

**Handbook for
Undergraduate Teacher
Education Candidates
Part II**

Conceptual Frameworks

Alverno
C O L L E G E
Milwaukee, WI

HANDBOOK FOR EDUCATION STUDENTS: PART II

Mission Statement

The Teacher Education Programs at Alverno College prepare professional teachers

- who are committed to developing the abilities of all learners,
- who are effective in integrating subject area content and developmentally appropriate teaching and assessment strategies, and
- who understand and value diverse perspectives and experiences.

Introduction to the Conceptual Handbook:

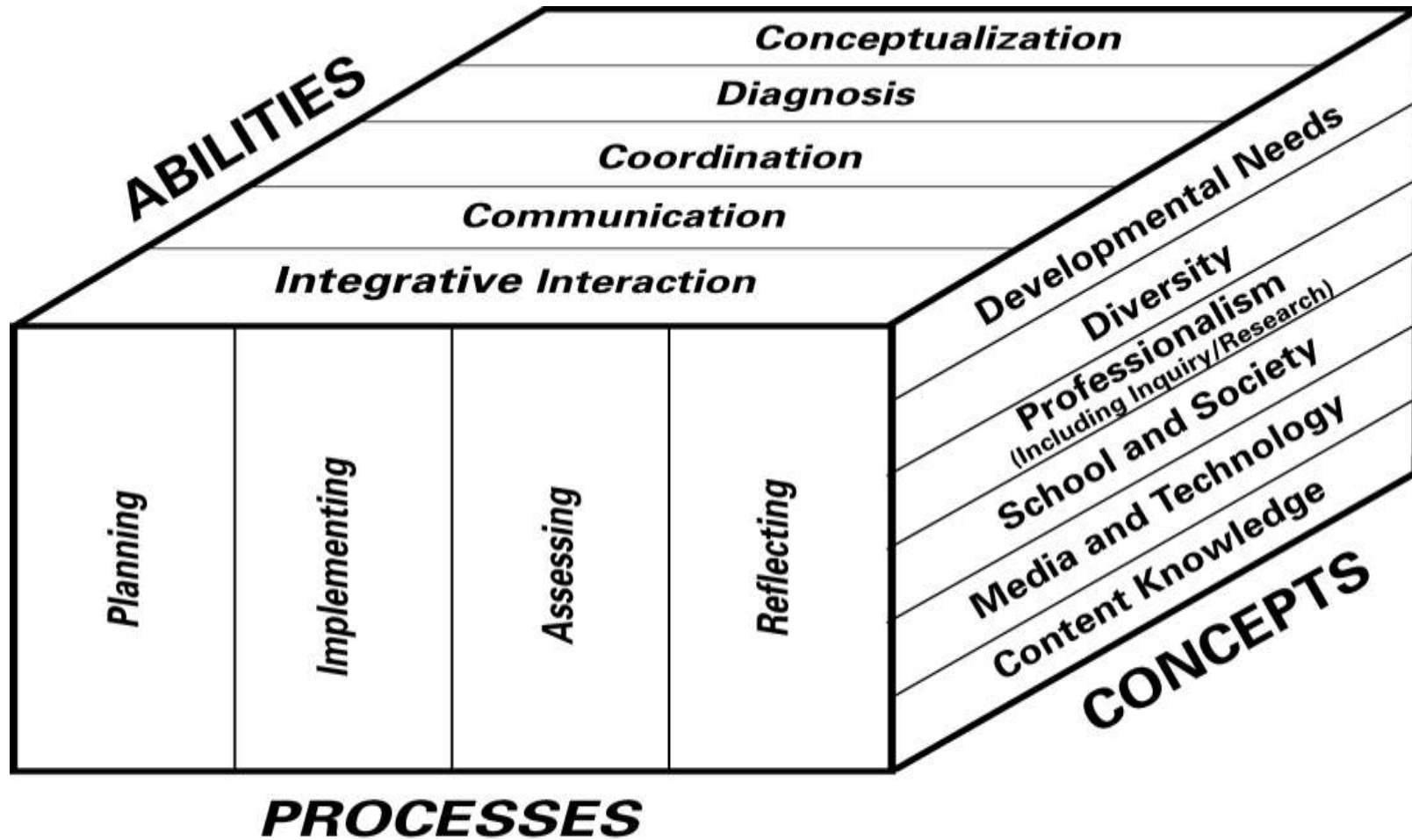
What am I going to be learning in the teacher education program?

What concepts will I learn?

How and where will I learn these concepts?

How will I be prepared for teaching in the 21st Century?

These are some of the questions that will be answered in this handbook, which is written for you, the student. Unlike the traditional handbooks, it is not designed to have you start at page one and go through to the end. You will be able to choose a focus and explore it at many different levels and examine it through different lenses. Whether you are a beginning, developing, or advancing student, you will be able to monitor your own progress as you acquire concepts, abilities, and processes necessary for successful teaching. The following is an overview of the handbook.



**A Model of the Conceptual Framework for
Teacher Education at Alverno College**

The Advanced Abilities in Teacher Education

Conceptualization

Diagnosis

Coordination

Communication

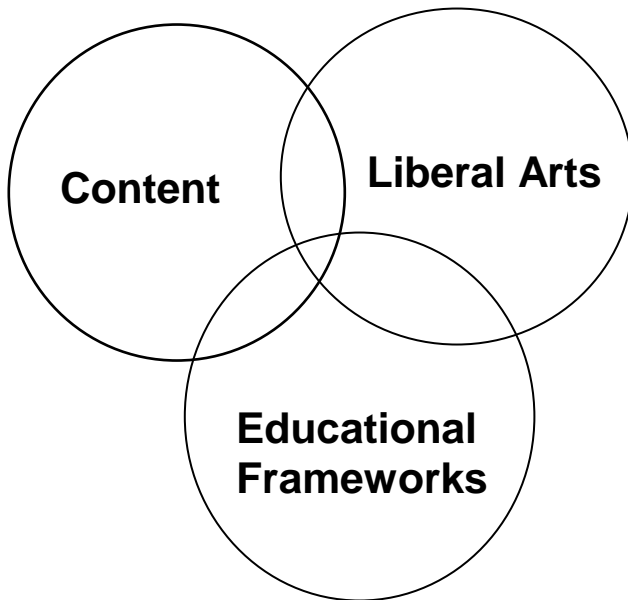
Integrative Interaction

The teacher education programs at Alverno College build on the college's ability based design of teaching, learning and assessment at the undergraduate level. The eight abilities required of all students--Communication, Analysis, Problem Solving, Valuing in Decision Making, Social Interaction, Taking Global Perspectives, Effective Citizenship, and Aesthetic Responsiveness--form a solid foundation for students who pursue programs that will prepare them to teach early childhood, elementary, middle, and/or secondary grades.

At Alverno, faculty have articulated their belief that teaching must be directed to the development of learners' abilities in the context of the disciplines. They believe that learning involves using knowledge--to think, judge, decide, discover, interact, and create. Learning increases developmentally when learners have a sense of why they are setting out to learn, a statement of explicit standards they must meet, and a way of seeing what they have learned. An educator's best means of judging how well a learner has developed expected abilities is to assess corresponding behavior--writing, inquiry, or judging, for example. Assessment can describe and judge the level of learning that an individual has reached through eliciting behavior that demonstrates and exercises an ability. Assessment enhances learning through feedback on learner strengths and weaknesses--both from the teacher's critique and from the learner's self assessment.

Working both from literature in teacher education and from their own experiences as teachers across varied contexts (Diez, 1990), your faculty have identified the five advanced abilities. The following pages describe each of the abilities and outline the performance expected in student teaching for that ability. Because you will continue to develop as a professional throughout your teaching career, we have described the abilities further in Section IV.

Conceptualization



Integrate

knowledge of a
discipline with
educational frameworks
in the context of a
broadly-based
understanding of the
liberal art

Conceptualization: Integrating content knowledge with education frameworks and a broadly-based understanding of the liberal arts in order to plan and implement instruction

When people talk about the “knowledge base” for teaching, they really mean that teachers master at least three areas in preparation for teaching. Specifically, teachers need to know about the content of their subject or discipline (e.g., art, English, history, mathematics, music, science, etc.). They also need to know the education frameworks of developmental psychology, curriculum theory, learning theory, and instructional design as well as probe the relationship between school and society in a democracy. Finally, they need the broadly-based liberal arts knowledge and skills that have led them to see multiple ways of approaching the world, of addressing problems, and of reflecting on their own experience.

Your faculty has incorporated these three areas--content, liberal arts and educational frameworks--in the ability we call ***conceptualization***. This ability is linked with the ability to analyze situations using varied perspectives in the context of educational frameworks and liberal arts knowledge. Teachers use their conceptualization skills when they plan lessons and units to meet both current and future needs of their students. This involves an analysis of the current and future needs of the learners. One of the challenges for teachers is to plan activities that meet the needs of the individual as well as of the group. This involves the ability to be sensitive to the learners as individuals within the group as a whole. In a diverse society, the impact of difference in culture, gender, learning styles and special needs must all be understood and addressed.

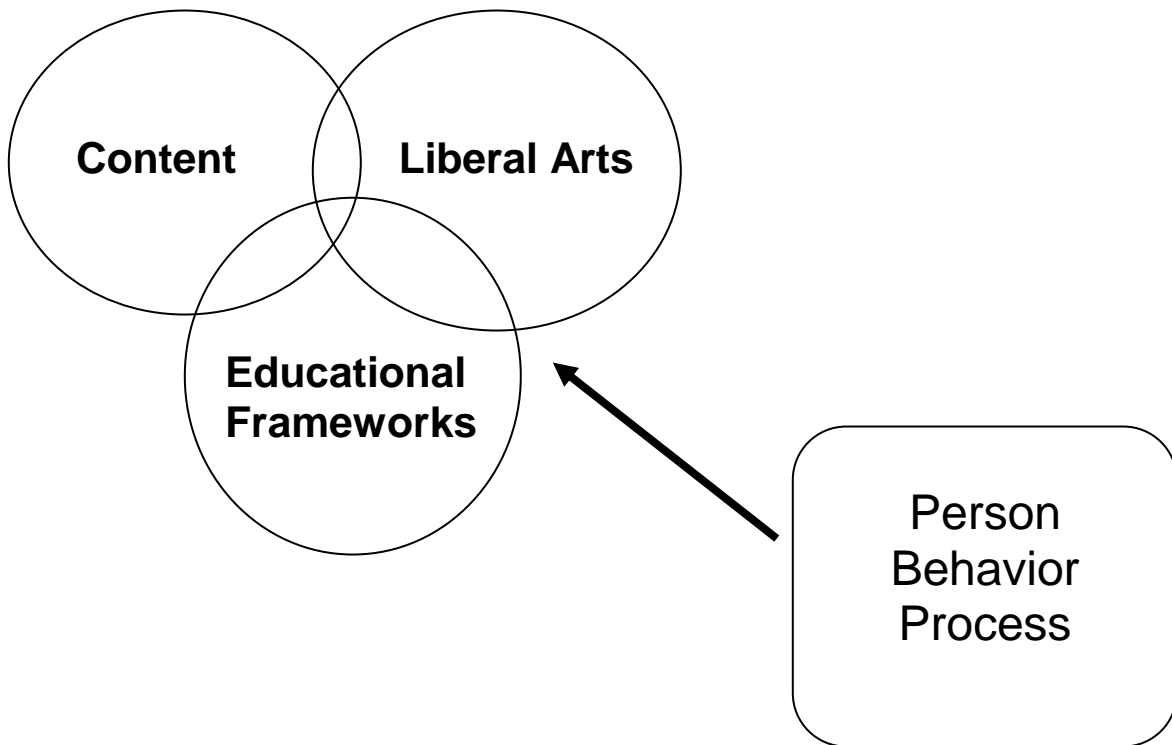
Another aspect of conceptualization is the ability to understand the system within which one works as an educator. This includes the history and philosophy of the educational program and the communication networks with the system that can be used to support and promote learning goals. But it also involves gaining an awareness of oneself as a part of the process.

Throughout your education at Alverno, you will have experiences designed to develop your conceptualization ability. These include your study of developmental psychology; your field work seminars that require special off-campus experiences; your student teaching experiences, where you will use your liberal arts knowledge, education frameworks, and content knowledge base to plan for the needs of the learners; philosophy of education, in which you will study schools as a part of the social system; and content courses and subject specific methods courses, in which you will learn to teach and assess to meet the needs of diverse learners.

Student Teaching Performance Expectations for *Conceptualization*

- Shows command of subject matter
- Uses appropriate depth of subject matter
- Uses logic in the development of subject matter
- Sets appropriate context for lessons
- Plans material both to meet learners' current needs and to lead to the next level of development
- Relates new subject matter to that of previous classes
- Integrates a variety of learning experiences in planning instruction
- Relates student behavior to frameworks from developmental psychology
- Relates student behavior to understanding of cultural contexts
- Understands the relationships between motivation and student behavior
- Helps students to relate subject matter to real life experiences
- Changes plans appropriately in response to the unexpected
- Understands school structure and role relationships
- Assesses own performance
 - evaluating plans in relation to actual class outcomes
 - analyzing the effect of class activities on both individuals and the class as a whole

Diagnosis



Relate

observed behaviors to relevant frameworks in order to determine and implement plans that will meet students' needs and lead them to the next level of development

Diagnosis: Related observed behavior to relevant frameworks in order to determine and implement learning prescriptions

When teachers are confronted with situations in their classes, they analyze these situations in multiple ways, including observing the student or students involved; asking questions of the student, of colleagues, or even of the student's parent; and comparing the data acquired in these ways to relevant frameworks. This ability, *diagnosis*, relates to the teacher's ability to analyze and solve problems.

Because teachers work with individual students, as well as with groups, they need to be able to move flexibly between seeing the group as a group and seeing the group as a collection of individuals with varying characteristics, needs, and talents. This may mean that the teacher observes a young child's behavior and then relates the behavior to Piaget's or Erickson's developmental theories. Or a teacher may discuss a situation with a high school student after having observed that student in a conflict. When considering the discussion with the student, the teacher may call on his or her knowledge of Kohlberg's theory of moral development.

Teachers also need to have a working knowledge of the appropriate developmental, pedagogical, and subject area frameworks with which they interpret the behavior of individuals. This is also the foundation teachers use as they provide experiences that lead to the continued intellectual, social, and emotional growth and development of their students.

Teachers often work together to formulate potential solutions to problem situations that involve students. Often, these problems are related to learning, such as how to best meet the needs of a student with reading difficulties; as well as those that relate to social interaction, such as meeting the needs of a student who is very withdrawn. A teacher may need to diagnose the learning style of a specific student, including modality preference, brain dominance, amount of practice needed, optimal time of day for learning, and whether the student learns best alone, in small groups, or with a large group. After determining these factors for a student, the teacher will be able to determine how to meet the needs of that student as an individual and as a member of the class.

As you progress through the education program at Alverno, you will have many opportunities to practice and refine your ability to diagnose. Whenever you complete a self assessment form, you are using your diagnostic skills to evaluate your own performance. As you prepare lessons for use in field placements, you will notice that each lesson plan form includes a section for self assessment. In fact, for field seminars, the self assessment is nearly as detailed as the actual lesson.

As you develop your ability to self assess, you will see links between yourself and the students you are working with. Through participation in methods courses, you will develop a repertoire of diagnostic and assessment skills. You will learn how to design a range of assessments, when to use formal vs. informal assessments, how to use the information gained from these assessments, and how to effectively use feedback as a learning opportunity. Your design of units and lessons for particular subject areas and for integrated learning experiences will include appropriate assessments.

Student Teaching Performance Expectations for *Diagnosis*

- Collects information through observation of classroom interaction
- Uses questions to refine information
- Weighs observations against varied frameworks of student development and behavior, e.g., learning style, cultural background, etc.
- Makes judgments about student learning needs
- Uses assessment processes appropriate to learning outcomes
- Evaluates student performance, using appropriate criteria and providing focused feedback
- Integrates awareness of student needs into planning
- Assesses own performance
 - rethinking decisions in relationship to theoretical bases
 - identifying needs for own ongoing professional development

Coordination



Structure

resources to support
learning goals

Coordination: Managing resources effectively to support learning goals

The classroom teacher is confronted daily with a wide variety of elements that relate to the established learning goals. The teacher must identify, allocate, organize, and manage these resources as they relate to the total learning environment. Such resource management involves time, space, materials, the teacher as a tool of learning, other educators, professional literature, and the institution as a learning environment.

Behind every successful lesson there is successful *coordination*. Using this ability is closely related to the ability to solve problems. Teachers consider the situation and select from many paths as they plan ways to meet the needs of students. They need to ask, *What is the best approach in this situation, at this time?* The answer to this question goes beyond what is seen at face value. It involves how the teacher arranges the physical environment, including desks, tables, bulletin boards, and storage space; how the teacher plans for learning activities throughout the day, week, month, and year; how the teacher prepares materials for individuals, small groups, and the whole class; and how the teacher uses assessment, feedback, and record keeping to guide the whole educational process.

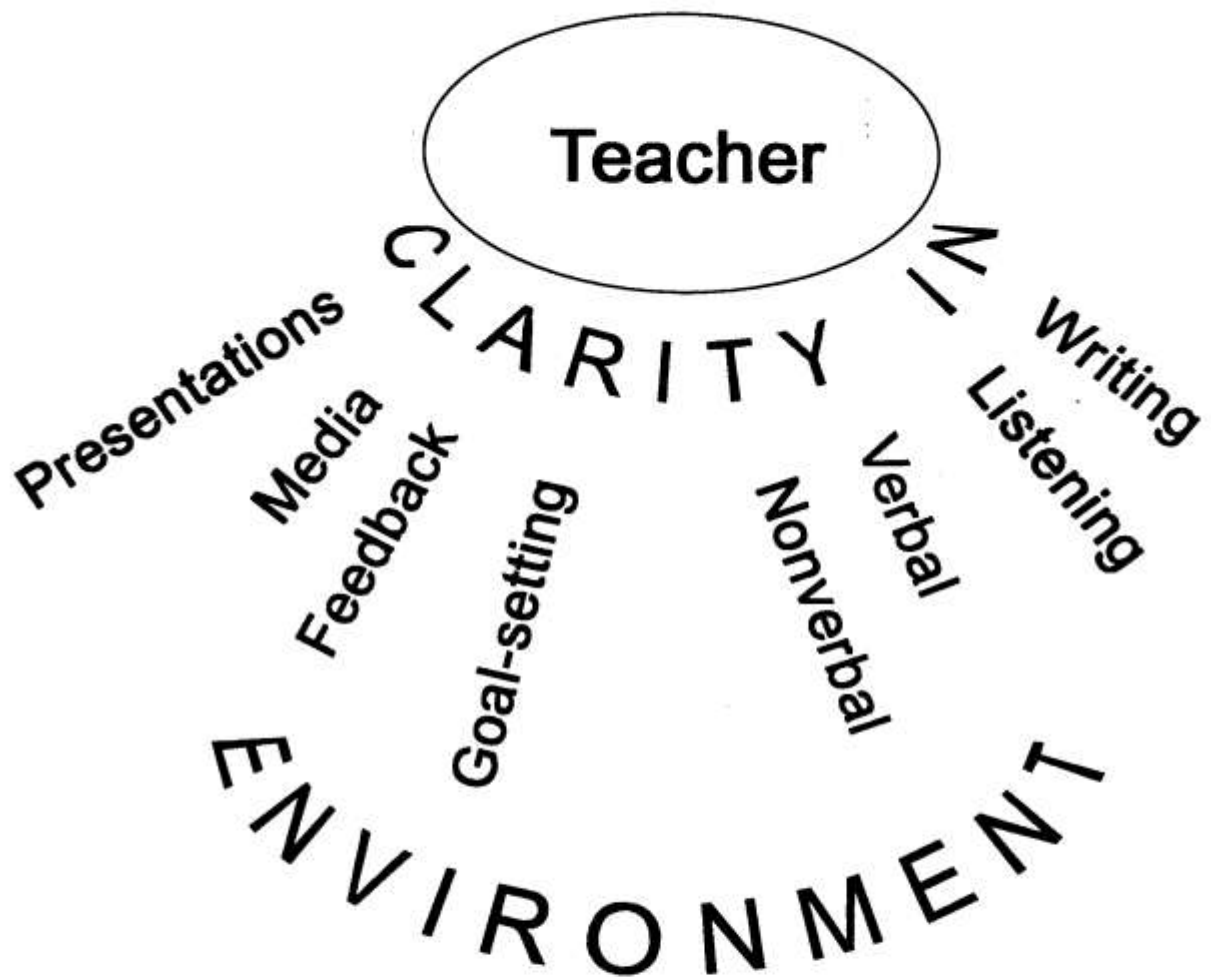
Coordination functions on a larger scale when the teacher considers how the experiences of the classroom connect to the learners' other environments. Learning about the cultures and communities their students are a part of can help teachers connect learning to students' lives. Building a resource and support base may include not only the parents and families of the students, but others in the community as well. Within the school, teachers draw upon coordination skills to work effectively with each other, with administrators, and with support staff.

As you move through the education program at Alverno, you will have multiple opportunities to practice coordination. You will be able to observe the coordination abilities of your Alverno faculty and of our cooperating teachers in field placements and student teaching. You will prepare many class presentations that involve the coordination of resources. These presentations will be for your peers at Alverno and for the students in your placement settings. Another opportunity will occur when you put together your portfolio, as part of the application process for student teaching.

Student Teaching Performance Expectations for *Coordination*

- Sets clear goals for learning experiences
- Uses resources appropriate to learning goals
- Uses class time appropriately
- Structures learning environment to provide for needs of students
 - by establishing suitable routines
 - by creating variety in activities
- Collaborates with other persons in providing for learning
- Brings in and relates students' other environments to the classroom environment
- Monitors the progress of learners toward goals
- Maintains clear records
- Shows self confidence through initiative and flexibility
- Relates appropriately and effectively with parents, teachers, administrators, and the school as a system
- Assesses own performance
 - monitoring the use of resources over time
 - planning for ways to extend links with colleagues

Communication



Create a communication environment that contributes to the teacher's ability to structure and reinforce meaningful learning

Communication: Using verbal, nonverbal, and media modes to establish the environment of the classroom and to structure and reinforce learning

Communication skills are a key factor in the abilities demonstrated by effective teachers. Inside the classroom, a teacher's communication includes lesson presentation, room arrangement, motivation, and reinforcement, for example. Outside the classroom, communication with parents and staff, as well as professional presentations, call for quality writing and speaking, using multiple modes of media.

A central practice of communication in the classroom involves the teacher's need to provide multiple explanations for a concept or theory. This may be necessary to meet the varied learning styles of the students or simply to catch those students who did not understand the first time around. Multiple explanations are rooted in the knowledge of subject area and depend upon the teacher's conceptualization skill. The ability to provide varied explanations develops with experience; every time teachers need to find a new way to explain an idea, they add to their repertoire of explanations.

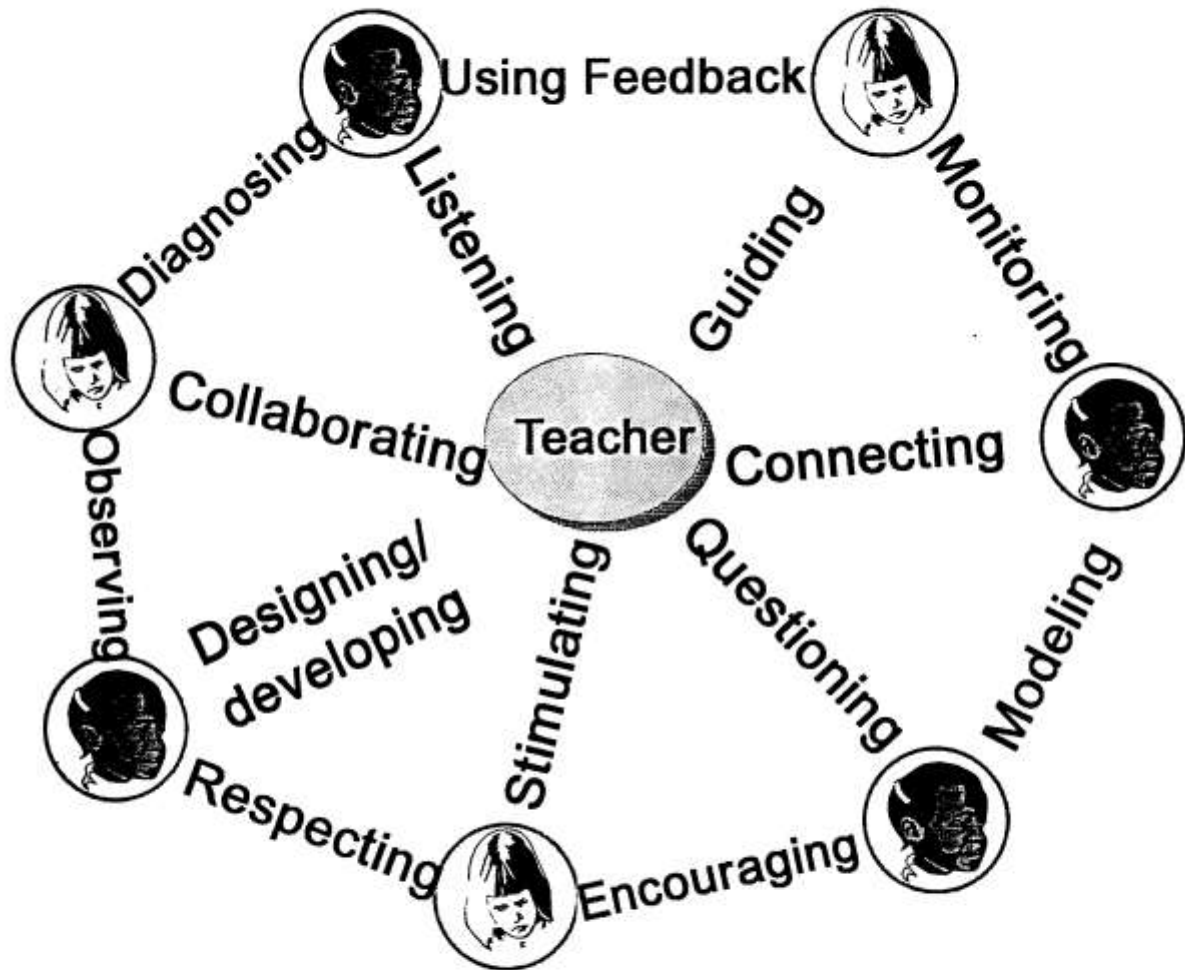
Nonverbal communication is critical in classroom management--providing an unspoken sense of the relationships between teacher and learners. Teachers communicate the positive regard they have for their students through their nonverbal interaction. They can also signal awareness of student behavior and silently remind students of the expectations for appropriate classroom behavior. Media and technology provide a new range of supports for learning. Teachers use media best when it is integral in their planning and implementation of learning experiences. It can assist the teacher in meeting the needs of individual learners, while providing a very engaging experience for a whole class.

As you progress through the education program at Alverno, you will have multiple opportunities to practice and perfect your communication skills. Beginning in your first semester at Alverno, you will be making speeches and writing, both in a variety of formats and contexts. In field placements and student teaching, you will have many opportunities to present lessons to students in various grade levels; in the seminars connected with these experiences, you will examine theories of classroom management, including ways to communicate positive expectations for student behavior. Across the methods courses, you will learn how to incorporate the use of media and technology into your instruction, integrating it into your classroom practice.

Student Teaching Performance Expectations for *Communication*

- Makes the goals of class activities clear
- Presents materials in a manner which holds student attention
- Communicates clearly through spoken words
- Communicates clearly through written words
- Communicates information accurately
- Uses examples or illustrations to support learning
- Uses environment to support learning
- Shows enthusiasm for subject matter
- Uses media and technology skillfully (e.g., chalkboard, overheads, slides, tapes, movies, charts, computer applications, demonstration objects, etc.)
- Uses voice effectively through proper volume, pitch, speed, and pacing
- Maintains eye contact
- Reinforces ideas through posture and physical movements
- Assesses own performance
 - developing alternative explanations to meet student needs
 - gaining a sense of own classroom presence and of the need to modify that presence, e.g., manner, dress, grooming, confidence, etc.

Integrative Interaction



Adapt teaching to focus on developing the cognitive/affective needs of the student

Integrative Interaction: Acting with professional value as a situational decision-maker, adapting to the changing needs in the environment in order to draw out students as learners

Integrative Interaction is the ability in which we see all of the others come together in action. Teachers use this complex ability when they direct learning by guiding inter- student discussion, when they model learning by making explicit what they are doing, and when they encourage individual participation while effectively directing a group activity. The teacher begins as a *director* of learning for the students, concerned both with the development of students and with their environment for learning. However, as a teacher grows in awareness of the multiple factors operating in a classroom, in diagnosis of the needs of students, in the ability to coordinate resources and communicate effectively, more options become available. At times, a teacher may be a colleague with students, sharing the responsibility with them for the activities of the classroom. At other times, a teacher may take the role of advocate, building greater independence in the learner as the one who needs to be responsible for life-long learning.

Interaction depends upon a variety of factors operating in a given situation. In the classroom, teachers who are aware of the personal qualities of their students are able to use this knowledge to make learning more relevant. Associated with the awareness of personal qualities is an understanding of individual differences, especially cultural and psychological differences. The ability of integrative interaction requires a sensitivity to all students. This is manifested in the way that the teacher creates respectful relationships between himself/herself and students and among the students in a class.

The first step in the Alverno teacher education program related to integrative interaction is the exploration of societal issues in light of different cultures through a human relations workshop. Issues linking school and society are further addressed across all of the professional education courses, culminating in your study of philosophy of education.

Student Teaching Performance Expectations for *Integrative Interaction*

- Shows rapport with students
- Shows interest in students' ideas, concerns, experiences, interests
- Demonstrates an adequate understanding of individual interests, especially cultural and psychological differences
- Shows respect for varied student perspectives
- Encourages individual participation while effectively directing group activity
- Stimulates students to question and respond
- Gives satisfactory answers to students' questions and comments
- Guides inter-student discussion
- Guides pace of learning activities
- Uses feedback to assist students to become self-starting learners
- Deals with a range of classroom situations with confidence and calm
- Shows ability to make decisions and to take responsibility for them
- Assesses own performance
 - dealing with individuals in a way that recognizes their personal qualities
 - recognizing student's personal backgrounds and reading their nonverbal communication in order to respond appropriately
 - gaining a sense of the interaction of the group as affecting learning
 - designing learning to best relate to the characteristics of the group and individuals within it

The Concepts Essential to Development as a Teacher

Developmental Needs of Learners

Diversity

Professionalism

School and Society

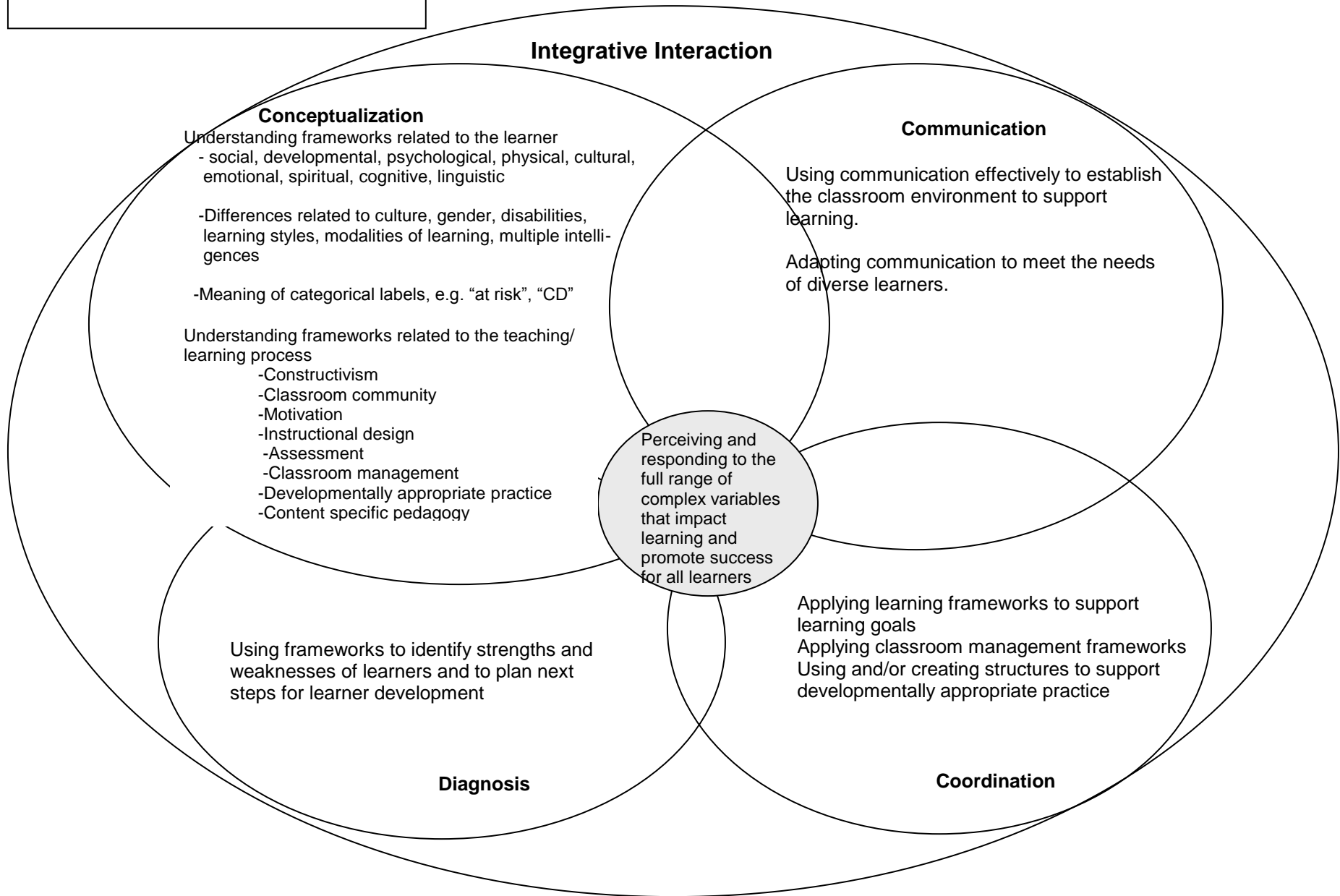
Media and Technology

In examining the advanced abilities that you develop in the teacher education program, your education faculty have identified five essential concepts listed above that are integral to those abilities. These concepts are an important part of your knowledge base for your professional role as a teacher. Through exploration of the issues and ideas that comprise these concepts, you will develop frameworks to guide all aspects of your work as a teacher.

At the end of this handbook, you will find a beginning bibliography your faculty have identified, related to each of these areas. We encourage you to use this list to guide your independent reading, as well as to supplement readings that will be provided in your professional education courses.

The following pages describe each of the concepts and show in graphic form how the concepts are related to the five abilities.

Developmental Needs of Learners



Developmental Needs of Learners: Focusing on frameworks to promote the success of all learners

Structuring curriculum around “big ideas” and broad concepts provides multiple entry points for students: some become engaged through practical responses to problems, some analyze tasks based on models and principles, and others interpret ideas through metaphors and analogies from their unique perspectives. The environment and the use of broad concepts invite each student to participate irrespective of individual styles, temperaments, and dispositions.

_Jacqueline G. Brooks and Martin G. Brooks

If teachers are to meet the needs of learners, they need to understand both the characteristics of the learner and the process of learning. To prepare for the first, teachers can draw upon the types of frameworks about learners described below, but they need to maintain a sense of openness to what the learners themselves will reveal in an ongoing way. Likewise, to prepare for the second, teachers draw upon a range of frameworks about learning, while they also extend their understanding through reflection on their own learning and that of their students. In the quote above, Brooks and Brooks represent a *constructivist* approach to teaching and learning--a movement away from teaching as simply presentation of information and toward teaching as the development of a learner's understanding. Their statement models an important aspect of the constructivist approach to teaching and learning--listening to what learners reveal about their own discovery of the world.

Frameworks about Learners

As you move through the professional education program, you will develop a number of frameworks that will guide your work as a teacher. Central to these frameworks is developmental psychology, focused on the nature of human growth and development across a range of aspects: physical, psychological, emotional, cognitive, linguistic, social, cultural, and spiritual. Drawing upon Jean Piaget, Erik Erickson, Lawrence Kohlberg, Carol Gilligan, and others, you will begin to understand the ways in which learners move through periods of growth with specific expectations or “developmental tasks” that mark their journey from conception to adulthood. You will come to see how attention to developmental appropriateness impacts the teacher's choice of teaching and assessment strategies.

You will learn to recognize that many factors can impact the learner, exploring the impact of gender in development in American society and the impact of culture, ethnicity, language, and religion on the human experience of life and learning. You will address the issue of learning style as one approach to learning. You will recognize that learners may have a variety of special needs, sometimes leading to the legal categorization of being “at risk.” While working with the Wisconsin definition for learners in this category, you will probe the issues behind the problems faced by learners who live in poverty or face other challenging circumstances in their lives.

An important message throughout the frameworks about learners is clear in your study of exceptional learners: All learners are individual persons with a variety of abilities. Understanding exceptionalities involves the specific context and definitions of diagnosed, identified categorical labels and the abilities and experiences of the learner.

Frameworks about Teaching and Learning

The design of the teaching/learning/assessment process is at the heart of the Alverno teacher education program. In support of this process, you will work with a range of theoretical frameworks about learning, helping you to understand how to design instruction that will lead to learner success. Your exploration of learning will be grounded in theories of learning and cognition, motivation, and learning styles and modalities. You will address both cognitive and affective approaches to learning that focus on the positive development of self-concept through specific teaching and learning practices that invite the participation of learners in the classroom.

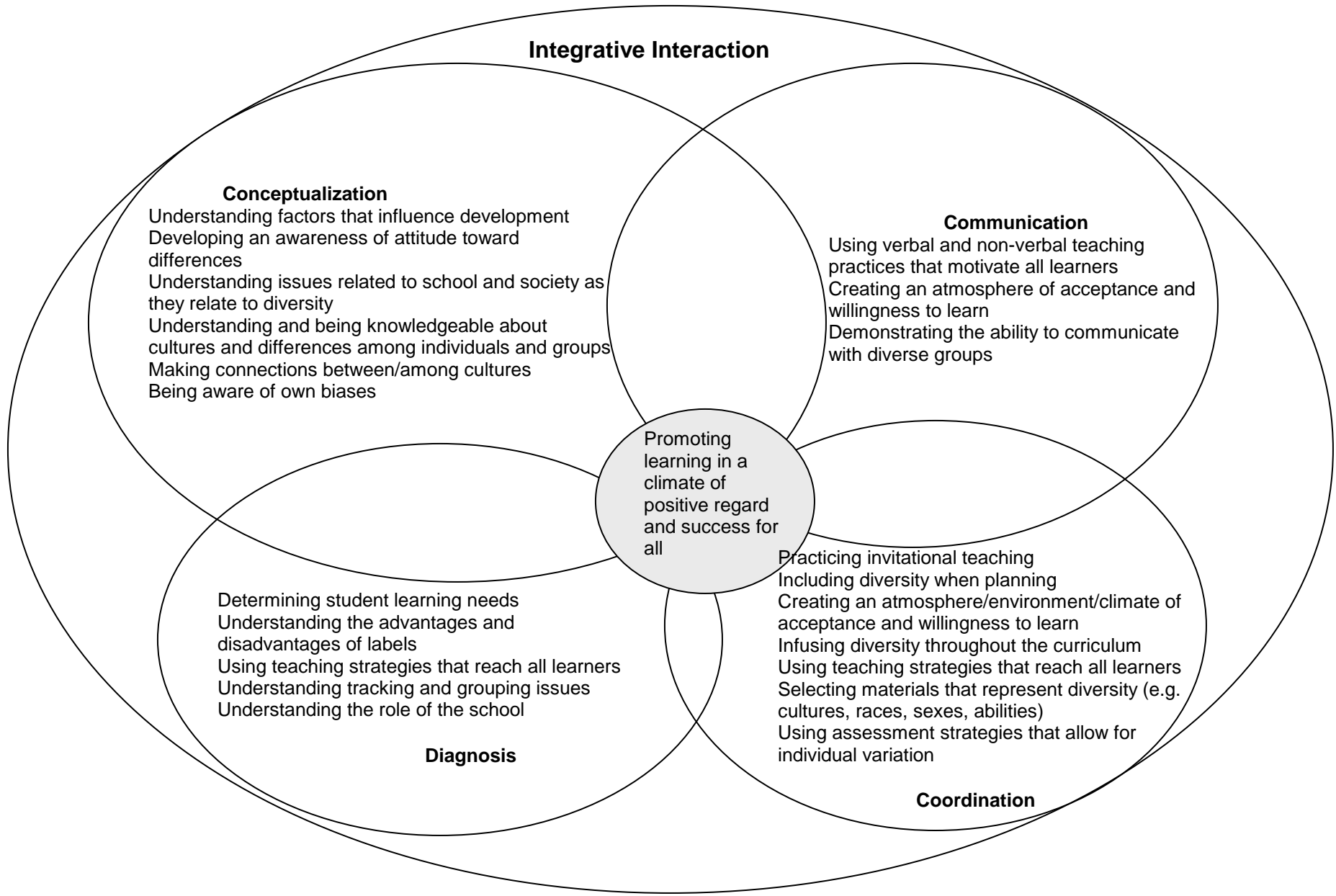
An underlying assumption in the education programs at Alverno is that learning requires the involvement of learners in order to develop the knowledge and skills necessary for success in life and work. To facilitate that involvement, you will learn how to build social cohesion through attention to interaction that builds relationships and develops agreements between the teacher and individual learners and among the class as a whole. An essential focus is the need to create an atmosphere of cooperation and respect. You will reflect on how to make your theory and practice match, as you develop personal models of managing the classroom. You will analyze how different approaches may be appropriate at different times, given the constraints of the type of subject or the needs of the learners. Because some schools or districts may even require the application of a particular model, you will have the opportunity to develop a clear idea of a range of models.

As a teacher, you will need to recognize that other contexts influence learning and behavior. Home cultures will affect the learner's view of the world, and thus of the school and classroom. Other variables, such as health, family and home conditions and prior experiences in school also influence the process of classroom management. You will learn to observe and analyze the effects of these different influences.

Because teachers need to be grounded in their content disciplines and to be confident of their knowledge, you will learn to use explanations and guiding metaphors to help make the subject area come alive and make sense to learners. Thus you will learn how to draw upon the discipline in teaching, e.g., how the major concepts, assumptions, processes of inquiry, ways of knowing, and structures of the discipline are keys to opening it up for learners. As you develop content specific pedagogy, you will explore multiple representations and explanations of disciplinary concepts along with learning how to relate your disciplinary knowledge to other subject areas.

A benefit of preparing to be a teacher in a college whose *focus* is teaching is that you not only learn instructional strategies in your methods classes; you also see excellent instruction modeled in your discipline area coursework. Many faculty members in arts and humanities, fine arts, math and science, and behavioral science are willing to talk with you about their teaching strategies in those classes. Take advantage of these opportunities to strengthen the frameworks you can use for teaching these subject areas.

Diversity



Diversity: Promoting Learning in a climate of positive regard and success for all

“A culturally relevant pedagogy builds on the premise that learning may differ across cultures and teachers can enhance students' success by acquiring knowledge of their cultural backgrounds and translating this knowledge into instructional practice.” - **Jacqueline Jordan Irvine** From *Teaching Tolerance*

Beginning with your liberal studies courses, you will consider the contributions to society of groups and individuals from a broad span of cultures and positions in society. Teaching for diversity is a broad term that encompasses those teaching skills and personal awareness that support teaching in ways that reach all learners. The issues surrounding diversity can be viewed in terms of classroom practices, the school as a whole and its role in society, from the point of view of the teacher who is reflecting on her/his own experiences and biases. Throughout your education at Alverno, you will have the opportunity to consider both the meaning of culture and the impact of culture on education. You will look at issues of race, age, sex, and religion, among others. In your education classes you will examine specific cultures and the impact of cultural differences in the classroom. As you explore methods of planning, teaching, and assessing you will consider the needs of the diverse population of students. During your field experiences and student teaching, you will be exposed to issues of diversity, diversity student populations, and culturally relevant practices.

An important aspect of diversity education is an understanding of cultures and the role of cultures in school and society. Diversity is an integral component as teachers plan learning experiences and set up systems for organization and management. Dealing conceptually with issues of diversity affects your development of an educational philosophy and implementation teaching techniques. You will do this by reviewing literature and materials for bias, by examining your own teaching performance for actions that neglect one group or individual, and by planning for the infusion of diversity throughout the curriculum.

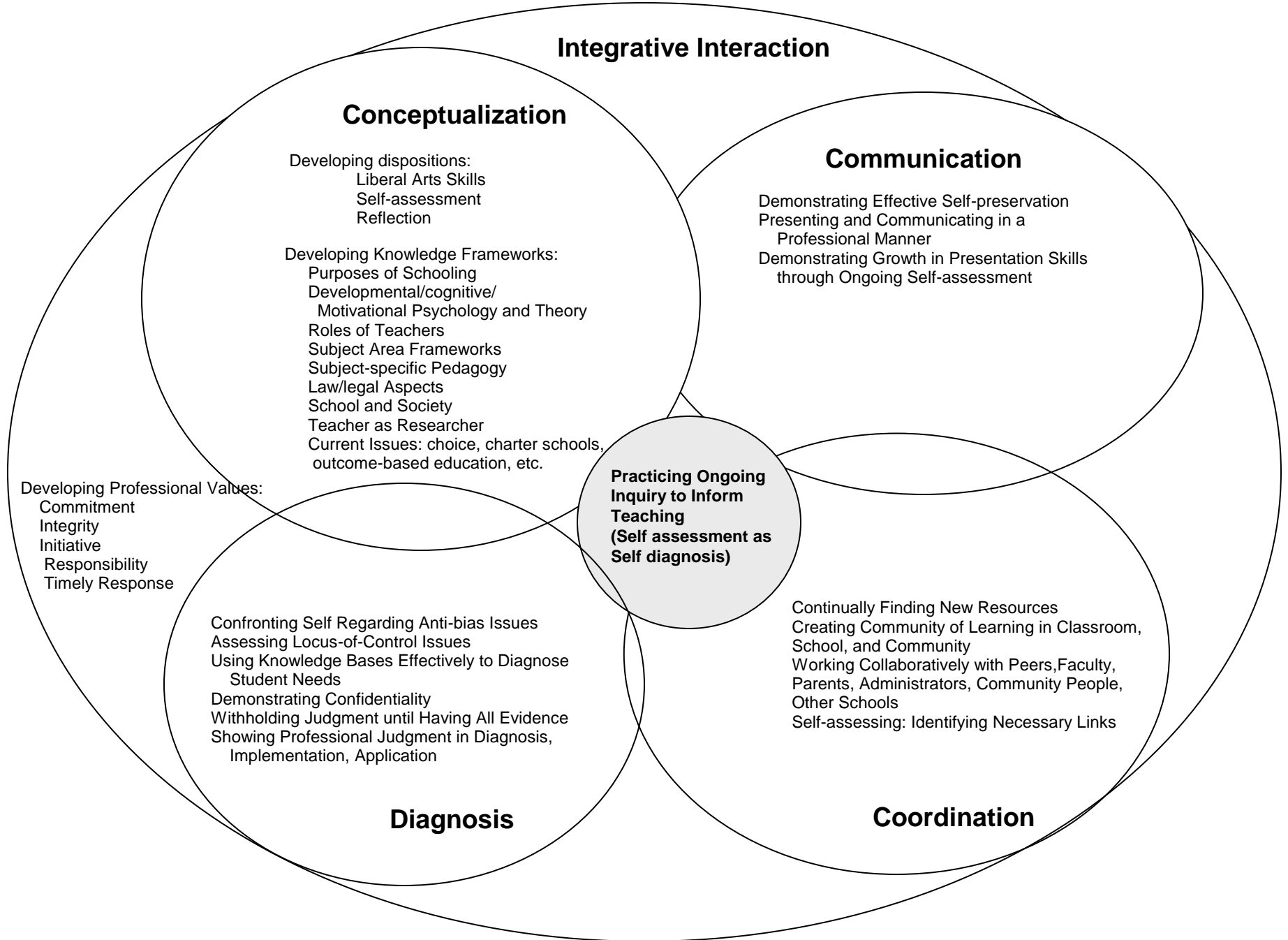
As you develop your teaching abilities, you will consider your own biases and what those biases mean for you as a classroom teacher. You will consider ways to make connections between and among cultures, as you plan and implement teaching experiences that are student-centered and foster a positive attitude toward school and learning. As a beginning education student, you will consider the meaning of motivational practices and explore ways to create an atmosphere of acceptance that welcomes and celebrates diversity in all forms. As you continue in your education program, you will become aware of the needs for all learners and the impact on your practices.

Commitment to teaching in ways that reach all learners permeates all aspects of your teacher preparation program at Alverno. You will consider these issues in every class, sometimes explicitly and sometimes more implicitly. As you move through the education program, keep in mind that all aspects of teaching for diversity will be reinforced throughout your education, at Alverno and beyond.

*Related terms: equity/anti-bias/multiculturalism/human relations/invitation/ inclusion/pluralism
As you develop your teaching abilities, you will consider your own biases and what those biases mean for the classroom teacher. You will consider ways to make connections between and among cultures, as you plan and implement teaching experiences that are student-centered and

foster a positive attitude toward school and learning. As a beginning education student, you will consider the meaning of invitational practices and explore ways to create an atmosphere of acceptance that welcomes and celebrates diversity. As you continue in your education program, you will become aware of cultures and the meaning of teaching for diversity through field experiences and student teaching. In advanced education courses, you will explore diversity issues related to school and society through research, simulations, and discussion.

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Professionalism: Practicing ongoing inquiry to inform teaching (Self assessment as self diagnosis)

John Goodlad points out in *Teachers for Our Nation's Schools* (1990) that “teaching remains the not-quite profession.” You may have recognized, in the media or in people’s conversation, that many in the United States do not have the respect for teaching and for teachers that is common in other countries. Some have viewed teaching as an “easy” occupation, where few decisions need to be made if one follows the book. However, recent research--and the experience of good teachers--makes clear that teaching is a highly skilled activity. The combination of intellectual development, social skill, and problem solving judgment needed to teach well clearly matches the demands of other professions. Moreover, one central quality of a profession, according to Linda Darling-Hammond and Lin Goodwin (1993) is also central: a client centered focus. A commitment to student learning marks the teacher as a professional.

Your faculty has intentionally chosen to create in our teacher education program conditions that guide you to develop as a professional throughout our program and to continue to grow professionally during your teaching career. Those conditions include, but are not limited to, the characteristics of professionalism that Goodlad identifies: a coherent body of knowledge and abilities; consistent admission/retention standards; and consistent standards for expectations of knowledge and performance of candidates.

In your general education course work, you have begun a focus on professionalism through your development of self-presentation and social interaction skills, through your development of liberal arts skills summarized in the eight abilities, and through your experiences with self assessment and reflection. As you move through the program, you will develop habits of inquiry to inform your teaching practice. You will explore teaching as an art and a science, develop the knowledge of the multiple roles teachers play, plan lessons and suggest ways to implement them, and identify useful resources for the classroom.

As you combine your on campus learning with field placements in K-12 settings, you will experience working with teachers who have made a commitment to professional practice. These teachers will provide a window for you to observe the way knowledge and practice become integrated in the classroom. Ask them to talk to you about how they think as they plan lessons to meet diverse student needs. Raise questions with them that you can explore together. And above all, become a colleague with them in focusing on the needs of the learners.

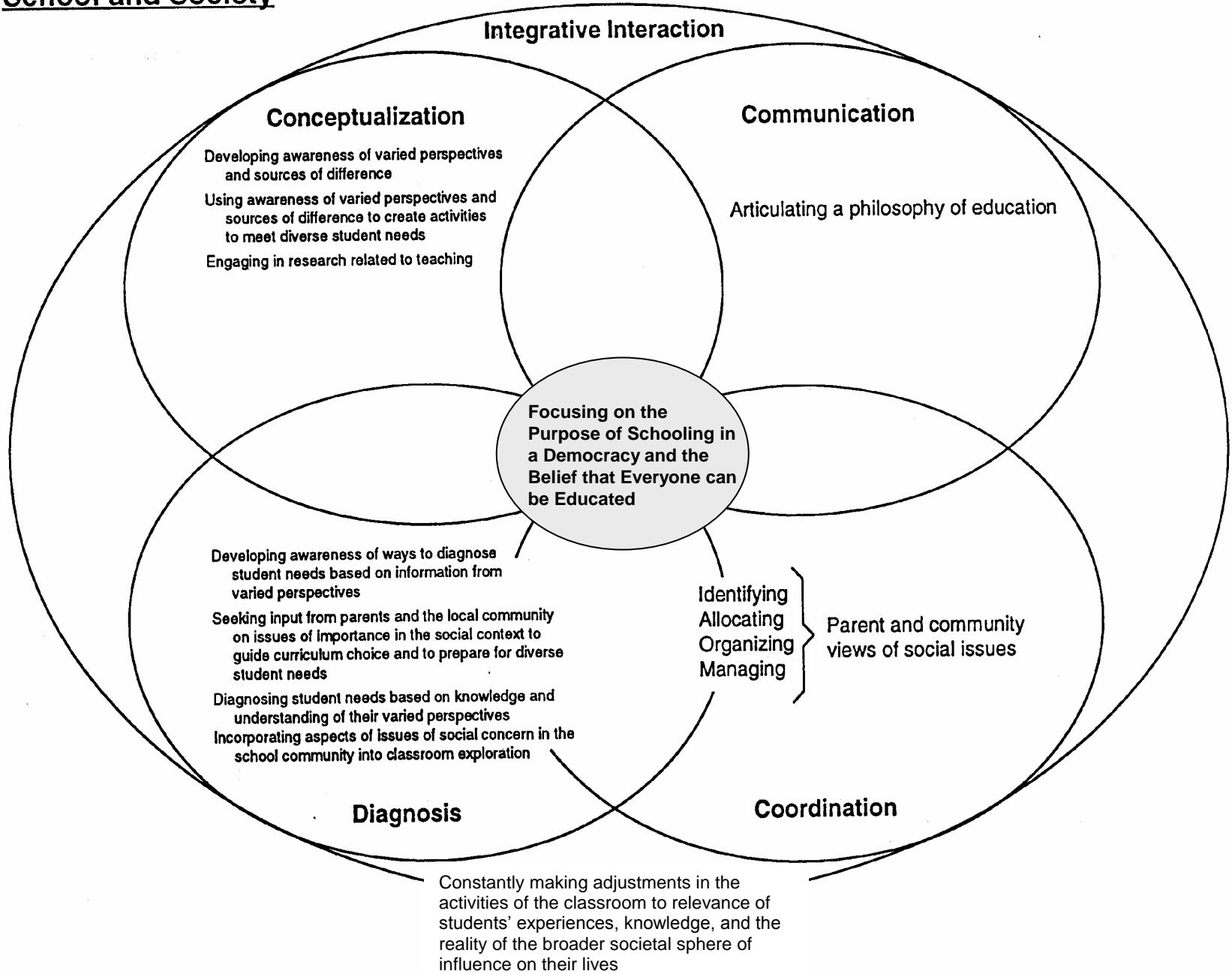
Across your coursework, you will develop inquiry skills in the identification of current issues in education and in the evaluation of programs that address those issues. You need to sample the journals in the library and keep up with the publications that address current questions. Use the reference list at the end of this handbook to identify areas you will explore in conjunction with your courses.

In courses and field seminars, you will practice the integration of knowledge and its application. Every assessment you complete will provide you with an opportunity to self assess and set goals for future field work. These are key skills in the development of your professional attitudes and demeanor.

In your final courses in the teacher education program, you will be ready to define teaching as a profession in the context of a given school culture. You will draw upon your inquiry skills to research education issues, creating feasible solutions in practice, evaluating the results, and suggesting further steps in the process. You will demonstrate your ability to apply and evaluate your own reflection, self assessment, and liberal arts practice.

Your faculty's goal is to recommend you for graduation as a teacher who behaves consistently in a professional manner, integrating planning, implementing, and assessing practices at the appropriate developmental level of your students, while coordinating resources within/without the classroom to assure student learning.

School and Society



School and Society: Focusing on the purpose of schooling in a democracy and the belief that everyone can be educated

In her book, *Literacy for the 21st Century*, Gail Tompkins (2010) argues that, “language is a means for social action” and advocates that, “teachers do more than teach students to read and write: students should become agents of social change.” Only when students critically examine differing perspectives, including perspectives from a different time and place, can they feel empowered to enact change in a global society.

Because we believe that it is important to consider the purpose of schooling in society *as a democracy*, we want you to become aware of your beliefs about fairness and social justice. In your education program we will guide you to question who makes decisions about schools and about how children are treated when in school. We want you to be able to determine whether the processes and outcomes of these decisions are fair and just. That means that you, as a teacher education candidate, must understand such concepts as justice, authority, and power in a social context and to recognize the interrelationship of those concepts in practice. Because public schools serve a larger public interest, as well as individuals and groups, questions of individual fairness and social justice often arise. You need to be ready to address them critically and thoughtfully.

The foundation for perspective-taking in multiple social contexts is integral throughout your general education course work at Alverno. The close link between school and society and the growing diversity of students in our nation’s schools are explicitly introduced early in the education program and continue throughout your coursework. We place a particular emphasis on teaching for a democracy and on creating a climate of equal access and opportunities for all students. Through your work in the program you will develop an awareness of varied perspectives and sources of difference, and you will practice diagnosing student needs based on information from those sources and varied perspectives. For example, you will explore the power of language to create a learning atmosphere that gives all students equal access to issues that affect their lives.

Throughout your coursework, you will explore the necessity of seeking input from parents and the local community on issues of importance to the social context of teaching and learning. You will investigate how such input will influence your curricular and pedagogical choices. In your final professional semesters, you will reflect on the broader sphere of societal influence on the school in relation to your teaching and development of your philosophy of education.

Your faculty encourages you to use all of the experiences in the education program to develop your ability to adjust activities of the classroom and to make them relevant to your students’ experience and knowledge. They challenge you to relate student learning to the reality of the broader societal sphere of influence on their lives.

Media and Technology

Integrative Interaction

Conceptualization

Using technology as a resource to facilitate learning
Integrating media and technology resources throughout the curriculum
Helping all students develop a high level of media literacy and computer literacy
Recognizing one's own areas of needed growth and development regarding technology
Recognizing how media and technology have an impact on school and society (e.g. social media)

Communication

Selecting/producing media and technology to support learning goals
Modeling effective teaching with technology
Implementing learning experiences which reflect an awareness of media and technology literacy

Using technology for planning, instruction, and assessment

Analyzing student learning needs and prescribing media/technology strategies to enhance student learning
Implementing a variety of media and technology lessons to provide for a wide range of students and experiences
Developing critical media literacy skills for all Students
Providing a wide range of media and technology options to engage students in multiple perspectives on local and global issues
Modeling effective technology use in presentations
Facilitating curriculum reform through the integration of media and technology
Promoting others to be technology supporters

Diagnosis

Using technology for personal and teacher productivity
Integrating uses of technology into daily learning in the classroom
Using media and technology resources to support active and cooperative learning
Developing a learning environment that supports technology
Integrate multimedia and technology across the curriculum

Coordination

Media and Technology: *Educators Must Lead*

As technologies dramatically increase their penetration into our society, teachers need to demonstrate the skills and behaviors of digital-age professionals. Competence with technology skills is the foundation. To be part of the transformation to 21st century teaching and learning, however, teachers need to lead by modeling effective ICT skills and lifelong learning strategies. Students need to see their teachers apply the basics in authentic, integrated ways that manifest in student experience solving problems, collaborating on projects, and creatively extending their abilities.

National Educational Technology Standards for Teachers, 2nd ed., 2008

The effective use of media and technology is a vital component of your preparation as a teacher at Alverno. If you are to be credible and effective, you must go into the classroom ready to implement a wide variety of media and technology to engage and support learners. You must be able to understand their prior experiences with technology tools inside and outside the classroom. Further, you must be ready to continue to learn and stretch as technologies change.

You will change the way you function in your classroom as you integrate your competence in technology with other critical teaching skills. Picture yourself as you

- Intentionally build your learners' capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills with technology tools
 - Use supplementary resources and technologies effectively to ensure accessibility and relevance for all learners
 - Employ technology to support assessment practice both to engage your learners more fully and to assess and address learner needs
 - Engage learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information
 - Advocate, model, and teach safe, legal and ethical use of information and technology, including appropriate documentation of sources and respect for others in the use of social media
 - Use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues
- (these descriptions are adapted from the *InTASC Model Core Teaching Standards*, 2011)

With the development of this knowledge and skills, you will be able to design appropriate learning activities and assessments for use in the classroom. This will be particularly important as you contribute to the growth and development of the learner to live in the 21st century.

Content Knowledge

Integrative Interaction

Perceiving and responding to basic elements of the complex of variables present in interaction, e.g., roles, developmental levels, situation, relational definitions, emotions, content, environment, etc.
Giving satisfactory answers to student's questions/comments

Conceptualization

Showing command of subject areas
Presenting subject matter in conceptual context
Linking frameworks
Applying developmental theory to the needs of individuals in order to use appropriate depth of subject matter
Helping students to relate subject matter to "real life" experiences

Communication

Selecting/producing media to support learning goals
Making goals of class activities clear
Creating presentations marked by:

- Clarity of concepts
- Accuracy of information
- Alternative explanations
- Adaptation to audience
- Effective integration of media and technology

Understanding the major concepts, tools of inquiry, and structures of the discipline

Coordination

Helping students to make sense out of resources for learning
Mentoring learning by using assessment, recordkeeping, databases, and technological resources
Linking frameworks in an ongoing way to allow ongoing evaluation, adjustment and adaptation in practice

Diagnosis

Understanding and drawing upon already existing frameworks related to learners and to the learning process

Designing and selecting assessment instruments appropriate to the learning outcomes

Content Knowledge: Central concepts, tools of inquiry, and structures of the disciplines

The importance of a solid grounding in content knowledge is underscored by the first of the ten Wisconsin Standards for Teacher Development and Licensure, which states that, “*The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.*”

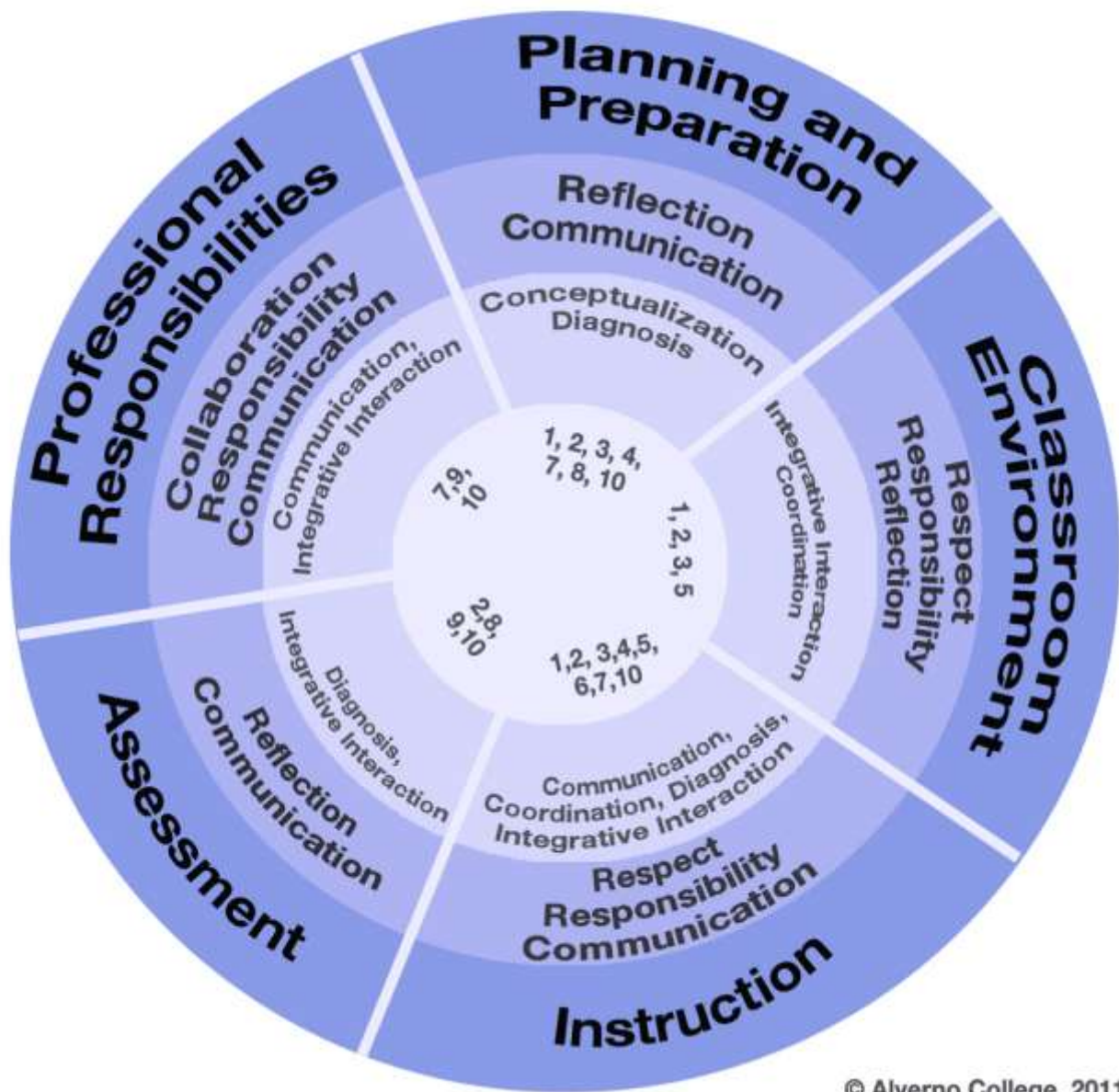
The ability to integrate knowledge and skills is essential in the development of effective instruction and assessment. As stated in the overview of Title II, Higher Education Act, “As the public demands improved schools and increased student achievement, teachers’ knowledge and skills are more important than ever before.” Teachers must have the content knowledge and teaching skills to help all students meet high standards. This content knowledge includes the major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines. Teachers need to know how to integrate content areas in meaningful ways, whether they will be teaching early childhood, elementary, middle, or high school students. The elementary teacher must be prepared to teach all major content areas: mathematics, science, social studies, language arts and to support the integration of fine arts and physical education throughout the curriculum. The more specialized teaching at the middle and high school level rests on a solid background of knowledge across the content areas. Throughout your education at Alverno, you will have the opportunity to develop a broad base of knowledge through your general education courses in integrated arts and humanities, natural and social sciences, mathematics, and fine arts. As you grow in your content knowledge you will develop the abilities of communication, problem solving, analysis, and social interaction. In your education courses you will begin to develop the ability of Conceptualization, the integration of content knowledge bases, educational frameworks, and a broadly-based understanding of the liberal arts for the purposes of planning and implementing instruction. You will also develop the ability of Communication, the internalization of content demonstrated by presentations that are marked by clarity of concepts, accuracy of information, alternative explanations, adaptation to audience, and the effective integration of media and technology. For the Diagnosis and Coordination ability you will integrate your awareness of student needs in your planning as you identify, allocate, organize, and manage resources that help students understand content. The concept of “knowing and doing”, inherent in the Integrative Interaction ability, will be reinforced throughout your program. As you progress through the program you will continue to develop your knowledge base through more specialized courses in your major and support area. For example, in a math support area you will take courses such as *History of Mathematics* and *Mathematical Models in Physical Science*. In a Social Studies support you will take courses such as *World Geography: People, Places, and Change* and *American Politics*. Whether you plan to teach elementary, middle, or high school you will continue your general education at the intermediate level with courses such as *Citizenship in a Global Community* and you will have the opportunity to focus on areas of interest through arts and humanities courses such as *History on Trial: Debates on Cultural Change, Contemporary Theatre*, or *Art History*. Specialized methods courses will allow you to develop your ability to use multiple representations and explanations of disciplinary concepts, evaluate teaching resources and curriculum materials for accuracy, and create interdisciplinary learning experiences that integrate knowledge and skills from several subject areas.

(From Wisconsin Standards for Teacher Development and Licensure)

Processes of Teaching

Integrated Model for Teaching and Learning
(adapted from Danielson 2007)

Processes of Teaching
Dispositions for Teaching
Alverno Advanced Education Abilities
Wisconsin Teaching Standards



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Alignment of Alverno College School of Education 5 Abilities INTASC's 10 Principles • CEC's 10 Content Standards • NBPTS's Propositions



Alverno Education Abilities

- **Conceptualization** – integrating content, educational frameworks, and liberal arts to plan and implement instruction
 - **Diagnosis** – relating observed behaviors to frameworks in order to determine and implement plans to meet students' needs and lead them to the next level of development
 - **Communication** – using verbal, non-verbal, and media modes to establish classroom environment and to structure and reinforce learning
 - **Integrative Interaction** – acting with professional values as a situational decision-maker, adapting to changing environment needs in order to draw out students as learners
 - **Coordination** – managing resources effectively to support learning goals
- * Wisconsin has adopted the INTASC principles as the state's teacher standards

***Section IV:
Abilities of the Teacher Across the
Professional Life-Span***

The Abilities Across the Professional Life of the Teacher

Since the late 1980's, enormous efforts have addressed the need for a conceptualization of the knowledge, skills, and dispositions required for effective teaching. The National Board for Professional Teaching Standards, beginning in 1987, set out to create not only a clear statement about expectations for accomplished teacher performance, but also a means to recognize performance through the process of board certification. Their work has sparked continued discussion about the roles and responsibilities of teachers.

In 1990, the Council of Chief State School Officers convened a group of state teacher education and certification directors, teacher educators, and representatives of national groups concerned with teaching. The Interstate New Teacher Assessment and Support Consortium (INTASC) Standards Writing Group was charged with developing a set of National Board compatible standards for initial teaching licensure. This group developed a set of model standards that states can use in the design of licensing standards for beginning teachers. The Wisconsin State Superintendent's Task Force on Teacher Education and Licensure recently recommended adoption of the INTASC standards, with some minor changes to emphasize the state's commitment to an expectation that teachers be able to address a wide range of student learning needs.

In the development of the INTASC model standards, several resource documents were used in addition to the National Board for Professional Teaching Standards propositions. Among those documents was the conceptualization of the development of teaching abilities across the professional life span written by your faculty at Alverno. The updated set of "maps" of the development of teaching abilities, organized in the five Alverno advanced outcome abilities, is included in this section.

The work of INTASC and the National Board to set standards for teacher performance is part of a national movement toward professionalism. You may be more familiar with the impact of this movement in the K-12 subject areas, where groups like the National Council of Teachers of Mathematics have produced standards for student performance, for curriculum, and for teaching. Federal funding for standards in the "core" subjects gave a boost to this movement in the 1990's, but also raised questions of political interference. In your specialized methods courses, you will have the opportunity to review the standards in the areas you are planning to teach.

The articulation of standards does not, by itself, effect change. Linda Darling-Hammond, Chair of the INTASC group, has suggested that the primary benefit of standards-setting is in sparking discussion among teachers about the goals of the curriculum and their hopes for their students. In the next section, we invite you to enter into discussion about the abilities of the teacher across the professional life span. We include here the map of each of the five education abilities, indicating how each ability develops over time and with experience.

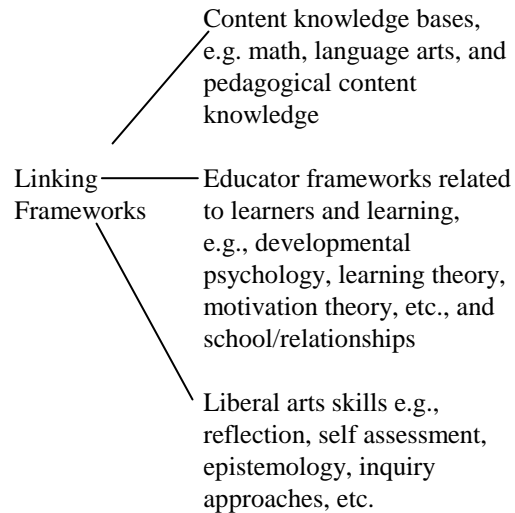
CONCEPTUALIZATION

Integrating content knowledge with educational frameworks and a broadly-based understanding of the liberal arts in order to plan and implement instruction

Expectations for the Beginning Teacher

Applying analytical skill to the integration of knowledge base and psychological/social/philosophical foundations of education

- Showing command of subject areas
- Presenting subject matter in conceptual context



Developing sensitivity to learners as individuals within the group as a whole

- Making links between developmental theory and concrete individuals in order to use appropriate depth of subject matter
- Recognizing the impact of differences (in culture, gender, learning preferences, etc.) in order to plan instruction that meets the needs of individuals and the group
- Planning material both to meet learners' current needs and to lead to the next level of development, e.g.,
 - preparing developmentally appropriate activities
 - relating subject matter to previous work

Expectations for the Developing Teacher with Classroom Experience

Building increased ability to use the knowledge bases as a resource in facilitating learning

Continuing to expand and develop own knowledge bases in all these areas

- Trying out ways to link subject area to learner experience
- Seeking to learn more about learners and the communities from which they come
- Using varied sources of professional input

Increasing sensitivity to learners in a group and as individuals

- Trying to meet learners' perceived needs
- Recognizing and adapting to factors that impact on the individual learner's relationship to the classroom, the subject matter, or other learners (e.g., culture, gender, learning difference, etc.)
- Using awareness of varied perspectives and sources of difference to create activities to meet diverse student needs
- Trying to stretch students to the next steps in their development
- Sensing multiple possibilities, i.e., the array of things that might happen, that one might do
- Predicting the impacts of various strategies
- Evaluating plans in relationship to outcomes in a systematic and ongoing way
- Constantly relating information to frameworks in order to increase understanding

Refining understanding of the system

- Knowing what others have done/are doing (e.g., in previous classes, in concurrent classes)
- Knowing the whole educational sequence and learners in relationship to it
- Knowing available technology resources (e.g., telecommunications, multimedia, etc.)

Expectations for the Experienced Professional Teacher

Showing commitment to a style of thinking within one's discipline

- Making explicit the impact of one's subject area knowledge on the design of instruction
- Taking responsibility for clear presentations providing for common experiences
- Finding ways to make links with students' ongoing experiences, especially those that are different from one's own (e.g., cultural and social experiences)

Showing high ability to pick the right strategy for the right situation

- Calling forth higher-level learning
- Facilitating high-level discussion that engages learners in constructing their knowledge and critiquing it
- Figuring out the patterns in interaction to help the learner bring analytic thinking to a new level
- Helping all students to develop a high level of media and computer literacy

Modeling an adult learning process

- Showing own growth and reflecting on own growth
- Shaping the relationships between the concrete skill processes being focused on and learners' own lives to show the educational environment as transforming
- Acting with creative awareness of how to use the system to support and promote success of learners
- Operating with autonomy, able to single-handedly manage multiple schemes, individuals, and interactions
- Engaging in research related to teaching practice

Acting as a professional educator

- Using leadership roles to impact positive
- Working effectively with others to support professional growth

CONCEPTUALIZATION (Continued)

- helping student to relate subject matter to “real life” experiences
- using structures to support student organization of information
- using media and technology to meet student learning goals
- Analyzing the effect of class activities on both individuals and the class as a whole

Developing an understanding of the system within which one works as an educator

- Recognizing communication networks in the organization
- Learning the history and philosophy of the organization
- Becoming aware of developmental sequences in the system
- Developing awareness of varied perspectives and sources of differences
- Becoming aware of problematic issues inherent in the system, e.g., tracking and grouping

Developing an awareness of oneself as a part of the educational process

- Recognizing one’s own biases
- Recognizing area of needed growth and development (e.g., regarding technology)
- Taking responsibility for one’s professional role
- Reviewing professional standards

Refining sense of self within the system

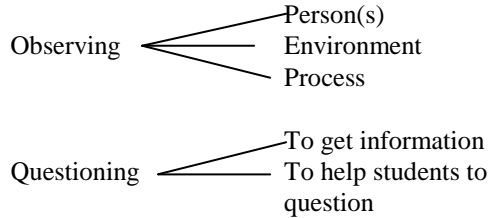
- Developing leadership roles
- Developing intellectual linkages
- Involving self in networks and collaborative endeavors
- Developing tolerance for ambiguity by making links between the ideal and the real
- Monitoring professional standards

- Contributing to the development of professional standards
- Articulating the impact of multiple factors in the learning process, e.g.,
 - how issues of diversity and justice affect the learning environment
 - how media and technology have an impact on school and society, and particularly on school reform

DIAGNOSIS

*Relating observed behavior to relevant frameworks
in order to determine and implement learning prescriptions*

Expectations for the Beginning Teacher



Working inductively and experientially, with flexibility and open-mindedness

Practicing two-fold skills of observing and questioning:

- Collecting information through observation of classroom interaction and through questioning
- Developing frameworks to understand the information coming in
 - Understanding and drawing upon already existing frameworks related to learners and to the learning process
 - Not distorting concrete experiences to fit frameworks
 - Not distorting frameworks to fit experiences
 - Rethinking information and creating new theories
 - Determining appropriate learning prescriptions
 - Designing and selecting assessment instruments appropriate to the learning outcomes

Expectations for the Developing Teacher with Classroom Experience

- Using memory effectively
- Using accrued experience to see both
 - Group Patterns of Behavior
 - Individuals Patterns of Behavior (especially as they deviate from group patterns)
 - Using prior concrete experience to lead to or trigger further questions and explorations
 - Practicing a developing ability to call upon memory “right then and there,” building ability through experience, reading, study

Sharpening two-fold skills

- Observation {
 - Experiencing specific individuals concretely
 - Relating to framework, combination of frameworks
- Frameworks {
 - Developing range in dealing with data and frameworks
 - Beginning to recognize relativity of frameworks and variety of data
 - Learning to resort data until a solution emerges that better fits the actual experience

Recognizing multiplicity and working toward tolerance for ambiguity

- Beginning to sense self as a continually developing professional

Expectations for the Experienced Professional Teacher

- Demonstrating flexibility in actively seeking information or frameworks with which to probe information
- Can give up one thing to try for something else

Showing commitment to diagnosis as an ongoing process

- Continuing to go back over the same ground, experimenting, trying different angles, creatively and eclectically hypothesizing
- Making decisions “for the time being”
 - Knowing that diagnosing continues even in implementation
- Using developing skill
 - Knowing when to let go of data and go to a framework
 - Knowing when to let go of framework(s) and go back to data
- Recognizing multiplicity
 - Linking relationships across all components even as components increase
 - Making observations that are
 - polymodal
 - instantaneous
 - integrated

Using effective interpersonal skills that have been honed to gather information

- Withholding judgment and decision until having sufficient evidence
- Sensitive to what is developing at the moment
- Teaching to/through what is developing at the moment

DIAGNOSIS (Continued)

- Generally making this an ongoing process
 - Gathering information/developing frameworks in an ongoing cycle
 - Continuing to monitor aspects while prescription is in place
 - Evaluating student performance using appropriate criteria and providing focused feedback
 - Integrating awareness of student needs into planning
 - Identifying needs for own ongoing professional development
- Developing awareness of ways to diagnose student needs based on information from varied perspectives
 - Understanding the role that labels play
 - Understanding the role of the school and teacher expectations in student learning
 - Seeking input from parents and the local community on issues of importance in the social context to guide curriculum choice and to prepare for meeting diverse student needs
 - Analyzing student learning needs and prescribing strategies to enhance student learning
 - Developing a range of assessment strategies to support learning, e.g., simulations, performances, writing experiences, etc.
- Accepting awareness that there is never a “perfect fit” between theory and concrete examples
- Avoiding dangers:
 - Making the concrete so powerful that one fails to see how the framework fits
 - Being so ready with the framework that one fails to probe the actual experience
- Promoting learners’ development of self assessment

Diagnosing student needs based on knowledge and understanding of their varied perspectives

- Incorporating aspects of issues of social concern in the school community into classroom exploration
- Implementing a variety of media and technology lessons to provide for a wide range of experience
- Promoting critical media literacy skills for all learners

COORDINATION

Managing resources effectively to support learning goals

Expectations for the Beginning Teacher

Developing the use of resources toward learning goals

- Helping students to make sense out of resources for learning

<ul style="list-style-type: none">-Identifying-Allocating-Organizing-Managing	} varied resources, including time, space, activities, concepts, frameworks, media and technology, and community resources
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Structuring the learning environment

- Creating a climate of acceptance and willingness to learn
- Shaping the environment to provide for data gathering, reflection, practice, etc.
- Integrating uses of technology into daily learning in the classroom
- Establishing suitable routines
- Creating variety in learning activities
- Dealing with both individuals and groups

Collaborating with learners and others for the sake of the learners

- Making links with the learners' other environment, e.g. by relating with parents, social milieu outside school, other classes, activities in school
- Drawing upon professional colleagues
 - Coordinating the effect all members of the system have in all the learning taking place
 - Trying out new ideas with the goal of reaching all learners
 - Sharing plans, problems, ideas
 - Infusing diversity throughout the curriculum

Monitoring the processes of learning

- Linking practice with data base
- Linking frameworks in an ongoing way to allow ongoing evaluation, adjustment, and adaptation in practice
- Maintaining effective records of student information and learning, including portfolios that include examples of performance
- Using appropriate technology
- Teaching in a manner that supports assessment as learning

Establishing an initial confidence in self as educator

- Developing skills of self-assessment
- Effectively drawing upon resources
- Flexibly dealing with change
- Taking initiative

Expectations for the Developing Teacher with Classroom Experience

Integrating the use of resources in focused learning experiences

- Focusing strategies to effect movement to learning goal
- Stimulating skill building in learners
- Initiating student involvement in managing resources
- Implementing media and technology resources
- Integrating multimedia and technology throughout the curriculum

Building skills in collaborating

- Developing relationships to enhance the levels/ fronts of student learning
- Seeing the learner as self-teacher
- Seeing the all the "worlds" that learners bring with them into their relationship with you are other arenas in which learning is going on
- Establishing consistent interaction lines with other educators
 - Actively seeking and giving feedback and sharing experiences and ideas with colleagues in same system and across system
 - Using media to support cooperative learning

Developing skills in monitoring student growth

- Moving back and forth easily from action to reflection to action

Acting with increased confidence in self as a **tool** of learning

- Practicing self assessment
- Seeing self as informed with knowledge
- Seeing self as interacting with much experience
- See self as comfortable and flexible in action

Expectations for the Experienced Professional Teacher

Practicing as educator within institutional framework

- Structuring environments to make effective use of institution as resource
- Assisting students to identify resources
- Managing and integrating varied resources toward learning goals
- Collaborating across the institution and with wider society in systematic networks
- Monitoring impacts of large and small aspects of learning environments
- Collaborating with those inside and outside the school to implement technology

Demonstrating highly-skilled adaptation to changing situations

- Responding to needs quickly
- Handling multiple levels of interaction and understanding

Merging elements of autonomy and collaboration in working in an effective, productive style

Active continuing one's own ongoing, experiential learning

Acting with developed professional values

- Practicing self-assessment in all aspects of the teacher role
- Articulating a philosophy of education
- Committed to processes that lead to goals and seeing self as part of the process that leads to goals
- Making choices out of professional values
- Co-creating with others to make the whole institution a learning environment

COMMUNICATION

*Using verbal, nonverbal, and media modes of communication
to establish the environment of the classroom and to structure and reinforce learning*

Expectations for the Beginning Teacher

Using voice and manner to create a sense of presence and involvement

- Beginning to use communication to establish the environment of the classroom (through effective use of eye contact, voice variation, body language, movement, room arrangement, etc.)
- Recognizing the need to adapt communication for diverse groups
- Demonstrating skills in self-presentation in professional contexts beyond the classroom

Using legible media purposefully and skillfully as a support to presentations

- Selecting/producing media to support learning goals
- Using media and technology resources to facilitate learning

Showing internalization of content

- Making goals of class activities clear
- Creating presentation marked by...
 - clarity of concepts
 - accuracy of information
 - alternative explanations
 - adaptation to audience
 - effective integration of media and technology

Demonstrating professional quality in own writing and speaking

- Communicating clearly and appropriately in the classroom, in professional meetings, in interaction with peers and parents
- Using appropriate language and format in written communication

Expectations for the Developing Teacher with Classroom Experience

Effectively creating a sense of presence and involvement in the classroom

- Adapting in response to awareness of diverse learner needs
- Modifying nonverbal behavior to communicate more clearly to students their identity as learners
- Demonstrating growth in presentation skills

Refining use of media out of a growing awareness of how students process information

- Modeling effective teaching with technology
- Choosing, creating, using media and technology to support learning
- Integrating media and technology to convey information and to enhance presentations
- Providing numerous opportunities for student interaction with media and technology

Increasing means of linking content and teaching strategies

- Developing a greater range of adaptation to audience needs
- Designing short explanations for concepts or procedures from many different perspectives

Refining ability to communicate effectively across a range of professional situations

- Developing adaptive skill in tailoring communication to new needs
- Rethinking routine communications and continually recasting them out of ongoing experience

Expectations for the Experienced Professional Teacher

Structuring the physical/interpersonal environment as a means of communication content

- Through sensitivity and personal presence, communicating to students that they are learners, that they can also teach others
- Adapting the environment to support teaching/and learning for a diverse range of students
- Reinforcing and motivating students through effective communication

Demonstrating versatility in the creative preparation and use of varied media

- Planning for the stimulation of many learning styles and modes (e.g. visual, aural, kinesthetic)
- Creating presentations that have multiple levels in order to meet many learners and to move each to a new place
- Integrating the use of technology in preparing and presenting learning experiences
- Implementing learning experiences which reflect an awareness of media literacy
- Practicing growth in presentation skills

Demonstrating understanding of content area/ discipline in both theoretical and experiential ways

- Adapting presentations that can reach out to the experience of the learners
- Translating information and experiences into multiple modes

Modeling effective communication

- Showing understanding of complex, multi-faceted situations
- Searching out professional literature to support own development as a professional and to integrate in presentation related to the profession
- Communicating knowledgeably about the use of technology in education
- Communicating explicitly own philosophy of education
- Adapting effectively as contexts change
- Searching out professional literature to support own development as professional and to integrate in presentations related to profession

INTEGRATIVE INTERACTION

*Acting with professional values as a situational decision maker;
adapting to the changing needs in the environment in order to develop students as learners*

Expectations for the Beginning Teacher

Believing as a director of learning in the developing knowledge, understanding and abilities of learners

Perceiving and responding to basic elements of the complex of variables present in interaction, e.g., roles, developmental levels, situation, relational definitions, emotions, content, environment, etc.

- Welcoming and celebrating diversity
- Listening/connecting/providing different perspectives in response to student activity
- Giving satisfactory answers to students' questions/ comments
- Stimulating students to question and respond
- Guiding interstudent discussion
- Modeling learning by making explicit what one is doing
- Encouraging individual participation while effectively directing group activity
- Using feedback to assist students to become self-starting learners
- Nurturing student development

Demonstrating awareness of the limitations inherent in the situation, the learners, and self

- Showing respect for varied student perspectives
- Demonstrating an adequate understanding of individual differences, especially cultural, gender and psychological differences
- Dealing with individuals in a way that recognizes their personal qualities

Expectations for the Developing Teacher with Classroom Experience

Believing as a colleague with students in sharing responsibility for learning

Demonstrating growing awareness of the complex of variables present in interaction

- Recognizing how aspects of interaction affect the teacher and the teacher's strategies
- Adapting possible responses out of increased experience
- Enlarging one's repertoire of interaction skills
- Differentiating responses in interacting one-on-one and with the group

Extending ability to assist students to become more independent

- Providing structures within which learners can create their own perspectives
- Providing other perspectives for learners to test their knowledge
- Providing a wide range of media and technology options to engage students with multiple perspectives and global issues

Taking responsibility for increasing professionalism

- Developing identification as a professional
- Acting on professional values
- Relating effectively with peers and superiors
- Relating to systems and institutions
- Seeking opportunities to develop new skills/ knowledge

Expectations for the Experienced Professional Teacher

Believing as an advocate of learning in motivating, in relating to the learner, in sharing judgment

Demonstrating sophisticated awareness of the complex of variables present in interaction, their mutual impact, and their ongoing negotiation by the interactants

- Constantly making adjustments in the activities of the classroom, not out of a pre-planned program but in response to relevance of students' experience and knowledge and the reality of the broader societal sphere of influence on their lives
- Using nonverbal cues to test out ways in which the responsibility/ activity for learning can be shifted to the learner

Assisting students in the habit of taking multiple perspectives


- Showing commitment to the process of going from experience to conceptualization
- Encouraging students to seek out and explore multiple perspectives

Taking responsibility for and to the state of education

- Identifying as a professional
- Acting out of an explicit philosophy of education
- Working with local/broader spheres of influence
- Promoting others to become technology supporters
- Advocating for the use of technology in education
- Facilitating curriculum reform through the integration of media and technology

INTEGRATIVE INTERACTION (continued)

- Making connections between/among different cultural groups
- Designing learning to best relate to the characteristics of the group and individuals within it
- Reflecting an awareness of the effect of media on student learning

Taking responsibility  for diagnosis and assessment (and sharing both with learner) for intervention by designing effective strategies for growth

- Dealing with a range of classroom situations with confidence and calm

Integrating other skills:

Diagnosis – Observing, questioning, gathering information, monitoring aspects while in progress

Communication – Using presentation as a stimulus and a focus for interaction

Conceptualization – Developing an understanding of the system, recognizing developmental expectations

Coordination – Collaborating with learners and others

Integrating other skills:

Diagnosis

- Using memory to see patterns in order to trigger further questions and experiences
- Experiencing concrete behavior of individuals

Communication

- Focusing presentations to capitalize on students' experiences
- Designing presentations to stimulate students' interaction/questioning in new directions

Conceptualization – Showing multi-faceted awareness of learners refining understanding of the system

Coordination – Collaborating, establishing interaction with other educators

Integrating other skills:

Diagnosis – Practicing diagnosis as an ongoing process

Communication – Shaping presentations to teach to higher level outcomes

Conceptualization – Overcoming lack of common knowledge through attention to both breadth and Depth

Showing refined sensitivity to the learner

Interacting effectively with systems across the entire field of education

Coordination – Acting with developed professional values

***Section V:
References and Resources for Your
Professional Growth and Development***

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