demonstrates an enthusiastic and positive attitude in classroom setting.
 - demonstrates initiative in instructional practices.
 - explores technology as an instructional tool in the classroom.
 - demonstrates appropriate integration of technology into subject matter and content.

- Professional Stage**
- implements planned lessons.
 - examines congruence between lessons planned and implemented.
 - uses a variety of instructional strategies to meet student needs.
 - uses P-12 students' strengths and errors as means to design and modify instruction.
 - uses technology as a tool for effective instruction to meet individual and group needs.
 - creates learning experiences which encourage critical thinking, problem solving, informed decision making, and creativity.

Classroom Management:

The educational leader employs effective classroom management practices based contemporary theories, observations, ethics, and research.

- explores environmental issues that affect moral values, behaviors, and self-esteem of students.

- develops initial conflict resolution skills.
- analyzes conflicts and professional interaction in team practices.
- analyzes classroom management theories, including underlying characteristics of human motivation and behavior.
- develops a positive classroom management plan.

- uses self-reflection to evaluate classroom management skills.
- promotes positive peer relationships by applying and evaluating appropriate grouping strategies (For example, small group, cooperative learning, and large group).

Assessment:

The educational leader develops, uses, and evaluates appropriate tools of assessment.

- knows the general purpose and rationale for assessment.

- demonstrates knowledge of various strategies and assessment instruments.
- analyzes and selects appropriate assessment strategies and instruments.
- explores the use of technology as a means to address student learning.

- synthesizes, uses, evaluates, and communicates assessment results.
- uses a variety of formative assessment approaches to diagnose, design, or modify instruction.
- uses technology to assess P-12 student performance and analyze teaching effectiveness.

The Educational Leader

The educational leader serves as an example of a reflective teacher, scholar, communicator, and advocate serving the interests of students and society.

Theme

Communication:

The educational leader effectively communicates (listening, speaking, reading, writing, and mediacy) with students, colleagues, families, and the community.

Personal Development:

The educational leader constantly strives to develop a knowledge of self and uses introspection to make professional decisions.

Collaboration:

The educational leader understands the concept of collaboration and uses it with colleagues, families, and the community to benefit learners.

Reflective Practice:

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

Stages of Professional Development

Exploratory Stage

- communicates clearly and effectively using Standard English (listening, speaking, reading, writing, and mediacy).
- is aware of need for culturally sensitive communication.

Pre-Professional Stage

- communicates the central precepts of the discipline to students.
- uses technology as a tool for communication.

Professional Stage

- employs effective communication (verbal, nonverbal, written, and technological) when working with students, families, colleagues, and the larger community to promote literacy.
- effectively integrates reading, writing, listening, and speaking skills into all curricula.
- communicates in a culturally sensitive manner.
- uses technology productivity tools to complete required professional tasks.
- uses a variety of media and formats, including telecommunications, to communicate and interact with peers, experts, and audiences.

- examines personal values, attitudes, and beliefs related to the profession.
- demonstrates professional commitment in university and public school settings.

- identifies areas of personal strengths and needs as a beginning teacher.
- demonstrates adaptability, flexibility, maturity, and emotional stability in university and classroom settings.
- exhibits positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

- adopts the characteristics of a life-long learner.
- fosters self-exploration in P-12 students.
- demonstrates self-evaluation of instructional decisions.

- demonstrates positive and cooperative relationships with university faculty, P-12 students and teachers, and colleagues.

- analyzes own interpersonal and collaborative skills with colleagues, families, and the larger community.
- identifies examples of collaboration and examines them in terms of group dynamics, learning, and decision-making.

- applies examples of successful collaborative models and evaluates inter-personal skills.
- contributes as an educational team member and evaluates personal contributions to team effort.

- understands the role of reflection in learning.
- examines personal motives for selecting teaching as a profession and the responsibilities involved in that choice.

- takes responsibility for personal actions and choices as a professional leader.

- analyzes personal skills and teaching and evaluates self.
- uses feedback to improve practice.
- reflects on the leadership role played by teacher through school and community involvement.

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 Undergraduate Catalog.



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