

We believe that competent, caring, and committed educators are successful in their careers. Educators who are competent use pedagogical and content knowledge to support learning for all, provide instruction based on standards and student needs, and use assessment and strategies for active engagement so that all can learn. Educators who are caring are responsive to individual needs and create learning environments that promote positive social interactions and motivate learners to continuously improve. We believe that all of these qualities are fostered through standards-based coursework with coordinated field experiences.



Cameron University
Conceptual Framework

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Cameron University Education Unit Conceptual Framework

Institutional Mission

Cameron University provides a diverse and dynamic student body access to quality educational opportunities; fosters a student-centered learning environment that combines innovative classroom teaching with experiential learning; prepares students for professional success, responsible citizenship, life-long learning, and meaningful contributions to a rapidly changing world; and is a driving force in the cultural life and economic development of the region.

Unit Mission

We believe that competent, caring, and committed educators are successful in their careers.

Educators who are competent use pedagogical and content knowledge to support learning for all, provide instruction based on standards and student needs, and use assessment and strategies for active engagement so that all can learn.

Educators who are caring are responsive to individual needs and create learning environments that promote positive social interactions and motivation.

Educators who are committed collaborate with others by using effective communication skills while being reflective decision makers and lifelong learners who are willing to change in order to continuously improve.

We believe that all of these qualities are fostered through standards-based coursework with coordinated field experiences.

Unit Vision

Cameron University is dedicated to producing competent, caring, and committed educators who can successfully work with diverse students.

Core Beliefs

1. An effective educator uses knowledge of *human development* and *learning*, combined with knowledge of *pedagogy* and *content*, to best support learning for all students.
2. An effective educator uses *formal and informal assessment* to evaluate student learning and modifies instruction as needed so that all students can learn.
3. An effective educator engages students in *critical thinking* and *problem solving*.

4. An effective educator plans instruction based on *student needs, curriculum goals and standards, and community needs and in response to diversity.*
5. An effective educator creates learning environments that promote *fairness, positive social interactions, active learning, and motivation* so that students will have a high level of engagement.
6. An effective educator is skilled in *verbal, nonverbal, and written* communication in order to clearly communicate with *students, families, colleagues, and the community.*
7. An effective educator is able to *think critically and solve problems and uses technology* to enhance instruction.
8. An effective educator is a *reflective, life-long learner* who *seeks out professional development* resources and opportunities, *collaborates* with others, is *willing to change* as needed, and maintains a high level of *professionalism.*

Purposes / Goals / Outcomes

1. Graduates will demonstrate competence in basic skills and in-depth knowledge of the subject matter they teach.
2. Graduates will demonstrate professional knowledge and effective pedagogical skills.
3. Graduates will demonstrate understanding of student development and create appropriate learning environments.
4. Graduates will demonstrate ability to think reflectively and critically.
5. Graduates will demonstrate ability to interact effectively with diverse students, parents/families, and communities.
6. Graduates will demonstrate ability to use a variety of strategies to assess, analyze, and modify their practice.

Dispositions (with indicators)

COMPETENT

Values subject matter

Demonstrates passion and enthusiasm for content area

Demonstrates continued learning in the content area

Appreciates multiple teaching strategies

Recognizes multiple delivery methods for content

Is willing to use OR is familiar with technology

Is willing to involve others in the teaching process

Uses fair and consistent practices

Does not show bias when working with others
Exhibits good sportsmanship
Demonstrates good leadership skills

CARING

Exhibits a belief that all students can learn

Verbalizes philosophy that all students can learn
Provides equitable experiences for everyone involved
Does not discriminate
Is able to verbalize any of the following: multiple intelligences, learning styles, No Child Left Behind, etc.

Demonstrates strong interpersonal skills

Respects divergent views
Easily communicates ideas to others
Works cooperatively with others
Is willing to listen to others' ideas

Is sensitive to student needs

Shows willingness to help others
Shows flexibility when appropriate
Takes on extra duties to help others

COMMITTED

Demonstrates professionalism

Speaks and writes standard English
Is punctual
Dresses professionally
Manages time and resources appropriately
Works collaboratively with parents, students, and other professionals or colleagues

Is a reflective decision-maker

Exhibits critical thinking/problem solving skills
Provides a rationale for decisions
Reviews and revises decisions based on evidence

Is dedicated to the profession

Takes advantage of professional growth opportunities
Is a member of a professional or community organization
Volunteers in the school or community

Summary of Conceptual Framework



Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators who can successfully work with diverse students.

Educators who are COMPETENT value subject matter, appreciate multiple teaching strategies, and use fair and consistent practices. Educators who are CARING exhibit a belief that all students can learn, demonstrate strong interpersonal skills, and are sensitive to student needs. Educators who are COMMITTED are reflective, life-long learners who demonstrate professionalism and are dedicated to the profession of teaching.

Explanation of Visual Image

The font for the image was specifically chosen so that the “C” and the “U” would appear to be reflections of each other if the viewer simply looks at them in a different way—much like we want our candidates to be reflective and view things through multiple perspectives.

The word “education” is featured in a smaller font and in all lower case letters to represent that while the unit provides new learning and experiences for our candidates, their commitment to being life-long learners and their future experiences will allow their education to increase after they leave Cameron.

The shape of the “wheel” represents the integration of technology. The wheel was one of the earliest technologies, which helped people to accomplish great things. Additionally, the wheel represents that these dispositions will enable our candidates to roll smoothly through their careers as educators.

The three asterisks represent several things, all of which are tied to the students with whom our candidates work. Stars were used to represent the idea that all students can learn and earn gold stars for their success. Asterisks were specifically chosen for their spokes, which represent the various dimensions of each student—those individualities and needs to which our candidates must be responsive. At first glance, the asterisks look identical, but each is tilted at a slightly different angle to represent diversity.

Knowledge Base

There is broad consensus among teacher educators about the knowledge and skills that teacher candidates and school leaders need (Wilson & Floden, 2003). Cameron University's education unit agrees, and the themes in our core beliefs reflect the consensus among the national, state, and professional standards.

Sanders and Rivers (1996) found that two second graders performing at the same level can be separated by as many as 50 percentile points in the fifth grade due entirely to being taught by teachers with varying levels of effectiveness. Because of this impact on students, creating effective teachers is a priority at Cameron.

Research repeatedly finds that teachers who are well-prepared when they step into the classroom produce higher student achievement (*Research supporting the effectiveness of teacher preparation*, 2005). We are committed to modeling for our candidates a focus both on the learners and the learning (Darling-Hammond, 2005).

One vital element of preparing professional educators is that candidates see the interconnectedness of course learning and experiences out in the field (Boyd, Boll, Brawner, & Villaume, 1998; Cochran-Smith & Zeichner, 2005; Darling-Hammond, 2005; Mallette, Kile, Smith, McKinney, & Readence, 2000; Wideen, Mayer-Smith, & Moon, 1998; Wilson & Floden, 2003; Worthy & Patterson, 2001). As a result, the unit is committed to providing a combination of professional coursework with coordinated field experiences throughout the program to assist candidates in applying theory to practice.

<p>1. An effective educator uses knowledge of human development and learning, combined with knowledge of pedagogy and content, to best support learning for all students.</p>
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Cameron candidates must understand human development, such as Piaget's stages of cognitive development (Piaget, 1972), in order to be successful in the classroom. Specifically, they must know "how children and adolescents think and behave, what they are trying to accomplish, and how to help them grow in particular areas at particular ages in particular contexts" (Darling-Hammond, 2005, p. 8).

Also important is an understanding of how people learn. For example, candidates must learn about Vygotsky's social development theory to best understand the importance of their role in others' learning (Vygotsky, 1978). Knowledge of the zone of proximal development will promote cooperative and active learning in the classroom (Vygotsky, 1978). Candidates must also understand how individuals learn from observation, imitation, and modeling according to Bandura's social-cognitive theory (Bandura, 1977). Whichever learning theories candidates elect to apply in their own classrooms, they must understand the interactions among cognition, behavior, and context (Bandura, 1977).

Cameron is also committed to the idea that not all students learn in the same way or have the same interests (Gardner, 1993). For this reason, knowledge of Gardner's multiple intelligences (1993) and how to teach students exhibiting each intelligence is very important. Developing these intelligences can lead to greater student achievement.

In addition to knowing how and when students can best learn, candidates must have a deep understanding of their subject matter (Cochran-Smith & Zeichner, 2005). Research shows a positive connection between teachers' preparation in subject matter and their performance in the classroom (McEwan, 2001; Wilson, Floden, & Ferrini-Mundy, 2001). In fact, increasing amounts of research point to teacher expertise as one of the school factors which is most influential on student achievement (Darling-Hammond, 2005). Teachers who are well-versed in their subject matter are better able to "respond to student questions, interpret unexpected student comments, and devise multiple ways of teaching a concept when the first, second, or third approach does not succeed with all pupils" (Cochran-Smith & Zeichner, 2005).

It is not enough for teachers to know how people learn and what to teach, they must also understand pedagogy—how to teach. Research consistently points to a positive influence of teacher preparation coursework teaching pedagogy on teachers' effectiveness (Darling-Hammond, 2000). Research also indicates that student learning is linked to the variety of methods that teachers know and use in the classroom (Darling-Hammond, 2000, 2005). Marzano, Pickering, and Pollock (2004) enumerate nine strategies to improve student achievement. These strategies span subject matter and grade levels and include things like "reinforcing effort and providing recognition" and "cues, questions, and advance organizers" (Marzano et al., 2004).

Cameron believes that, to be most effective, candidates must combine their understanding of content and pedagogy to exhibit pedagogical content knowledge (Shulman, 1987). Because pedagogical content knowledge is the foundation of subject-specific methods courses, these courses have been found to have a positive impact on student learning (Wilson et al., 2001).

Also, pedagogical content knowledge can help teachers as they work with students with disabilities. For example, in math, Wenglinsky (2000, p. 7) found that "students whose teachers have received [training] in working with special populations outperform their peers by more than a full grade level." For this reason, Cameron is committed to teaching our candidates the pedagogical content knowledge necessary to work effectively with students with exceptionalities.

Candidates seeking to become school leaders must promote success for all by providing effective instructional programs based on applying best practice to student learning.

2. An effective educator uses *formal and informal assessment* to evaluate student learning and modifies instruction as needed so that all students can learn.

Research points to assessment coursework in teacher education programs as having a positive influence on teachers' effectiveness (Darling-Hammond, 2000). Specifically, students achieve more when teachers engage in "active teaching" including purposeful assessment used in a diagnostic manner to respond to students' needs while working to meet curriculum goals (Darling-Hammond, 2000).

Cameron candidates must learn how to use assessment as a tool to assist them in making a variety of decisions regarding their classrooms and schools (Popham, 2003, 2004).

According to Popham (2004), assessments used to diagnose students' strengths and weaknesses can be used to decide which objectives should be taught. Those used to monitor student progress help teachers decide what changes need to be made in the curriculum. Finally, assessments designed to determine the teachers' own effectiveness lead to decisions about whether the sequence of instruction needs to be "overhauled" (Popham, 2004).

In preparation for working in schools under No Child Left Behind, teachers must think about how to use assessments in the classroom instead of simply how to administer assessments (Stiggins, 1999). Stiggins (1999, para. 50) sees a shift occurring in the classroom as a result of this change in thinking: "Wise teachers use the classroom assessment process as an instructional intervention to teach the lesson that failure is acceptable at first, but that it cannot continue. Improvement must follow. Success is defined as continual improvement."

Thus, we are committed to teaching candidates to use assessments to improve both their teaching and their students' learning.

3. An effective educator engages students in *critical thinking and problem solving*.

Research strongly supports a link between the ability of teachers to ask questions aimed at higher-order thinking skills and student learning (Darling-Hammond, 2000). Studies in math indicate that students taught by teachers who emphasize critical thinking and problem solving perform better than their peers (Wenglinsky, 2000).

Higher-order thinking skills including problem solving, creativity, and the upper levels of Bloom's Taxonomy "can fundamentally affect the nature of pupils' thinking" (Anderson & Sosniak, 1994). As a result, candidates must ensure that students are able to solve problems using a variety of tools (*National educational technology standards for teachers: Preparing teachers to use technology*, 2002)

Cameron's teacher education program stresses candidates' use of critical thinking skills both personally and with their students.

4. An effective educator plans instruction based on *student needs, curriculum goals and standards, and community needs and in response to diversity*.

Research has found a positive relationship between student achievement and the ability of teachers to adjust their teaching to fit both student needs and instructional objectives (Darling-Hammond, 2000). This ability in teachers requires flexibility, creativity, and a willingness to be adaptable in the classroom (Darling-Hammond, 2000). Also, teachers who are more prepared when they enter the classroom are more likely to demonstrate the adaptability needed to promote student learning (Darling-Hammond, 2000).

Teachers must use their understandings of content and pedagogical content knowledge in working with students' preexisting ideas about content, as well as in identifying and

correcting students' misconceptions as they learn new things (Donovan, Bransford, & Pellegrino, 1999). To do this, teachers must create activities during which student thinking is visible (Donovan et al., 1999).

The importance of meeting student needs must permeate all teaching and learning in a school. Cameron's program agrees with the National Educational Technology Standards for Teachers (*National educational technology standards for teachers: Preparing teachers to use technology*, 2002, p. 16) in that "the most effective learning environments meld traditional approaches and new approaches to facilitate learning of relevant content while addressing individual needs."

Cameron candidates must learn how to work effectively with diverse students in schools and respond to diverse community interests. In both coursework and field experiences, we are mindful to teach our candidates to "respect [students'] worth as *individuals*, not as often-unwilling representatives of one or another culture. And insist that they do likewise when dealing with others. [sic] If we do otherwise we risk miring our schools in incessant and counterproductive ethnic and racial conflict" (Clabaugh, 2000, p. 104).

One early step in preparing candidates to work with diverse students is to help them understand that everything that happens in a classroom or school grows out of conscious or unconscious cultural values, attitudes, and beliefs (Garcia, 1991; Gay, 2002). The teacher is the person in the classroom and the administrator is the person in the school who can control such cultural assumptions. Thus, it is vital for candidates to understand that "what students learn and what teachers teach are ultimately filtered and strained through their cultural sieves" (Garcia, 1991, p. 6-7)

The Cameron program strives to train candidates in and model culturally-responsive teaching (Gay, 2000). Culturally-responsive teaching involves educators being aware of their own cultural beliefs and biases, having an understanding of the beliefs and values of other cultures, and sharing a variety of cultural contributions to core academic areas with students (Gay, 2000; Valentin, 2006). Educators can significantly impact the quality of education for culturally diverse students by reflecting their cultures in the practices used in the classroom and throughout the school. Such practices include communication styles, learning styles, social issues, and levels of ethnic identity (Gay, 2002).

We are also committed to preparing our candidates to work with students and families from all socioeconomic backgrounds. Ruby Payne (2005, p. 11) highlights many of the beliefs that teachers must understand in order to work with all students:

- An individual brings with him/her the hidden rules of the class in which he/she was raised;
- Schools and businesses operate from middle-class norms and use the hidden rules of middle class;
- For our students to be successful, we must understand their hidden rules and teach them the rules that will make them successful at school and at work;
- We can neither excuse students nor scold them for not knowing; as educators we must teach them and provide support, insistence, and expectations; and
- To move from poverty to middle class or middle class to wealth, an individual must give up relationships for achievement (at least for some period of time).

Research looking at a variety of high-poverty elementary schools found that teachers and administrators must view all students as active participants in learning and focus on each student's meaning-making (Knapp & Associates, 1995).

Considering students with disabilities under the umbrella of diversity can be problematic as candidates may draw the “inappropriate” conclusion that culturally diverse students are more likely to have disabilities (Cochran-Smith & Zeichner, 2005). While we use the NCATE definition of diversity at Cameron, our programs reflect the differences between cultural or socioeconomic diversity and diversity due to exceptionalities. Specifically, our coursework and field experiences separate working with students with exceptionalities from other types of diversity.

Teachers who see it as their job to adapt to student needs are more likely to remain in the classroom and more likely to look at their own teaching, as opposed to blaming students, if their teaching is not effective (Darling-Hammond, 2000). Overall, teachers and school leaders must not focus in on what a student does not bring to the classroom. Rather, they should look at the strengths and resources each student does bring to the classroom (Knapp & Associates, 1995).

5. An effective educator creates learning environments that promote fairness, positive social interactions, active learning, and motivation so that students will have a high level of engagement.

Cameron is committed to helping candidates establish positive social interactions which are vital within schools and in the classroom. School leaders must learn to create a school culture that is positive and based on a shared purpose (Peterson & Deal, 1998). Similarly, positive teacher-to-student interactions help teachers to understand student learning problems and to motivate students to be active in their own learning (Labaree, 2000). Positive student-to-student interactions that focus on social skill development also increase student achievement (Johnson & Johnson, 1990). These positive interactions are also important in working with culturally diverse students in the classroom as students of color perform better in classrooms that are caring and supportive (Gay, 2000).

Classroom instruction and climate have been found to have nearly as much impact on student learning as student aptitude, which has been found to have the most impact in the classroom (Wang, Haertel, & Walberg, 1993/1994). Within classroom instruction and climate, classroom management was the most influential (Darling-Hammond, 2000; Wang et al., 1993/1994) with student and teacher social interactions, quantity of instruction, and classroom climate also impacting student learning (Wang et al., 1993/1994). Therefore, school leaders must provide safe, efficient, and effective learning environments, and Cameron teacher candidates must learn that classroom management is more than discipline.

Wong & Wong (1998) define classroom management as the responsibility of the teacher for organizing all aspects of the classroom so that students are able to learn actively. Rather, classroom management focuses on the organization of students, space, time, and materials to maximize student achievement (Wong & Wong, 1998). Ultimately, “if a student cannot demonstrate learning or achievement, the student has not failed--WE have failed the student” (Wong & Wong, 1998, p. 197).

As with everything in the classroom, classroom management is not culturally neutral (Weinstein, Tomlinson-Clarke, & Curran, 2004). In looking at classroom management,

teacher candidates and school leaders must consider elements of culturally-responsive classroom management to minimize any culturally-related stress and the implicit and explicit prejudices and stereotypes that students might face from school and society (Gay, 2002; Weinstein, Curran, & Tomlinson-Clarke, 2003).

Teachers who engage students in more constructivist types of learning—discovery, inquiry-based, or problem-based—have students who are more likely to remember concepts and knowledge because they have discovered it on their own (Bruner, 1967). For this reason, school leaders must support active learning within the school. According to brain-based research, complex environments produce smarter students than do “boring” ones. With this in mind, teachers should strive for variety in the activities and challenges they pose daily to students (Sousa, 2005). Active learning pays off, as research has found that students who participate in hands-on learning activities perform better than their peers by more than 70% of a grade level in math and 40% of a grade level in science (Wenglinsky, 2000).

Students in active learning environments draw on their own past experiences and existing knowledge to discover new information or relationships (Bruner, 1967). Other advantages of active learning in the classroom are increased motivation, independence, and problem solving skills. Candidates must learn not only how to facilitate active learning in their classrooms, but also how to identify and correct potential misconceptions in students engaged in active learning (Bruner, 1967).

Candidates must acknowledge students’ needs as they relate to motivation in the classroom and realize that these needs will vary across students. Until basic needs have been met, students will not be motivated to grow cognitively (Maslow, 1943). Once students can focus on learning, teachers must create an environment that promotes motivation and that holds students’ interest throughout the school day. To do this, candidates must understand students’ beliefs about their own abilities and what students care about, and they must balance the tasks presented to give students enough success to encourage them to continue their hard work and successful learning (Darling-Hammond, 2005; Stiggins, 1999).

Cooperative learning is one way to bring together social interaction and active learning in the classroom as part of an environment that promotes motivation (Johnson & Johnson, 1999). Through cooperative learning, Students gain self-esteem, enjoyment of school and of the subject being taught. Also, the use of cooperative learning with students can increase both their time-on-task and their attendance (Slavin, 1990).

Socially, students learn to depend on each other as they ask for and receive help from group members (Johnson & Johnson, 1999). Cooperative learning is helpful when engaging in culturally-responsive classroom management (Gay, 2002). Candidates must be taught how and when to use culturally-appropriate management strategies such as self-regulation, community building, and social decision making (Weinstein et al., 2004). Culturally-responsive classroom management also improves the social acceptance of students with learning disabilities who are mainstreamed (Slavin, 1990).

6. An effective educator is skilled in *verbal, nonverbal, and written communication in order to clearly communicate with students, families, colleagues, and the community.*

Research strongly supports a link between teacher clarity and student learning (Darling-Hammond, 2000). In fact, Cameron believes, like Levy, Wubbels, et al. (as cited in Polk, 2006, p. 25) that “communication is at the heart of a quality classroom environment.”

Communication is fundamental in schools because spoken language is the primary medium for learning, teachers are responsible for facilitating all of the talk occurring in the classroom, and spoken language is tied to the identity of each participant in the classroom (Cazden, 1988). Hurst and Reding (2000, p. 16) advise teachers that “educating yourself as to the proper use of the English language is imperative if you want to be a successful role model to your students and present yourself in a professional manner to those with whom you come in contact.” Studies suggest that “teachers’ verbal ability is related to student achievement.” In fact, this verbal ability ties directly to teachers’ ability to convey ideas clearly to students and to teachers’ professionalism and thus should be supported by school administrators (Darling-Hammond, 2000) (Kramer, 2003).

Research has found that exemplary teachers ensure more talk—teacher to student and student to student—in their classrooms. Students in such classrooms look to the teacher for encouragement, modeling, and support with regard to purposeful talk during the school day (Allington, 2002). Of the purposeful talk seen in the classrooms of exemplary teachers, more is conversational than interrogational. Specifically, these teachers ask more open-ended questions and accept a variety of responses (Allington, 2002). A review of research also found that more thoughtful classroom talk leads to improved reading comprehension, especially in low socio-economic schools (Allington, 2002).

Another type of talk used in classrooms is the “language of control” (Cazden, 1988). All educators must communicate in culturally consistent ways. To do so, candidates must be taught about the communication styles of different cultures, which will allow them to work with students and families in a culturally responsive way (Weinstein et al., 2003).

Research into the impact of school, family, and community connections on students shows a positive relationship between family involvement and improved student achievement across economic and ethnic backgrounds for students of all ages (Henderson & Mapp, 2002). Teachers and educational leaders must communicate effectively with family and community members to facilitate such involvement (Wong & Wong, 1998).

7. An effective educator is able to *think critically and solve problems and use technology to enhance instruction.*

Research shows that integrating technology into instruction can produce positive results for students (e.g. K. M. Owens, 2005; Sandholtz, Ringstaff, & Dwyer, 1997). We believe that it is not enough just to integrate technology into the classroom for the sake of using technology but to integrate it so that “technology is not the focus of learning, but it provides an essential vehicle for getting to the destination” (K. M. Owens, 2005, p. 620). Ultimately, technology can be a cognitive tool for student inquiry in the classroom (R. F. Owens, Hester, & Teale, 2002).

In preparing candidates to use technology, we focus on the National Educational Technology Standards (NETS) as established by the International Society for Technology in Education (ISTE). Standard III of the NETS states that, "Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning" (*National educational technology standards for teachers: Preparing teachers to use technology*, 2002). In keeping with this standard, Cameron teacher candidates are taught how to (1) facilitate content-centered experiences using technology, (2) use technology in ways that address individual student needs in a learner-centered environment, (3) apply technology to help students develop higher-order thinking skills, and (4) manage an environment in which students are using technology (*National educational technology standards for teachers: Preparing teachers to use technology*, 2002). Candidates learning to be school leaders learn how to support teachers in these technological endeavors.

ISTE also includes a standard focused on educator productivity and professional practice. In keeping with this standard, candidates learn how to use technology for productivity, ongoing professional development, and life-long learning. We also emphasize the importance of teachers evaluating and reflecting on their practice when considering their use of technology for student learning (*National educational technology standards for teachers: Preparing teachers to use technology*, 2002).

Overall, Cameron understands the value of using technology for both teaching and learning.

8. An effective educator is a reflective, life-long learner who seeks out professional development resources and opportunities, collaborates with others, is willing to change as needed, and maintains a high level of professionalism.

Cameron prepares candidates to be professional educators. We understand that professionalism entails many dispositions and skills. For example, effective educators reflect on their practice, build collegial relationships, continually participate in professional development activities, and behave in a professional manner (DuFour, Eaker, & DuFour, 2005; Langer, 1999; Stronge, 2002; Wong & Wong, 1998).

Schoenbach (1994, p. 25) defines reflection as "taking time on a regular basis to step back from the often overwhelming demands of everyday [school/classroom] life, and considering—through writing and discussion—what is happening in one's [school/classroom] and why."

Research has found that sustained reflection by teachers increases teacher efficacy in the classroom, which, in turn, is connected to increases in student learning (Chase, Germundsen, Brownstein, & Distad, 2001). One reason for this is that reflection can aid teachers in determining what is successful in the classroom and what could be improved (Chase et al., 2001). Teachers must also be willing to change when a change will lead to greater effectiveness in the classroom (Langer, 1999). Reflecting on their practice is a vital step in determining what changes are possible and how they might affect students in the classroom (Glazer, Abbott, & Harris, 2004; Stanley, 1998). We believe that the

principles of reflection that are tied to teaching are equally effective when applied to school leaders reflecting on their practice.

Candidates must understand that a key element to successful reflection is collaboration because “[educators] never work in a vacuum, either in gaining the ideas, discussing them, gathering feedback in understanding or reconstructing them, or even in rejecting them” (Langer, 1999, p. 51).

Collaboration among teachers is valuable for more than reflection. Langer (1999) studied several high-performing schools and found that teachers in these schools collaborate often and in a number of ways including coordinating efforts to improve student achievement and engaging in professional communities, both of which positively affect student achievement (DuFour et al., 2005; Polk, 2006). School leaders must learn to harness this teacher collaboration for the success of the school.

Several characteristics can help educators to build strong collegial relationships. Hurst and Reding (2000) advise teachers to be respectful and courteous with colleagues, be both followers and leaders, support and encourage colleagues, and recognize the chain of command in the school context. The same can be said of school leaders.

Students of educators who engage in ongoing professional development benefit not only from the knowledge gained, but also from the educator’s enthusiasm for learning (Darling-Hammond, 2000; Langer, 1999; Polk, 2006). For students to benefit fully, teachers and school leaders must serve as models to students regarding continued learning (Polk, 2006). We believe that life-long learning is extremely valuable to candidates and occurs as candidates seek out professional development throughout their careers.

In addition to the elements discussed above, many others have been identified as important for professionalism in educators: positive attitude, confidence, initiative, being prepared, with-it-ness, punctuality, professional appearance, and professional demeanor (Hurst & Reding, 2000; Kramer, 2003; McEwan, 2001; Wong & Wong, 1998).

Ultimately, professional teachers look at teaching as more than simply a job (Pajak, 2001; Wong & Wong, 1998), and professionalism is an ongoing process that all educators must continually work toward (Kramer, 2003).

Transition Points and Assessments for Initial Programs

B.S. in Elementary Education

<i>Transition Point</i>	<i>Major Assessments</i>
Gate 1: Entry to Teacher Education	<ul style="list-style-type: none"> • 3 satisfactory recommendation forms with dispositions (1 from faculty within dept., 2 from faculty outside dept.) • Grade Equivalent of 12.0 or higher on the Nelson Denny • Grade of "C" or better in the following courses: ENGL 1113, ENGL 1213, COMM 1113, MATH 1513 or higher, HIST 1483 or 1493, PS 1113, 2 Humanities, and EDUC 3003 • Grade of "S" in EDUC 1800 • Completion of Application for Admittance to Teacher Education • Passing score on OGET • Retention GPA of 2.5 • Concurrent enrollment or a grade of C or better in EDUC 3733 and Bio or Phys Science • Passing score on EDUC 3003 lesson plan rubric • Satisfactory interview including assessment of critical thinking skills
Gate 2: Entry to student teaching	<ul style="list-style-type: none"> • Submission of completed application for student teaching • Passing score on OSAT • Satisfactory Practicum dispositional assessments in each of the following: Math Methods, Reading Diagnosis, and Practicum (school-based mentor) • Satisfactory transcript check - minimum GPA of 2.5 • Minimum of 80 clock hours of field experiences with two diverse field placements completed • Satisfactory portfolio check: Passing scores for a minimum of 5 OK competencies as evidenced by course artifacts and instructor-completed rubrics
Gate 3: Exiting student teaching	<ul style="list-style-type: none"> • Passing scores for remaining 10 OK competencies as evidenced by course artifacts and instructor-completed rubrics • Completed Teaching Styles checklist • Satisfactory student teaching evaluations • Minimum retention GPA of 2.5
Gate 4: Program completion	<ul style="list-style-type: none"> • Completion of exit survey • Minimum retention GPA of 2.5 • Grade of "C" or better in all elementary education major courses, professional education courses, and courses that fulfill the state 4x12 requirement • Satisfactory completion of foreign language proficiency requirements

Transition Points and Assessments for Advanced Programs

M.Ed. in Education

<i>Transition Point</i>	<i>Major Assessments</i>
Gate 1: Admission	<ul style="list-style-type: none"> • Possess valid teaching certificate/license • Obtain a minimum undergraduate GPA of 3.00 • Submit 2 recommendation forms
Gate 2: Completion of 9 hours	<ul style="list-style-type: none"> • Passing score on English Proficiency Exam OR "C" or better in ENGL 5003 • Grade of C or better in EDUC 5103-Graduate Research • Obtain a minimum GPA of 3.00 • Submit acceptable dispositional assessments from 2 departmental faculty
Gate 3: Completion of 21 hours	<ul style="list-style-type: none"> • Submit acceptable disposition assessment from 2 school-based faculty • Complete a minimum of 10 hours of field experiences • Obtain a passing score on 21-hour checkpoint portfolio assessment • Obtain a minimum GPA of 3.00
Gate 4: Program Completion	<ul style="list-style-type: none"> • Obtain a minimum GPA of 3.00 • Complete a minimum of 25 total hours of field experience • Obtain a passing score on exit-program portfolio assessment • Obtain a passing score on Analysis of Growth paper (in exit-program portfolio) • Complete Exit Survey • Obtain a minimum GPA of 3.00 • Submit acceptable dispositional assessment from 1 faculty who specializes in the field

M.S. in Educational Leadership

<i>Transition Point</i>	<i>Major Assessments</i>
Gate 1: Program Entry	<ul style="list-style-type: none"> • Possess valid teaching certificate/license • Minimum undergraduate GPA of 3.00 • Submit 2 satisfactory recommendation forms
Gate 2: Completion of 15 Hrs.	<ul style="list-style-type: none"> • Completion of Plan of Study • Completion of 10 hours of field experience • Grade of "C" or better in EDUC 5103, Introduction to Graduate Research • Minimum GPA of 3.00 • Submit satisfactory disposition assessment by 2 departmental faculty • Passing score on English Proficiency Exam OR "C" or better in ENGL 5003 • Satisfactory portfolio check
Gate 3: Completion of 24 Hrs.	<ul style="list-style-type: none"> • GPA of 3.0 • Completion of 30 hours of field experience • Submit satisfactory disposition assessment by 2 departmental faculty
Gate 4: Program completion	<ul style="list-style-type: none"> • Minimum GPA of 3.0 • Completion of 150 hours of internship • Submit satisfactory dispositional assessment by 1 faculty who specializes in their field • Completion of exit survey • Passing score on exit-program portfolio • Satisfactory Internship Evaluation

Standards Alignment Charts – Initial Programs

ABBREVIATED STANDARDS ALIGNMENT – B.S. in ELEMENTARY EDUCATION

Cameron Core Values	Conceptual Framework	Oklahoma General Competencies	ACEI Standards
Student learning as our top priority	competent	<p>1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>4. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, performance skills, and effective use of technology.</p> <p>7. The teacher plans instruction based on curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; the teacher adapts instruction based on assessment and reflection.</p> <p>8. The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.</p>	<p>2.1 Reading, Writing and Oral Language – Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p> <p>2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.</p> <p>2.3 Mathematics – Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In so doing, they consistently engage problem solving, reasoning and proof, communication, connections, and representation.</p> <p>2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</p> <p>2.5 The arts—Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and visual arts as primary media for communication, inquiry, and engagement among elementary students.</p> <p>2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.</p> <p>2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.</p> <p>3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.</p> <p>3.3 Development of critical thinking and problem solving.—Candidates understand and use a variety of teaching strategies that encourage elementary students' development and use of critical thinking and problem solving</p> <p>3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.</p>

Cameron Core Values	Conceptual Framework	Oklahoma General Competencies	ACEI Standards
Diversity among our students, faculty, and staff	caring	<p>2. The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.</p> <p>3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.</p> <p>5. The teacher uses the best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus, providing opportunities for success.</p> <p>6. The teacher develops knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>1 Development and learning—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development and acquisition of knowledge.</p> <p>3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.</p> <p>3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p> <p>3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.</p> <p>3.5 Communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.</p>
Excellence in teaching, scholarship, service, and mentoring	committed	<p>9. The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.</p> <p>10. The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students’ learning and well being.</p> <p>12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change leading to greater student learning and development.</p>	<p>5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p> <p>5.2 Collaboration —Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.</p>

Standards Alignment Charts – Advanced Programs

STANDARDS ALIGNMENT – M.Ed. in EDUCATION concentration in Elementary Education

Cameron Core Values	Conceptual Framework	M.Ed. Program Objectives	ACEI Standards	National Board for Professional Teaching Standards
Student learning as our top priority	competent	<ol style="list-style-type: none"> 1. develop and deliver curriculum based on theoretical foundations of the discipline 2. analyze, utilize, and conduct research critically 4. monitor and assess pupil learning 5. demonstrate the use of technology in support of teaching and learning 	<p>2.1 Reading, Writing and Oral Language – Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p> <p>2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.</p> <p>2.3 Mathematics – Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In so doing, they consistently engage problem solving, reasoning and proof, communication, connections, and representation.</p> <p>2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</p> <p>2.5 The arts—Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and visual arts as primary media for communication, inquiry, and engagement among elementary students.</p> <p>2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.</p> <p>2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.</p> <p>3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.</p> <p>3.3 Development of critical thinking and problem solving.—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development and use of critical thinking and problem solving</p> <p>3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.</p>	<p><u>Proposition 2:</u> Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p> <p><u>Proposition 3:</u> Teachers are Responsible for Managing and Monitoring Student Learning.</p>

Cameron Core Values	Conceptual Framework	M.Ed. Program Objectives	ACEI Standards	National Board for Professional Teaching Standards
Diversity among our students, faculty, and staff	caring	3. identify developmental and individual differences and adjust practices accordingly;	<p>1 Development and learning—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development and acquisition of knowledge.</p> <p>3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.</p> <p>3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.</p> <p>3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.</p> <p>3.5 Communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.</p> <p>5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p> <p>5.2 Collaboration —Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.</p>	<p><u>Proposition 1:</u> Teachers are Committed to Students and Learning</p>
Excellence in teaching, scholarship, service, and mentoring	committed	6. reflect upon and evaluate his/her own practices.		<p><u>Proposition 4:</u> Teachers Think Systematically about Their Practice and Learn from Experience.</p> <p><u>Proposition 5:</u> Teachers are Members of Learning Communities.</p>

STANDARDS ALIGNMENT – M.Ed. in EDUCATION concentration in Literacy

Cameron Core Values	Conceptual Framework	M.Ed. Program Objectives	IRA Standards	National Board for Professional Teaching Standards
Student learning as our top priority	competent	<ol style="list-style-type: none"> 1. develop and deliver curriculum based on theoretical foundations of the discipline 2. analyze, utilize, and conduct research critically 4. monitor and assess pupil learning 5. demonstrate the use of technology in support of teaching and learning 	<p><u>1. Foundational Knowledge</u></p> <p>1a Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.</p> <p>1b Demonstrate knowledge of reading research and histories of reading.</p> <p>1c Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.</p> <p>1d Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.</p> <p><u>2. Instructional Strategies and Curriculum Materials</u></p> <p>2a Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.</p> <p>2b Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.</p> <p>2c Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.</p> <p><u>3. Assessment, Diagnosis, and Evaluation</u></p> <p>3a Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.</p> <p>3b Place students along a developmental continuum and identify students' proficiencies and difficulties</p> <p>3c Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.</p> <p>3d Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).</p> <p><u>4. Creating a Literate Environment</u></p> <p>4a Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.</p> <p>4b Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.</p> <p>4c Model reading and writing enthusiastically as valued lifelong activities.</p> <p>4d Motivate learners to be lifelong readers.</p>	<p><u>Proposition 2:</u> Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p> <p><u>Proposition 3:</u> Teachers are Responsible for Managing and Monitoring Student Learning.</p>
Diversity among our students, faculty, and staff	caring	<ol style="list-style-type: none"> 3. identify developmental and individual differences and adjust practices accordingly; 		<p><u>Proposition 1:</u> Teachers are Committed to Students and Learning</p>

Cameron Core Values Excellence in teaching, scholarship, service, and mentoring	Conceptual Framework committed	M.Ed. Program Objectives 6. reflect upon and evaluate his/her own practices.	IRA Standards <u>5 Professional Development</u> 5a Display positive dispositions related to reading and the teaching of reading. 5b Continue to pursue the development of professional knowledge and dispositions. 5c Work with colleagues to observe, evaluate, and provide feedback on each other's practice. 5d Participate in, initiate, implement, and evaluate professional development programs.	National Board for Professional Teaching Standards <u>Proposition 4</u> : Teachers Think Systematically about Their Practice and Learn from Experience. <u>Proposition 5</u> : Teachers are Members of Learning Communities.
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STANDARDS ALIGNMENT – M.Ed. in EDUCATION concentrations in Secondary Education

Cameron Core Values	Conceptual Framework	M.Ed. Program Objectives	National Board for Professional Teaching Standards
Student learning as our top priority	competent	<ol style="list-style-type: none"> 1. develop and deliver curriculum based on theoretical foundations of the discipline 2. analyze, utilize, and conduct research critically 4. monitor and assess pupil learning 5. demonstrate the use of technology in support of teaching and learning 	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</p>
Diversity among our students, faculty, and staff	caring	<ol style="list-style-type: none"> 3. identify developmental and individual differences and adjust practices accordingly; 	<p>Proposition 1: Teachers are Committed to Students and Learning</p>
Excellence in teaching, scholarship, service, and mentoring	committed	<ol style="list-style-type: none"> 6. reflect upon and evaluate his/her own practices. 	<p>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience. Proposition 5: Teachers are Members of Learning Communities.</p>

STANDARDS ALIGNMENT – M.Ed. in EDUCATION concentration in Special Education

Cameron Core Values	Conceptual Framework	M.Ed. Program Objectives	CEC Standards	National Board for Professional Teaching Standards
Student learning as our top priority	competent	<ol style="list-style-type: none"> 1. develop and deliver curriculum based on theoretical foundations of the discipline 2. analyze, utilize, and conduct research critically 4. monitor and assess pupil learning 5. demonstrate the use of technology in support of teaching and learning 	<p><u>Standard 1: Foundations</u> Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.</p> <p><u>Standard 4: Instructional Strategies</u> Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.</p> <p><u>Standard 6: Language</u> Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</p>	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</p>

Cameron Core Values	Conceptual Framework	M.Ed. Program Objectives	CEC Standards	National Board for Professional Teaching Standards
			<p><u>Standard 7: Instructional Planning</u> Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's ongoing learning process. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.</p> <p><u>Standard 8: Assessment</u> Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making.</p>	

Cameron Core Values	Conceptual Framework	M.Ed. Program Objectives	CEC Standards	National Board for Professional Teaching Standards
Diversity among our students, faculty, and staff	caring	3. identify developmental and individual differences and adjust practices accordingly;	<p>Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.</p> <p>Standard 2: Development and Characteristics of Learners Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.</p> <p>Standard 3: Individual Learning Differences Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.</p> <p>Standard 5: Learning Environments and Social Interactions Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.</p>	Proposition 1: Teachers are Committed to Students and Learning

Cameron Core Values	Conceptual Framework	M.Ed. Program Objectives	CEC Standards	National Board for Professional Teaching Standards
Excellence in teaching, scholarship, service, and mentoring	committed	6. reflect upon and evaluate his/her own practices.	<p>Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.</p> <p>Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions.</p> <p>Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations.</p> <p>When necessary, special educators can safely intervene with individuals with ELN in crisis</p> <p>Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.</p> <p><u>Standard 9: Professional and Ethical Practice</u></p> <p>Special educators are guided by the profession's ethical and professional practice standards.</p> <p>Special educators practice in multiple roles and complex situations across wide age and developmental ranges.</p> <p>Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations.</p> <p>Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth.</p> <p>Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice.</p> <p>Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice.</p> <p>Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families.</p> <p>Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.</p> <p>Special educators know their own limits of practice and practice within them.</p>	<p><u>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</u></p> <p><u>Proposition 5: Teachers are Members of Learning Communities.</u></p>

STANDARDS ALIGNMENT – M.Ed. in EDUCATION concentrations in Teaching & Learning

Cameron Core Values	Conceptual Framework	M.Ed. Program Objectives	Oklahoma General Competencies	National Board for Professional Teaching Standards
Student learning as our top priority	competent	<ol style="list-style-type: none"> 1. develop and deliver curriculum based on theoretical foundations of the discipline 2. analyze, utilize, and conduct research critically 4. monitor and assess pupil learning 5. demonstrate the use of technology in support of teaching and learning 	<ol style="list-style-type: none"> 1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. 4. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, performance skills, and effective use of technology. 7. The teacher plans instruction based on curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; the teacher adapts instruction based on assessment and reflection. 8. The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner. 	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p> <p>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</p>
Diversity among our students, faculty, and staff	caring	<ol style="list-style-type: none"> 3. identify developmental and individual differences and adjust practices accordingly; 	<ol style="list-style-type: none"> 2. The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary. 3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners. 5. The teacher uses the best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus, providing opportunities for success. 6. The teacher develops knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. 	<p>Proposition 1: Teachers are Committed to Students and Learning</p>
Excellence in teaching, scholarship, service, and mentoring	committed	<ol style="list-style-type: none"> 6. reflect upon and evaluate his/her own practices. 	<ol style="list-style-type: none"> 9. The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth. 10. The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well being. 12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change leading to greater student learning and development. 	<p>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</p> <p>Proposition 5: Teachers are Members of Learning Communities.</p>

STANDARDS ALIGNMENT – M.S. in EDUCATIONAL LEADERSHIP

Cameron Core Values	Conceptual Framework	M.S. Program Objectives	ELCC Standards
Student learning as our top priority	competent	<p>To assist and provide opportunities for students to develop:</p> <ol style="list-style-type: none"> 1. An understanding of and proficiency in resource management 2. An understanding of and proficiency in financial management 3. Effective and industry standard techniques for the assessment and supervision of programs 4. Effective and best practice techniques for the assessment and supervision of personnel 	<p><u>1.1 Develop a Vision</u> Candidates develop a vision of learning for a school that promotes the success of all students. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.</p> <p><u>1.5 Promote Community Involvement in the Vision</u> Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision</p> <p><u>2.1 Promote Positive School Culture</u> Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.</p> <p><u>2.2 Provide Effective Instructional Program</u> Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.</p> <p><u>2.3 Apply Best Practice to Student Learning</u> Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.</p> <p><u>2.4 Design Comprehensive Professional Growth Plans</u> Candidates develop and implement personal professional growth plans that reflect commitment to life-long learning.</p> <p><u>3.1 Manage the Organization</u> Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.</p> <p><u>3.2 Manage Operations</u> Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.</p> <p><u>4.1 Collaborate with Families and Other Community Members</u> Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.</p>

Cameron Core Values	Conceptual Framework	M.S. Program Objectives	ELCC Standards
Diversity among our students, faculty, and staff	caring	<p>To assist and provide opportunities for students to develop:</p> <p>5. Leadership strategies for dealing with geographically, ethnically, and economically diverse populations</p> <p>7. Leadership skills in fostering a collegial relationship, problem solving, and effective communication with various constituents at the school, district, state, and federal level</p>	<p><u>4.2 Respond to Community Interests and Needs</u> Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. Candidates provide leadership to programs serving students with special and exceptional needs. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.</p> <p><u>4.3 Mobilize Community Resources</u> Candidates demonstrate an understanding of and ability to use community resources, including youth services to support student achievement, to solve school problems and achieve school goals.</p> <p><u>5.2 Acts Fairly</u> Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.</p> <p><u>6.1 Understand the Larger Context</u> Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.</p> <p>Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.</p> <p><u>6.2 Respond to the Larger Context</u> Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.</p> <p><u>6.3 Influence the Larger Context</u> Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p> <p><u>1.2 Articulate a Vision</u> Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.</p> <p><u>1.3 Implement a Vision</u> Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).</p>

Cameron Core Values	Conceptual Framework	M.S. Program Objectives	ELCC Standards
			<p><u>1.4 Steward a Vision</u> Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.</p> <p><u>1.5 Promote Community Involvement in the Vision</u> Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.</p> <p><u>2.2 Provide Effective Instructional Program</u> Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.</p> <p><u>2.3 Apply Best Practice to Student Learning</u> Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.</p> <p><u>3.1 Manage the Organization</u> Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.</p> <p>Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.</p> <p><u>3.3 Manage Resources</u> Candidates creatively seek new resources to facilitate learning.</p> <p><u>4.1 Collaborate with Families and Other Community Members</u> Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.</p> <p><u>4.2 Respond to Community Interests and Needs</u> Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.</p> <p><u>5.3 Acts Ethically</u> Candidates make and explain decisions based upon ethical and legal principles.</p> <p><u>6.1 Understand the Larger Context</u> Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.</p>

Cameron Core Values	Conceptual Framework	M.S. Program Objectives	ELCC Standards
<p>Excellence in teaching, scholarship, service, and mentoring</p>	<p>committed</p>	<p>To assist and provide opportunities for students to develop:</p> <p>6. An understanding of, adherence to, and promotion of the legal requirements, ethical standards, and professional obligations at the school, district, state, and federal levels</p>	<p><u>1.2 Articulate a Vision</u> Candidates demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.</p> <p>c. Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.</p> <p><u>1.3 Implement a Vision</u> Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.</p> <p><u>1.4 Steward a Vision</u> Candidates assume stewardship of the vision through various methods.</p> <p><u>2.4 Design Comprehensive Professional Growth Plans</u> Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.</p> <p>Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.</p> <p><u>3.2 Manage Operations</u> Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.</p> <p><u>3.3 Manage Resources</u> Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.</p> <p>Candidates apply and assess current technologies for management, business procedures, and scheduling</p> <p><u>4.1 Collaborate with Families and Other Community Members</u> Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.</p> <p>Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.</p> <p>Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.</p> <p>Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.</p>

Cameron Core Values	Conceptual Framework	M.S. Program Objectives	ELCC Standards
			<p><u>4.3 Mobilize Community Resources</u> Candidates demonstrate how to use school resources and social service agencies to serve the community. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.</p> <p><u>5.1 Acts with Integrity</u> Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.</p> <p><u>6.1 Understand the Larger Context</u> Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.</p> <p><u>6.3 Influence the Larger Context</u> Candidates demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.</p>

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