

# GC

## GOSHEN COLLEGE PROFESSIONAL EDUCATION UNIT

*Integrative Learning for Intercultural,  
Research-Driven Practice*



CONCEPTUAL FRAMEWORK

[www.goshen.edu/education/](http://www.goshen.edu/education/)

**Goshen College Professional Education Unit**  
**Teacher Education Department**

Christine Bonfiglio, PhD  
Director of NCATE, Associate Professor, Director of Special Education

Kevin Gary, PhD  
Associate Professor, Director of Secondary Education

Gregory Imbur, PhD  
Assistant Professor, Director of Licensure

Kathryn Meyer-Reimer, PhD  
Department Chair, Professor, Director of Elementary Education

Anita Stalter, PhD  
Academic Dean

**Adjunct Professors/Supervisors**

Melissa Chupp, MA  
Suzanne Ehst, MA  
Lori Leahman, PhD  
Patricia McGlauchlin, MA  
Catherine Metcalfe, MA  
Cynthia Padgett, MA  
Justine Pletcher, MA  
Barbara Stahly, MA

**Teacher Education Advisory Committee**

Skip Barnett, MA—TESOL  
Beth Martin Birky, PhD—English  
Christopher Fashun, MA—Music  
Colleen Geier, MA—ASL  
Michelle Horning, MS, CPA—Business  
Randy Horst, MFA—Art  
David Housman, PhD—Mathematics  
Jewel Lehman, EdD—Physical Education  
Dean Rhodes, MA—Spanish  
Ryan Sensenig, PhD—Science  
Jan Bender Shetler, PhD—Social Studies

*The Conceptual Framework's latest revision was completed by Christine Bonfiglio, PhD and Suzanne Ehst, MA the summer of 2011.*

*The Conceptual Framework was approved by the Teacher Education Department faculty in August 2011.*

*The Conceptual Framework was endorsed by the Teacher Education Advisory Committee (TEAC) in the fall of 2011 and the Local Education Advisory Committee (LEAC) in January of 2012.*

***Integrative Learning for Intercultural, Research-Driven Practice:***  
**The Conceptual Framework for the**  
**Goshen College Professional Education Unit**

**Abstract**

The conceptual framework for the professional education unit at Goshen College is guided by the theme *Integrative Learning for Intercultural, Research-Driven Practice*. This theme is closely aligned with the institutional mission, Indiana State Standards, and the practice of the teacher education unit. The theme evolved from the prior focus, *Teachers and Students Interact with Content in order to Construct Meaning for Living Responsibly in a Changing World*, due in part to institutional changes, evolving unit practices, and the shifting landscape of public education.

The teacher education unit has long recognized the value of *integrative* learning in the program. Candidates' classroom study is always integrated with practical field experience so that theory and praxis inform one another. Additionally, several aspects of the teaching profession, such as classroom management, educational technology, and multicultural education are woven throughout multiple courses to better reflect the integrative nature of professional practice. Candidates also learn to design lessons that break the strict disciplinary boundaries that are often characteristic of academia.

Candidate *learning* is both deep and broad, yet three emphases run throughout most of the required coursework: practical experience, research and theory, and the sociology of education. It is through field experience that candidates best come to understand the complex interplay of relationships, decision-making, and professional and content knowledge that the teaching profession comprises. An understanding of research and theory enhances candidates' ability to think critically and creatively about professional responsibilities such as lesson design, behavior management, and school policies. Through exposure to issues of educational equity, reform policy, and socioeconomic impact on student learning, candidates come to understand school as a complex social system that is much larger than their classrooms.

Shifting demographics in both the United States and Northern Indiana mean that *intercultural* competence is increasingly important for Goshen College Teacher education candidates. Candidates build this through international study, on- and off-campus lectures and workshops, class assignments, and placements in schools with diverse student populations. Through these types of experiences, they are prepared to communicate sensitively with parents and students from diverse backgrounds, design multicultural curriculum, build learning communities where diversity is an asset, and mitigate their own cultural biases.

An understanding of *research and theory* grounds candidates' methodological and management choices. However, rather than merely implementing strategies that are the result of others' research, the professional unit strives to develop teachers who are scholars themselves. Candidates critically evaluate the latest educational research through the lens of their classroom experiences. They collect data on student learning and behavior and make professional decisions based on these data. In every professional decision, candidates are pushed to articulate the "why" that drives their choices.

Candidate *practice* is measured formatively and summatively using eight guiding principles of teacher education. These principles were formulated collaboratively, have been continuously revised, and are aligned with state and national standards and the institution's mission. Each guiding principle measures both performance skills and candidate dispositions. These principles are comprehensive and consider multiple aspects of teaching performance; candidates who demonstrate proficiency in each area will be well equipped for a successful first year of teaching.

These five elements merge to create a cohesive program that guides the professional unit in the mentoring of future teachers. Influenced by this framework, the unit prepares educators to serve students, families and communities through professional, socially conscious instruction and ongoing student nurture.

## **THE CONCEPTUAL FRAMEWORK:** *Integrative Learning for Intercultural, Research-Driven Practice*

The Goshen College Teacher Education Unit is guided by the conceptual framework theme, *Integrative Learning for Intercultural, Research-Driven Practice*. This theme is closely aligned with the institutional vision and mission of Goshen College, as well as the vision and mission of the Professional Education Unit.

### **Principles of the Institution**

On January 31, 2004, the Goshen College Board of Trustees formally adopted new vision and mission statements. These statements align with the Goshen College Core Values and read as follows.

#### ***Vision of the Institution***

Goshen College will be recognized as an influential leader in liberal arts education focusing on international, intercultural, interdisciplinary, and integrative teaching and learning that offers every student a life-orienting story embedded in Christ-centered core values: global citizenship, compassionate peacemaking, servant leadership, and passionate learning.

#### ***Overall Mission of the Institution***

Goshen College is a liberal arts college dedicated to the development of informed, articulate, responsible Christians. As a ministry of the Mennonite Church, we seek to integrate Christian values with educational, social, and professional life. As a community of faith and learning, we strive to foster personal, intellectual, spiritual, and social growth in every person. We view education as a moral activity that produces servant-leaders for the church and the world.

#### ***Core Values of the Institution***

At Goshen College the intent is to create a community of faith and learning built on five core values: Christ-centeredness, passionate learning, servant leadership, compassionate peacemaking, and global citizenship. In our academic program and campus life, students will develop the knowledge, skills, and values for:

- A LIFE THAT IS CHRIST-CENTERED, WITH
  - A reflective faith that nurtures spiritual growth in individual and corporate contexts.
  - An active faith that informs all life's choices.
- A LIFE OF PASSIONATE LEARNING, THROUGH
  - The mastery of a major field of study as the basis for life-long learning, service, relationships, and work in a socially and culturally diverse context.
  - An extensive foundation of knowledge, skills, processes, and methodologies derived from a liberal arts curriculum that is required for systematic study and problem solving.
- A LIFE OF SERVANT LEADERSHIP, BASED ON
  - A leadership ability that empowers self and others.
  - A healthy understanding of self and others that is reflected in relationships of interdependence and mutual accountability.

- A LIFE OF COMPASSIONATE PEACEMAKING WITH
  - A personal integrity that fosters the ability to resolve conflict and to promote justice.
  - A commitment to diversity in all of its forms both conceptually and in practice.
- A LIFE OF GLOBAL CITIZENSHIP WITH
  - An intercultural openness with the ability to function effectively with people of other worldviews.
  - A responsible understanding of stewardship for human systems and the environment in a multicultural world.

Goshen College’s Core Values are integrated into all aspects of college life, curricular and co-curricular. The college encourages students to learn and grow beyond the parameters of their discipline-based training, to recognize the powerful connection between the disciplines, and between the education of the mind, body, and spirit.

### **Principles of the Goshen College Professional Education Unit**

#### ***Vision of the Unit***

The Professional Education Unit at Goshen College seeks to be recognized as a leader in preparing educators within a liberal arts philosophy. The professional education unit emphasizes integrated learning for intercultural, research-driven practice in service to individuals, families, and local and global communities.

#### ***Mission of the Unit***

The Goshen College Professional Education Unit endeavors to develop educators through integrated curriculum and experiences with a focus on service to students and community. The unit fosters a culture of interdisciplinary collaboration to expand knowledge and promote intercultural praxis. As a result, educators are prepared for a variety of diverse settings and are enabled to be professional leaders within the communities in which they work, promoting social justice to the individuals they serve.

#### ***Values of the Unit***

In addition to embracing the core values of the institution, the Goshen College Professional Education Unit developed a statement of unit values—dispositions, behaviors, and commitments aligned with the professional learning community philosophy (DuFour & Eaker, 1998)—that demonstrate our vision. The unit embraces:

- Faith as the nourishment for the inner life of the educator, which animates praxis and action for social justice.
- Service to the diverse needs and aspirations of candidates and faculty in an inclusive environment.
- Stewardship to stakeholders and the educational environment.
- Adherence to professional and state standards for ethical scholarship and practice.
- Educating by example through modeling of best practices.
- Collaboration in generating and evaluating initiatives and policies.
- Professional reflection to ensure growth and improvement.

- Leadership for educative growth and reform.
- Encouragement of lifelong learning and physical, emotional, and spiritual wellness.

### ***Philosophy and Purpose of the Unit***

The Goshen College Professional Education Unit is embedded within a private, liberal arts, Christian college with intercultural uniqueness that distinguishes itself from other institutions. Goshen College has a 40-year history of a semester abroad for study and service. Given this inimitable experience, along with the progressive core education, we are suited to accomplish the institutional mission of education, service, and peacemaking. We believe that faculty and candidates grow professionally as they engage in integrative, intercultural practice and service. These elements are synergistic and mutually supportive of our work. Thus, the purpose of the Goshen College Professional Education Unit is to prepare educators who value faith, reflective practice, lifelong learning and wellness, and social justice and service to lead reform in educational settings, locally and abroad.

### ***Goals of the Unit***

The goals of the Professional Education Unit are closely aligned with the goals expressed in the strategic plan of Goshen College. Specifically, the unit acknowledges the need to continuously improve content in an integrative, interdisciplinary fashion and to expand content delivery in a variety of modes (e.g., utilizing technology). In addition to content, the professional unit instills in candidates the ideals of creativity, critical thinking, and valuing characteristics that are immeasurable with high-stakes tests, such as emotional maturity, social responsibility, and aesthetic appreciation in hopes that candidates will reflect these to their students. The professional unit strives to increase diversity and awareness of diversity issues within candidates, faculty, and the professional community to create a dynamic, intercultural community. Strategic alliances with the extended community are critical in the long-term viability of the professional unit. Therefore, the unit collaborates to reform educational policies and practices for local districts and Goshen College candidates in order to best serve the greater educational community.

## **Historical Development of the Conceptual Framework**

The conceptual framework for the Goshen College Professional Education Unit has been reviewed and revised over the past 20 years, as depicted in Table 1. In November of 1991, the faculty adopted the original framework, *Teachers and Students Interact with Content in order to Construct Meaning for Living Responsibly in a Changing World*. This theme was developed under the leadership of Dr. John Smith following extensive examination of the philosophy of the unit, coherence in the sequencing of coursework and clinical experiences, and collaboration with key stakeholders. This effort identified the construct of “interaction” as the basis for instruction within this unit, imparting on candidates their role throughout the educational experience. Nine guiding principles became the foundation for this professional unit, and the theme *Teachers and Students Interact with Content in order to Construct Meaning for Living Responsibly in a Changing World* became the overriding emphasis for preparation of teacher candidates at this time at Goshen College.

Following the establishment of this theme, minor revisions were made to the conceptual frame through updated citations and clarification of guiding principles. In 1992, the nine guiding principles were reduced to six and the visual representation was redefined to better depict the relationship between “teachers,” “students,” and “content.” In 1997, the Goshen College Professional Unit added two additional guiding principles to align with the newly revised Interstate Teacher Assessment and Support Consortium (InTASC) standards.

Throughout ensuing years, the conceptual framework was revisited to determine if the current theme continued to accurately reflect the teacher preparation programs at Goshen College. With the addition of the new unit assessment system in 2001, as well as the special education program in 2005, the Teacher Education Program continued to evolve. Despite the changes, the current theme reflected the vision of this unit.

Several additional significant changes followed paving the way to a new conceptual framework theme. In 2006, the Center for Intercultural Teaching and Learning was established providing a new vision of intercultural community. Therefore, the unit made significant changes to the assessment of Guiding Principle 6—Sense of Calling and began to collaborate with this institution in research and recruitment of diverse candidates. Goshen College established new institutional core values in 2007, which aligned with the professional unit’s philosophy and culture. Although the unit historically measured candidate dispositional data, in 2010, the unit faculty developed and implemented an assessment for candidate dispositions based on behavioral measurement. In addition, functional skills were identified and the unit began to assess these as well. Throughout this culmination, new faculty members were hired with diverse educational philosophies, relations with CITL flourished on multiple levels, institutional changes occurred, and the teacher education programming progressed.

Consequently, a review of the conceptual framework was conducted during a retreat in 2011. This review revealed the need for a reconceptualization based on the institutional, unit, and program progression. The professional unit determined that a new focus on integrated learning and intercultural praxis was at the forefront of instruction. Following extensive work, the professional unit appointed a small committee to revise the conceptual framework for the Goshen College Teacher Education Program, one that would better reflect this expanded emphasis. In the summer of 2011, the committee submitted a revised theme, *Integrated Learning for Intercultural, Research-Driven Practice*, and introduced the unit’s first ever vision and mission statements to the Professional Unit, Teacher Education Advisory Committee, Academic Affairs, and the Local Educator Advisory Committee for review and feedback. These statements were affirmed and endorsed in the fall of 2011 subsequently instating *Integrated Learning for Intercultural, Research-Driven Practice* as the new conceptual framework for the Goshen College Professional Education Unit.

**Table 1: Historical Perspective of the Conceptual Framework**

| Year | Group                                       | Purpose of Group   | Action  | Results  |
|------|---|--|---|--|
| 1991 | Goshen College Teacher Education Department | Core of the Goshen College Professional Education Unit: plans, implements, and evaluates curriculum and experiences using data to improve programming for the Professional Education Unit. | Develop a conceptual framework with a visual representation expressing the philosophy of the GC Teacher Education Department.                             | A conceptual framework was established in November 1991 with the theme <i>Teachers and Students Interact with Content in Order to Construct Meaning for Living Responsibly in a Changing World</i> , which included a cylindrical model incorporating nine guiding principles. |
|      | Academic Affairs                            | Provides response and feedback for new initiatives. Validates and supports programmatic changes at the first level.  | Review of conceptual frame: <i>Teachers and Students Interact with Content in Order to Construct Meaning for Living Responsibly in a Changing World</i> . | Validation of framework.   |
|      | Teacher Education Advisory Committee (TEAC) | Advisory Board including professors from all content areas in education program. Serves to make decisions about program and candidates.  | Review of conceptual frame.   | Validation of framework.   |
|      | Local Educator Advisory Committee (LEAC)    | Community educators. Provides feedback--program & candidates.  | Review of conceptual frame.   | Validation of framework.   |
| 1992 | Goshen College Teacher Education Department | Core of the Goshen College Professional Education Unit.  | Review and revision of conceptual frame.  | Revised the nine guiding principles into six.  |
|      | Goshen College Teacher Education            | Core of the Goshen College Professional  | Review and revision of conceptual frame.  | Cylindrical diagram to include prism w/3 central, interacting  |

|      |   |  |  |   |
|------|---|--|--|---|
|      | Department  | Education Unit.  |  | poles: teacher, student, & content.   |
| 1996 | Goshen College<br>Teacher Education<br>Department | Core of the Goshen<br>College Professional<br>Education Unit.              | Review and revision of<br>conceptual frame.  | Literature review completed to<br>update conceptual framework with<br>current citations.  |
| 1997 | Goshen College<br>Teacher Education<br>Department | Core of the Goshen<br>College Professional<br>Education Unit.              | Review & revision of<br>conceptual frame to align<br>INTASC & guiding principles.                                    | Alignment established. Added 2<br>additional GC guiding principles<br>to address INTASC in full.  |
| 1999 | Goshen College<br>Teacher Education<br>Department | Core of the Goshen<br>College Professional<br>Education Unit.              | Proposed unit assessment<br>system to IPSB and awaiting<br>validation.   | When validated, conceptual frame<br>will be updated. Course changes<br>will occur based on the UAS and<br>program proposals (e.g., dual<br>elementary/special education). |
| 2000 | Goshen College<br>Teacher Education<br>Department | Core of the Goshen<br>College Professional<br>Education Unit.              | Course changes based on UAS<br>system. New proposal<br>discussions for dual program<br>elementary/special education. | Revision of courses.  |
| 2001 | Goshen College<br>Teacher Education<br>Department | Core of the Goshen<br>College Professional<br>Education Unit.              | Updated courses for new<br>programming.  | Course revisions completed and<br>ready for Academic Affairs.   |
|      | Academic Affairs                                  | Advisory Board to the<br>dean.   | Inform and endorse the new<br>programming/assessment<br>system.  | Validation & feedback for course<br>revisions. Need TEAC support.   |
|      | Teacher Education<br>Advisory<br>Committee        | Advisory Board including<br>all content areas within<br>education program. | Inform and endorse the new<br>programming/assessment<br>system.  | Validation & feedback for course<br>revisions. Need LEAC support.   |
|      | Local Educator<br>Advisory<br>Committee           | Community educators.   | Inform & endorse new<br>programming/assessment<br>system.  | Validation & feedback for course<br>revisions.  |
| 2002 | Goshen College<br>Teacher Education<br>Department | Core of the Goshen<br>College Professional<br>Education Unit.              | Review and revision of<br>conceptual frame.  | Guiding Principles were updated<br>for alignment. Frame updated<br>with current citations.  |
|      | Goshen College<br>Teacher Education               | Core of the Goshen<br>College Professional                                 | Revision of UAS after one<br>year of data.   | Additional items added to UAS<br>(e.g., dispositional measurement)  |

|      |   |  |   |  |
|------|---|--|---|--|
|      | Department  | Education Unit.  |   | that affects conceptual frame.   |
| 2004 | Goshen College<br>Teacher Education<br>Department | Core of the Goshen<br>College Professional<br>Education Unit.  | Review and revision of<br>conceptual frame.                                       | Citations updated to conceptual<br>frame.  |
| 2005 | Goshen College<br>Teacher Education<br>Department | Core of the Goshen<br>College Professional<br>Education Unit.  | Review and revision of<br>conceptual frame.                                       | Citations were updated and the<br>special education theory and<br>conceptualization were embedded<br>in the conceptual framework.                      |
|      | Goshen College<br>Teacher Education<br>Department | Core of the Goshen<br>College Professional<br>Education Unit.  | Review Performance<br>Standards for Teacher<br>Education.                         | Performance standards revised<br>based on student teaching data.   |
| 2006 | Goshen College<br>President's Council             | Advisory Board to the<br>President of Goshen<br>College.   | Lilly Grant obtained.   | Center for Intercultural Teaching<br>and Learning (CITL) established.  |
| 2007 | Goshen College<br>President's Council             | Advisory Board to the<br>President of Goshen<br>College.   | Core Values Identified.   | Values presented for<br>implementation.  |
|      | Goshen College<br>Teacher Education<br>Department | Core of the Goshen<br>College Professional<br>Education Unit.  | Review of GP 6 aligning with<br>our core values.                                  | Guiding Principles re-evaluated.<br>GP 6: Sense of Calling analyzed<br>and revised with assessments for<br>documentation through a Blog<br>assignment. |
| 2009 | Goshen College<br>Teacher Education<br>Department | Core of the Goshen<br>College Professional<br>Education Unit.  | Review Guiding Principles and<br>GP 6—Sense of Calling.                           | Refine and revise documentation<br>of GP 6.  |
| 2010 | Goshen College<br>Teacher Education<br>Department | Core of the Goshen<br>College Professional<br>Education Unit.  | Review dispositions/values<br>and update for measurement in<br>behavioral aspect. | Dispositions measured with<br>behaviors per State requirements.  |
|      | Goshen College<br>Academic Dean                   | Academic advisor to the<br>President; serves to<br>facilitate educational<br>initiatives for<br>programming. | Review of general education.  | Proposal of new general education<br>core curriculum.  |

|      |   |  |   |   |
|------|---|--|---|---|
| 2011 | Goshen College Academic Dean                | Academic advisor to the President; serves to facilitate educational initiatives for educational programming. | Proposal of new general education core curriculum.  | Faculty voted to instate new curriculum.  |
|      | Goshen College Teacher Education Department | Core of the Goshen College Professional Education Unit.  | Review of <i>Teachers and Students Interact with Content in Order to Construct Meaning for Living Responsibly in a Changing World</i> . | Conceptual frame rewritten to align with the changes made to programming. New title: <i>Integrated Learning for Intercultural, Research-Driven Practice</i> . |
|      | Goshen College Teacher Education Department | Core of the Goshen College Professional Education Unit.  | Review of Guiding Principles, performance standards, dispositions.  | Revision and alignment of these 3 components in conjunction with revisions of conceptual frame.   |
|      | Teacher Education Advisory Committee        | Advisory Board including all content areas within education program.   | Introduction of revised conceptual frame: <i>Integrated Learning for Intercultural, Research-Driven Practice</i>                        | Validation and endorsement of conceptual frame.   |
|      | Academic Affairs                            | Advisory board to the Dean.  | Introduction of revised conceptual frame: <i>Integrated Learning for Intercultural, Research-Driven Practice</i>                        | Validation and endorsement of conceptual frame.   |
| 2012 | Local Educator Advisory Committee           | Community educators.   | Introduction of revised conceptual frame: <i>Integrated Learning for Intercultural, Research-Driven Practice</i> .                      | Validation and endorsement of conceptual frame.   |

## Knowledge Bases

The organizing theme summarizes the Goshen College Teacher Education Program: Through integrative coursework, candidates are prepared to nurture students and employ sound methodology in culturally diverse settings. The theme reflects the intercultural, peacemaking emphases of the institution's mission statement and aligns with the integrative courses in the general education curriculum. The following sections provide an overview of the major elements of Goshen College's theme, *Integrative Learning for Intercultural, Research-Driven Practice*.

### **Integrative Learning for Intercultural, Research-Driven Practice**

The unit's commitment to integrative learning has its roots in the seminal works of John Dewey and the progressive education tradition. Dewey (1902/1990) saw the ideal classroom as integrated in the same way that the life of a child is integrated. The classification of subject matter that typically happens when a child enters school runs counter to the way in which s/he has learned about the world to that point. By extension, when young adults exit formal schooling, they must re-integrate their newly acquired, compartmentalized knowledge to solve problems posed by adult life and work. Dewey contended that relevant education must therefore connect content studies to the experiences from which they were abstracted. While mastering foundational content knowledge, students must understand the connections within subjects, between subjects, and to everyday life.

Making such connections is promoted by the professional organizations in individual fields of study and by state and national standards. For example, the Indiana State Standards, in line with The Common Core Standards, delineate specific literacy goals for science, social studies, and technical subjects, effectively integrating literacy instruction into multiple content areas as opposed to compartmentalizing it with English/Language Arts. The standards for mathematics state that students should be able "to apply the mathematics they know to solve problems arising in everyday life, society, and the workplace" (p. 2). The unit affirms this emphasis on integration and application of content while also upholding the integrity of scholarship within a particular field.

Recently, liberal arts colleges have promoted integrative academics, and Goshen College is joining this movement away from teaching and learning within strict disciplinary boundaries. The American Association of Colleges and Universities (AACU) notes that 21<sup>st</sup>-century learners must be "integrative thinkers who can see connections in seemingly disparate information and draw on a wide range of knowledge to make decisions" (p. 21). To keep pace with this challenge, the institution has worked for two years to revise the general education curriculum and, in the fall of 2012, will implement a new curriculum that includes more integrated courses as well as cumulative projects that require students to synthesize their learning.

The unit's teacher education program has incorporated integrative learning in several significant ways. First, four streams of learning are integrated through multiple courses rather than taught as discreet units: instructional technology, classroom management, social justice, and cultural competency. Each of these streams loses practical value when taught as discreet subjects, and so candidates gradually build understanding and demonstrate performance skills in increasingly

complex ways as they progress through the unit's sequence of courses.

Secondly, theory and practice are repeatedly integrated throughout the program. In most classes, candidates couple their theoretical learning with field experience in a P-12 setting so that experience informs theory and theory grounds practice. This, too, is in keeping with the AACU's recommendation of integrated learning. Their report, "Greater Expectations," notes the previous tendency in higher education to draw a false distinction between "professional" programs and "liberal education." Relevant 21st-century education "anchors the practical in the theoretical, as it develops in students important, sophisticated skills and intellectual capacities" (p. 26).

Finally, candidates must master the content they will teach to an appropriate level, whether that is a single field (secondary education), multiple fields (elementary education), or specialized fields (Special Education and TESOL). However, in their instructional designs, the candidates help students understand the real-world context of the knowledge, which is by nature integrative. They create authentic assignments that mirror what experts in the field might face and support their students' development of transferable skills such as intellectual flexibility, evaluation of information, communication, and analytical reasoning.

### ***Integrative Learning for Intercultural, Research-Driven Practice***

At the center of the Goshen College Education Department's mission is candidate learning and growth. While it is impractical to delineate all candidate learning here, this document will describe three major streams that influence the content of teacher education courses and will also highlight the unit's assessment practice. Additional information can be found in the Guiding Principles of Teacher Education and the description of the Unit Assessment System, detailed later in this document.

Running through the scope and sequence of courses in the education department is an emphasis on practical experience, research and theory, and the sociology of education.

Clinical field experience is woven into multiple courses, beginning with mostly observation in the gateway education course "Foundations of Education" and progressing to more involved field work in upper-level classes. Clearly a main aim of the P-12 field learning is practical experience for the candidate; furthermore, through frequent reflection, teacher interviews, focused observation, and applied research and theory, candidates develop and refine their understanding of the complex role of the teacher. This understanding of teaching as a nuanced, relational endeavor is essential to authentic professional development.

Candidates often come into teacher-preparation programs with a knowledge-reproduction point of view--the belief that knowledge is a commodity that is deposited into the minds of students by the teacher. Freire (1968) calls this the "banking model," where deposits are made in students' minds as one would deposit money in a bank rather than allowing the students to construct meaning. This simplistic idea is formed largely by candidates' experiences as students in P-12 schools. Lortie (1975) refers to this period of time as an "apprenticeship of observation" when candidates (students at the time) become familiar with the routines of a teacher's work but actually come to know little about how teachers conceptualize and design the learning process.

Thus it is essential that candidates engage in meaningful teaching experience and focused field observation to develop an understanding of the multidimensional nature of the classroom and to understand how the teacher functions most effectively in that environment.

The descriptor “multidimensional” refers in part to multiple, concurrent actions that require the teacher’s attention (Weinstein & Novodvorsky, 2010). For example, the teacher must simultaneously attend to her/his instruction, informally assess student response to instruction, and monitor student behaviors. Additionally, the candidate comes to understand the numerous factors that can influence a classroom on any given day, including each student’s individual experience, school policy, national events, and students’ emotional responses to learning experiences and to others in the classroom. Through both field observations and practice teaching, candidates develop their understanding of the complexity of the classroom and begin to conceptualize how they will function in it.

Secondly, all courses are solidly grounded in theoretical scholarship and educational research. At times, pre-service teachers are eager for “tricks of the trade,” or prescribed methodological formulae that are purported to be foolproof (or “teacher proof”), easily implemented for student success. Tanner and Tanner (1995) refer to this as “imitative-maintenance” classroom performance, which risks obscuring the critical thinking, student inquiry, teacher creativity, and adaptation based on student performance that excellent teaching requires. While the unit does value specific instructional strategies, of greater importance is exposing candidates to the theory and research on which such strategies are based. By understanding the research that drives highly effective pedagogies and by studying classic and contemporary educational theory, candidates are more likely to achieve the “creative-generative” level of performance (Tanner & Tanner, 1995). The teacher-scholar draws from a broad and deep knowledge base to generate instructional plans, nurture individual students, and flexibly manage the learning environment. S/he is able to adapt instruction based on students’ responses rather than holding fast to a prescribed plan of action.

The philosophical diversity of unit members is leveraged as a curricular strength. The unit neither operates nor teaches from a singular theoretical approach; each professor brings different areas of expertise, and these fields of scholarship are integrated into coursework for increased breadth of candidate learning. Currently, faculty members’ expertise includes quantitative behavioral research, literacy development, and educational foundations. While these fields prize different research methods and different approaches to constructing knowledge, they all have academic validity and expose candidates to the multiple ways in which teachers are also scholars. (More on the research emphasis follows in a subsequent section.)

Finally, the sociology of education informs many of the candidates’ core classes. When candidates confront the forces acting on education from beyond their classroom, when they reflect on how the socioeconomic backgrounds of 30 individuals intermingle in the learning environment, they begin to understand school as a complex social system. For many candidates, this is a new perspective on education—to think of it as both shaping and being shaped by cultural forces rather than focusing solely on individual, academic learning.

The importance of educational sociology is well noted in James Coleman’s comprehensive 1966

report at the behest of the Civil Rights Act. This groundbreaking report documented the impact of race and socioeconomic status on student performance and named these two indicators as even greater predictors of success than school funding. While there has been clear progress toward educational equity since the Civil Rights Era, such discrepancies based on race, class, and gender persist in the United States. Through their coursework, candidates become aware of what is commonly called “the achievement gap” and they confront the persistent inequities in educational spending, curricular offerings, and teaching quality (Nieto, 2003). Instead of wallowing in hopelessness, however, candidates are invited to embrace a vision of democratic education that equalizes rather than perpetuates social stratification and to understand how their teaching practice and professional participation is crucial in carrying out such a vision.

To assess candidate learning and growth in these areas and in the performance skills delineated in the Guiding Principles, the unit practices the same traits of high-quality assessment that are taught to candidates. Prior to the pre-service teaching semester, candidates are evaluated formally and formatively. Two of these formative evaluations use the Guiding Principles as the rubric for assessment. Class performance also serves as a formative assessment of whether candidates are progressing toward the desired proficiencies. If a candidate is not performing at target level, remediation must be successfully completed prior to admission into the pre-service teaching semester. The unit also prioritizes early intervention. Candidates who are not performing on par with stated performance standards or are not demonstrating desired dispositions are informed clearly and in a timely manner so that they have time to respond to unit concerns, set clear growth goals, and progress toward them.

Candidate evaluation is also collaborative. There are multiple venues through which professors and cooperating teachers share and compare information about candidate performance: unit and department meetings, the Teacher Education Advisory Council, and triangulated evaluations (completed by professor, field teacher, and candidate) at the end of two classes and the pre-service teaching semester. All information is housed confidentially in meeting minutes, student files, and/or the electronic assessment system. Candidate evaluations are only shared with those who have a professional stake in a candidate’s performance.

### ***Integrative Learning for Intercultural, Research-Driven Practice***

For candidates at Goshen College, intercultural ideals are not merely theoretical; they’re indisputably practical. The Midwestern county of Elkhart, Indiana, where the institution is located, has seen dramatic increases in the Latino population in the past decades, from 1.9% of the population in 1990 to 15.1% in 2009. Nowhere is this increase more evident than in the county’s public schools. In that same time frame, the total enrollment of Latino students in five county school systems increased by 627% (Guzman, Jara, & Armet, 2011). In their fieldwork, candidates enter classrooms where the student population has shifted dramatically, but the teacher population has remained mostly white.

In the past five years, Goshen College has increased its commitment to understanding and responding to these demographic shifts, and to intercultural teaching and learning in general. With financial support from Lilly Endowment, Inc., the institution launched The Center for

Intercultural Teaching and Learning (CITL) in the fall of 2006. The center articulates three main goals:

- 1. Educational Access:** To make a Goshen College education accessible to Latino students;
- 2. Transformed Learning Community:** To create an intercultural learning community for all Goshen College students that prepares them for the communication, understanding, and collaboration skills needed in the 21st century; and
- 3. Research:** To investigate the dynamics behind the changing ethnic composition of a rural Midwestern community and its implications for higher education, and studying the nature and/or process of intercultural teaching and learning.

The presence of CITL on campus has had positive implications for the professional education unit in several significant ways. Following are a few highlights: Two unit faculty members participated with CITL as research fellows for two years each, investigating “Response To Intervention and the Implications for Minority Students and Academic Success,” and “Teacher Dispositions, Multicultural Education, and The Good Life.” Unit faculty have also participated in curriculum development workshops designed to make college curriculum and instruction more inclusive in its structure and delivery. Administrative faculty from CITL have spoken in education classes about issues including perceived lack of Latino parent involvement and educational privilege. The education department received a CITL grant for two years to track and develop department cultural competency. Finally, approximately ¼ of CITL-funded Latino students are selecting education as their field of study, thus adding diversity to cohort composition.

Such opportunities only enrich and deepen the unit’s longstanding commitment to cultural diversity and building cultural competence among teacher education candidates. The unit aspires to embody Zeichner et al.’s (1998) vision of effective multicultural education in teacher preparation programs. Rather than an additive, fragmented approach to teacher education curriculum, the researchers envision this type of preparation:

The entire climate and culture of departments, schools, or colleges of education as well as the college or university campus and cooperating schools should radiate a consistent, pervasive, and comprehensive appreciation for and promotion of cultural diversity. Teacher educators must convey these in the way they relate to students and colleagues and in how they ground the pedagogical concepts, principles, theories, and strategies they teach. (p. 164)

This quotation elucidates the unit’s desire to attend to performance skills, content knowledge, and dispositions in preparing culturally competent educators. Unit faculty believe that candidates must be able to communicate across cultures with both parents and students and must be able to recognize and counteract curricular bias; they must acquire basic content knowledge about diverse cultures, particularly those represented in area schools; and perhaps the most difficult challenge is fostering awareness of their own cultural biases while developing an appreciation for the cultural backgrounds of others.

Multiple experiences in both the institution’s curriculum and the unit’s program prepare candidates to live out this intercultural vision. At the institutional level, every Goshen College student completes a semester-long Study-Service Term (SST) either internationally or with the

area Latino community. Through a blend of study (language, cultural, history) and service, and through immersion in the culture and language of another country, Goshen College students have the opportunity to increase their cultural competence and to “meet people from other cultures in an authentic way” (SST homepage <http://www.goshen.edu/sst/>).

The unit also seeks to do more than just build candidates’ curricular knowledge. While candidates are introduced to curricular theory and diverse content (notably Banks’ [1997] description of the characteristics and goals of multicultural education) they also work toward dispositional shifts that include increasing understanding of one’s own biases and a greater appreciation for diversity. This difficult goal is achieved largely through the program-wide Sense of Calling Blog assignment. To complete this assignment, candidates undertake a series of actions that align with Grant and Gillette’s (2006) list of actions one must engage in to become a social justice educator, one who is an advocate for all students both now and in the future. Through participation in and blogging about activities such as anti-racism training, tutoring struggling students, and attending relevant lectures and workshops, candidates increase their awareness of the subtleties of institutional racism, the nuances of intercultural communication, and the social construction of race.

### ***Integrative Learning for Intercultural, Research-Driven Practice***

The topic “research-driven practice” begs the questions, “Research conducted in what manner?” and “Research to serve what purposes”? Within the unit, professors differ in their perspectives on the centrality of quantitative and qualitative research; however, all professors value scholarship as essential for strong educational practice and strive to instill in candidates a value of practice based on studied perspectives in the field. The unit acknowledges these theoretical differences and engages them repeatedly to yield a lively, dynamic curriculum for candidates. The unit sees such difference as a strength that provides a comprehensive program for candidates.

Candidates in the teacher education program are aware of the current research and policy on instruction, school accountability, and reform. It is essential that they know current policy and initiatives such as No Child Left Behind (2001), IDEA (2004), and the Common Core State Standards Initiative (2010). Additionally, they must study and implement current methodologies that have been researched to respond to issues in student learning and access, including Scientifically Based Reading Research, Response to Intervention, and Universal Design for Learning. In their clinical experiences, candidates are exposed to research-based, school-wide initiatives to improve student performance such as Goshen Community School’s implementation of Marzano’s (2004) classroom instruction techniques and student learning goals, as well as Elkhart Community School’s implementation of Sugai and Horner’s (2002) Positive Behavior Supports.

However, candidates are also encouraged to be critical consumers of educational research, understanding that the designation “research-based” does not make a strategy immune from criticism. Noddings (1998) suggests helpful questions for both candidates and in-service teachers to ask of educational research:

Do the researchers' claims correspond to what we regularly observe in schools? Do their premises, methods, and conclusions hang together in a convincing way, or are there contradictions in their accounts? Are their accounts authoritative, and who should count as an authority in this particular area?...Is any bias honestly disclosed? Does the work serve the interests of researchers better than those of the participants or targets of the research? (p. 113)

As Noddings notes, implementing research-driven practices does not take the onus off of the teacher. At times, public discourse regarding educational reform implies that if teachers implement the right "research-based" strategies, then anyone can be effective in the classroom. This mentality yields teachers who are what Giroux (1985/2009) called "high-level technicians carrying out dictates and objectives by 'experts' far removed from the everyday realities of classroom life" (p. 35). The unit strives to develop teachers who are intellectuals themselves, who fully understand the theory behind research, and understand that any teaching strategy must be selected, implemented, and adapted based on a number of factors including the needs of the learner, of the teacher's strengths, and of the school context.

In the course of their program, candidates undertake a variety of types of research. They interview classroom teachers on topics such as methodology, school policy, and students with special needs; they conduct a case study in the schools that includes a literature review, behavioral observations, and analysis of field data; they research methodology by reading from texts and professional journals then implementing their findings into clinical field experiences; they assess student learning data and use it to influence instructional choices. Candidates who are especially geared toward research can apply to participate in the Maple Scholars Program, a summer opportunity for undergraduates to work alongside a professor on a particular research project.

### ***Integrative Learning for Intercultural, Research-Driven Practice***

While Goshen College Teacher Education graduates go on to assume a variety of professional positions, the primary aim of the program is to prepare educators who are recognized for their excellence in classroom instruction and student nurture. Graduates from Goshen College are repeatedly selected to serve as team leaders, mentor teachers, and department chairs. Area administrators recognize Goshen College graduates as excellent instructors, dedicated professionals, and team players.

Eight principles define and measure the traits of "practice" that instructors want to see in candidates. These eight guiding principles are integrated throughout the program; they guide course content, measure candidate growth, and serve as a summative assessment tool at the end of the capstone pre-service teaching semester.

Each guiding principle is explained in detail below. They are aligned with the unit's theme, the institution's mission, and the state and professional standards as shown in Table 6.

**Guiding Principle #1: Making Content Connections--We seek to graduate teachers who comprehend the content disciplines to be taught in order to draw relationships a) within**

**disciplines, b) between disciplines, and c) to students' lives.**

Candidates in the teacher education program at Goshen College display depth and breadth of content knowledge and apply current research in content, instructional strategies, and student development. They contextualize subject matter, understanding and presenting it not as decontextualized fact but as socially and culturally situated (Lang, 2011). While building expertise in foundational content knowledge and disciplinary literacies is important, candidates also value interdisciplinary connections and use integrative methods in their own teaching.

The content considered essential knowledge continues to change and expand, and so it is necessary that candidates critically evaluate resources and demonstrate a commitment to their own continuous learning. As Gardner (2006) outlines, the contemporary mind must be “disciplined,” having mastered a particular field of study; “synthesizing,” taking information from disparate sources and combining it in meaningful ways; and “creating,” posing relevant questions and seeking innovative answers. Such in-depth knowledge of content is essential for candidates if they are to craft lessons that move beyond rote learning to develop students’ critical and creative thinking.

**Guiding Principle #2: Communicating Effectively--We seek to graduate teachers who communicate effectively in a variety of sign systems (e.g., oral, nonverbal, written, and media communication).**

Educators must have effective verbal communication skills and must be able to apply these skills in a variety of professional contexts. Through both the institution’s general education curriculum and the unit’s program, candidates are prepared to communicate concepts to students in multiple ways, write and speak professionally with various stakeholders, produce scholarly writing about topics in education, and develop their students’ oral and written communication skills. Additionally candidates understand cultural and gender differences in both verbal and nonverbal communication styles and teach in a way that values the voices of all students (Paley, 1979/2000).

As the options for incorporating technology and media in the classroom grow, candidates need not only be knowledgeable users of media, but also critical users (Hewett, 2004). In addition to being competent users, candidates critically analyze the value of instructional, adaptive, and administrative technologies. Constructive and appropriate use of technology in the classroom requires an understanding of the learner’s developmental stages, level of maturation, and learning styles (Suomala & Shaughness, 2000) to determine when the technology enhances student growth and when it is a distraction from authentic learning. While it is impossible for candidates to master every technological program and device, basic aptitude with technology allows candidates to easily learn the particular programs that they will encounter in the schools.

**Guiding Principle #3: Building a Learning Community--We seek to graduate teachers who build a learning community based on the diversity of students' backgrounds and the ways in which they learn by a) starting from each individual's strengths and cultural resources,**

**b) sharing responsibility for teaching and learning with all students, and c) advocating for all students.**

In order to construct a positive learning environment, teacher education candidates develop an understanding of and appreciation for the following: students' learning processes, differentiated instruction, developmental characteristics of children, the impact of home and community environments, positive behavior supports, and cultural diversity. They actively address individuals', groups', and institutions' attitudes and behaviors that promote racism, sexism, and ableism, and counter with a philosophy that all students are able learners. Additionally, candidates invite all students to be active participants in their own learning and to value one another's contributions to the classroom community.

This optimum learning environment occurs when every person understands, values, and articulates her/his own strengths and the strengths of others. A deficit model of teaching is ineffective; while deficits are not to be ignored, a strong learning community is fostered when the teacher builds on students' existing strengths (Seligman and Csikszentmihalyi, 2000). Cultural, linguistic, and developmental diversity also enrich the classroom community, and the candidate understands her/his role as building and maintaining an inclusive environment for students of diverse backgrounds and abilities. Candidates achieve this vision through differentiated instruction and professional collaboration that allows all learners to be challenged and to succeed; through the use of multicultural curricular materials that move beyond "tokenism" to embrace a multiperspectival view of American history and culture; and through methods that give students ownership for their own learning and a sense of accountability for the well-being of their peers (Friend, 2010; Banks, 2007; Noddings, 2005).

**Guiding Principle #4: Flexibly Employing Teaching and Evaluation Strategies--We seek to graduate teachers who flexibly employ a wide variety of teaching and evaluation strategies that enable students to make meaning of content disciplines.**

As classroom populations continue to become more diverse, the range of methods candidates employ to teach and evaluate must broaden. Individual students have different preferred styles for learning, and they deserve opportunities both to learn in their preferred ways and to develop a wider range of learning strategies. Thus, candidates must have broad knowledge of instructional methods, planning approaches, content, and resources; they must skillfully apply this knowledge to classroom practice; and they must know how to keep records, implement various types of assessment, and use student data to evaluate their teaching and students' learning.

To be able to "flexibly employ a wide variety of teaching strategies," candidates study and practice specific, researched methodologies such as Scientifically Based Reading (SBR) and instructional compendia from the likes of Marzano (2004) and Lemov (2010). They also study general educational theories (e.g. behaviorism, discovery learning, and multiple intelligences) from which to generate their own theoretically grounded instructional plans. Professors in the unit design their own classes to incorporate multiple instructional strategies that serve as a model for the candidate.

To enable candidates to “flexibly employ a wide variety of evaluation strategies,” professors model formal and informal, formative and summative evaluation methods and teach candidates to use similar assessment strategies. Black and William (1998) define assessment as the activities that teachers and students undertake to gather data that can be used diagnostically to alter teaching and learning. Candidates learn to weave formative assessments into instruction and to respond to student data by altering teaching plans accordingly. They see assessments not merely as a report of what students have learned, but as important information to direct future instruction. Candidates also involve the learner in the evaluation process through means such as self-reflection, progress monitoring, or assisting in rubric design (Marzano, 2004).

**Guiding Principle #5: Managing a Classroom--We seek to graduate teachers who manage a classroom effectively, incorporating principles of peacemaking and positive behavioral supports in a wide variety of settings.**

It is the responsibility of educators to create and sustain a learning environment that is safe, nurturing, and productive for all students. Teacher education candidates create learning environments based on respectful relationships, academic engagement, and student ownership of the learning process. Careful planning, attention to administrative tasks (Weinstein & Novodvorsky, 2010), and "with-it-ness"--defined by Kounin (1970) as a teacher's awareness of the multiple, concurrent dimensions of the classroom--are essential foundations of classroom management. Throughout their coursework and clinical experiences, candidates build their sense of authority and leadership in the classroom without assuming authoritarian management styles. They collaborate with learners to define classroom expectations and conference with individual students to understand the root causes of disruptive behaviors. In every situation, they seek to preserve the dignity of the individual student.

Candidates in all programs--elementary, secondary, and special education--learn and practice specific approaches to behavior management, particularly Positive Behavior Support and Applied Behavior Analysis, as a concrete tool for maximizing the learning potential of all students. They also take courses in conflict transformation, and principles of peacemaking undergird multiple education classes. Reardon (1988/1996) presents a sound theoretical basis for the possibility of increased peace in the world through peace education with children and youth. Because of the socializing influence of teachers, Reardon emphasizes “the potential of classroom teachers as a significant contributor to a culture of peace” (p. 5). Thus candidates are trained to use principles of restorative justice and mediation in the management of their classrooms.

**Guiding Principle #6: Building a Sense of Calling--We seek to graduate teachers who sense a strong call to serve and to nurture students from a social justice perspective.**

Professors in the unit help candidates determine if teaching is a suitable profession for them by ensuring that candidates understand the multidimensional nature of teaching and by providing opportunities for reflection on professional fit. Candidates who feel a strong sense of call to the teaching profession demonstrate this through enthusiastic, professional behavior. They engage campus and community opportunities to increase their own intercultural sensitivity. They

understand that the care and nurture of all students, including those with special needs, is foundational to good teaching (Noddings, 1990; McCall, 1989). In the spirit of Freire (1974/2005), they acknowledge the potential of education to empower learners to transform their communities for the better and not merely adapt to society as it is.

While professional and content knowledge is essential, the unit also recognizes that teaching is not formulaic. As Palmer (1997) states, “Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher” (p. 15). Teachers do not leave their identities at the door, and so reflection on one’s personality and style is essential. Each teacher education candidate possesses unique strengths, and candidates learn to build on their own strengths in classroom instruction. Because Goshen College is grounded in Christian faith, candidates are encouraged to incorporate personal and communal spiritual practice into their lives as a way of rejuvenating and sustaining them in this service profession.

**Guiding Principle #7: Reflecting on Teaching and Learning--We seek to graduate teachers who develop a sense of themselves as educational facilitators and leaders who continually reflects on their own teaching in reference to Goshen College’s guiding principles and their own emerging philosophies of education.**

Teaching experiences, both with peers and in P-12 classrooms, are essential components of the Goshen College Teacher Education Program; however, they have little value unless candidates reflect on their teaching experiences in light of teaching objectives and student learning outcomes. While candidates often have valid emotional responses to a teaching experience (e.g., excitement, frustration, anxiety), this cannot be confused with critical reflection. Rather, candidates regularly examine student-learning data gathered from informal and formal assessments and use these data to reflect on and improve their instruction. Recognizing that many classroom interactions are difficult to quantify, they ask analytical questions about specific classroom encounters to improve their understanding of the teaching and learning process and student behaviors (Hole & McEntee, 1999). They also engage in conversations with peers, teachers, and professors as a means to improve practice, garner support, and examine complex interactions with students (Nieto, 2003).

Additionally, candidates value ongoing professional development. They understand that teaching is a dynamic profession and they strive to stay current on educational policy, best instructional practices, and state and professional standards. They value their institutional learning experiences and seek out opportunities for professional development beyond required coursework. Over time, they develop and articulate their philosophies of curriculum and instruction, assessment, and management and they acknowledge the dynamic interplay of philosophy and practice--each guiding and influencing the development of the other. Rather than developing ideals in isolation, candidates value intellectual dialogue and the exchange of ideas within a professional community.

**Guiding Principle #8: Establishing Community Relationship--We seek to graduate teachers who establish working and collegial relationships with schools, families, and community**

## **agencies to strengthen the learning environment.**

The school, whether public or private, does not exist in isolation. It is a reflection of and a service to its local community. Partnerships between teachers and parents/caregivers are also essential components of student success. Candidates understand this community-home-school partnership and leverage these connections to enhance the intellectual, social, emotional, and civic growth of all students. They develop relationships with community members and use area resources to enhance student learning, particularly for applying academic coursework to real-world scenarios. They create avenues for communication with families and provide ongoing feedback to parents/caregivers about the students' progress.

Candidates also establish connections with support personnel in the school system. They team with others to obtain support services for learners with special needs. They communicate equally with parents whose native language is not English. Rather than placing the onus for home/school communication on the parent, candidates strive to understand the barriers to parent involvement and mitigate them so that all families have equal access to the school system (Hornby & Lafaele, 2011).

## **Shared Vision**

The conceptual framework for the Goshen College Professional Education Unit reflects the shared vision of various stakeholders. This current version is an evolution of the original work developed in 1991, wherein the theme of *Teachers and Students Interact with Content in Order to Construct Meaning for Living Responsibly in a Changing World* naturally progressed into *Integrated Learning for Intercultural, Research-Driven Practice* following institutional, unit, and programmatic growth. The current conceptual framework illustrates the professional unit's desire for continuous improvement.

This framework is an evolving document and will continue to be refined and revised over time as we gather input from key stakeholders in the professional education unit and broader educational community. Additionally, as the Goshen College Professional Education Unit continues to improve its teacher candidate preparation program, necessary updates to the literature and practice will be implemented.

*Integrated Learning for Intercultural, Research-Driven Practice* guides our programs and is presented in many different documents, including syllabi, websites, and handbooks. Program faculty and committees adhering to the NCATE standards are using this conceptual framework to guide their analyses of unit and program operations, as well as candidate performance. It is a framework that truly exemplifies the Goshen College Professional Education Unit's philosophy and is evidence of continuous improvement within our practice.

## **Coherence**

The Goshen College Professional Education Unit strives to expand and improve the teacher candidate preparation program and therefore, the system for accomplishing coherence is ongoing. The conceptual framework demonstrates important constructs that guide the

development, implementation, and improvement of our programs. Previously the conceptual framework emphasized interaction between teacher, student, and content. Under this theme, the professional unit achieved coherence within the programs.

As a result of institutional, unit, and programmatic growth, the professional unit recognized the need for revising the conceptual framework to align with the improvements implemented within its programs. Therefore, as the Goshen College Professional Education Unit transitions to a new conceptual framework, coherence is emerging. We anticipate that at the time of the Goshen College site visit in the spring of 2013, reviewers will detect the continuous efforts of this professional unit toward coherence with the new framework *Integrative Learning for Intercultural, Research-Driven Practice*. Despite the differences in philosophies, professional roles, and the variety of approaches implemented within our programs, the Goshen College Professional Education Unit is in total agreement that the educational experiences in this teacher education preparation program and those classrooms that our candidates serve should be integrative, intercultural, and research-driven to inform praxis.

### **Professional Commitments and Dispositions**

Candidates of the Goshen College Teacher Education Program must demonstrate specific dispositions throughout their respective preparation programs. These dispositions are depicted in Table 2, along with the respective behaviors for observation.

**Table 2: Dispositions with Respective Behaviors Expected of Goshen College Candidates**

|   |
|---|
| <b>Disposition 1:</b> The candidate values/believes in remaining abreast of current knowledge and skills in both content and student development.   |
| <ul style="list-style-type: none"> <li>• Values all knowledge meaningful to the learning experience.</li> <li>• Values how research and theory influence current practices.</li> <li>• Appreciates the need to continually expand the knowledge base in subject areas.</li> <li>• Enjoys learning and sharing information.</li> </ul> <p style="margin-left: 20px;"><u>Behaviors:</u></p> <ul style="list-style-type: none"> <li>• Participates in professional development.</li> <li>• Reads current research (content &amp; pedagogy).</li> <li>• Acquires best practices about content and pedagogy for the betterment of one's teaching.</li> </ul> |
| <b>Disposition 2:</b> The candidate values/believes in communicating openly, honestly, and articulately for all learners, families, and colleagues.   |
| <ul style="list-style-type: none"> <li>• Values the many ways students communicate.</li> <li>• Realizes the importance of communicating the needs and accomplishments of the student with the families.</li> <li>• Values timely, professional communication with professors, schools, and peers.</li> </ul> <p style="margin-left: 20px;"><u>Behaviors:</u></p> <ul style="list-style-type: none"> <li>• Allows/affirms multiple modes of expression of learning (e.g., oral, written, and non-verbal).</li> <li>• Communicates high yet reasonable expectations to students visually, verbally, and/or in writing.</li> </ul>                         |

- Regularly communicates students' needs and accomplishments with students and families.

**Disposition 3:** The candidate values/believes in welcoming cultural diversity in all its forms as it enhances the educational experience.

- Values an environment that affirms and respects the diversity of individuals, groups, and communities.
- Respects and appreciates the range of individual differences.
- Values using student's strengths as a basis for student's growth.

Behaviors:

- Includes learning experiences in class that affirm and respect the diversity of individuals, groups, and communities.
- Differentiates lesson plans for 2+ achievement levels and accommodates for exceptionalities and diversity.
- Advocates for all students and highlights their strengths.

**Disposition 4:** The candidate values/believes in learning as a complex endeavor that occurs in a variety of ways for all students.

- Understands the need to make the curriculum meaningful and relevant.
- Values high expectations for all students.
- Appreciates the idea of breadth and depth in learning.
- Recognizes that effective instructional practices must be flexible and based on individual and developmental needs.
- Recognizes the need to modify instruction to meet individual and developmental needs of students.
- Values students' misconceptions as opportunities for learning and growth.
- Values the role of student in promoting each other's learning and recognizes the importance of peer relationship in learning.
- Recognizes that on-going assessment strategies are necessary for monitoring learning.

Behaviors:

- Engages students with creative activities.
- Creates lessons and activities around students' strengths to accommodate deficits.
- Plans and implements multiple modes of instruction (visual, auditory, tactile, etc.).
- Plans and delivers curriculum and instruction in a collaborative fashion.
- Differentiates lesson plans for 2+ achievement levels and accommodates for exceptionalities and diversity.
- Communicates high yet reasonable expectations to students visually, verbally, &/or in writing while providing support for learning (e.g., scaffolding, enrichment, differentiation, rubric usage, etc.).
- Connects instruction to real-life experiences.
- Monitors learning through on-going assessment and feedback.
- Grounds instructional practices on students' needs (individual and developmental).
- Utilizes prior knowledge (including misconceptions) as opportunities for learning.

**Disposition 5:** The candidate values/believes in establishing a classroom environment that is supportive and conducive to learning.

- Values an environment that supports healthy development.
- Fosters a positive and enthusiastic setting both in teaching and nurturing.
- Values all students and their contribution to the environment.  
Behaviors:
  - Speaks about/to students in positive manner.
  - Utilizes group activity, peer-tutoring, student-led discussions for learning.
  - Acknowledges the entire student to promote growth.
  - Maintains student dignity even while correcting behavior.

**Disposition 6:** The candidate values/believes in embracing the educational profession as a calling to justly serve.

- Values education and the desire to teach all students within a social justice perspective.
- Recognizes the need to support all students in their development & continuous progress (intellectual, physical, emotional, social, aesthetic, & ethical).
- Fosters values in upholding education as a worthwhile, necessary entity.  
Behaviors:
  - Joins professional organizations.
  - Demonstrates interest & passion for learning (reads current research & attends training).
  - Acts professionally (prepared, prompt, organized, positive, dressed professionally).
  - Upholds legal principles and ethical conduct.
  - Respects the privacy and confidentiality of information, and honors the rights of students and their families.

**Disposition 7:** The candidate values/believes in reflecting critically on student learning outcomes resulting in growth as an educator.

- Values ongoing processing as essential to providing instruction.
- Realizes the importance of student-centered teaching to direct educator instruction.
- Appreciates personal growth opportunities to acquire necessary skills for the educational environment.  
Behaviors:
  - Completes daily/weekly teaching reflections.
  - Utilizes student data to plan and implement future lessons.
  - Seeks stakeholders' input on best practice in instruction & assessment.
  - Is receptive to constructive criticism and approaches education with humility.

**Disposition 8:** The candidate values/believes in collaborating with families, colleagues, and the community as a vital component to ensure student success.

- Desires collaboration of families, colleagues & other professionals in the development of appropriate methods & assessment of students.
- Values curriculum planning and delivery of instruction as a collegial activity.
- Fosters relationships with school colleagues.
- Respects students and their families and realizes the importance of privacy and confidentiality of information.

Behaviors:

- Participates in discussion with colleagues and stakeholders.
- Plans and delivers curriculum and instruction in a collaborative fashion.
- Regularly communicates students' needs and accomplishments with students and families.
- Receives constructive feedback from peers, administrators, and other sources.

### **Commitment to Diversity**

Commitment to diversity is evident at the institution, unit, and program levels. Goshen College's commitment to diversity grows out of a Biblical understanding that the life of Christ, which is to be a model for us, exhibits inclusion of all people regardless of race, class, ability, or gender. This belief is evident in the required Study-Service Term, to be completed by all students either internationally or within the regional Latino community. Additionally, the presence of The Center for Intercultural Teaching and Learning (described in the "Knowledge Bases" section) is evidence of the institution's desire to actively work toward a more diverse campus rather than simply hoping it will happen incidentally.

At the unit level, faculty demonstrates their commitment to diversity by setting annual professional growth goals. Each fall, unit professors document and share several goals that will increase their cultural competence, such as completing readings, updating course resources, and attending conferences. At the end of the year, progress toward these goals is documented and again shared within the department. Professors also meet annually with a diversity stakeholder group to review and revise the unit's diversity plan. This group includes the Director and Assistant Director of Multicultural Affairs, the Director of the Center for Intercultural Teaching and Learning, and area educators. Additionally, several unit faculty have led SST groups and/or have lived abroad themselves, thus bringing a firsthand global perspective into the classroom.

Attention to cultural competence permeates the teacher education program. Faculty documents the assignments and activities from each course that are intended to increase candidates' cultural sensitivity and awareness of their own biases. These are compiled in a chart that is reviewed and updated annually. Additionally, candidates complete a "Sense of Calling" blog throughout their tenure that serves as a record of their participation in both on- and off-campus activities related to cultural competence and diverse learners. Because the mission of the teacher education unit is to prepare educators who are effective with *all* students, candidates' attitudes toward diversity and inclusion are assessed through the unit's dispositional evaluation.

### **Commitment to Technology**

Candidates in the Teacher Education Program learn to use technology competently, responsibly, and effectively. It is essential for teachers to select and utilize tools that are in the best interest of students. Thoughtful selection of instructional aids may not always lead to the teacher implementing the most "technologically advanced" method; however, broad knowledge of and competence with technology expands the range of instructional choices for the teacher.

Within the program, candidates develop their skill and understanding in the following eight

ways. These proficiencies are integrated throughout their coursework and align with Indiana state standards for teacher preparation:

1. Candidates demonstrate competence in technology concepts and operations.
2. Candidates plan instructional units that utilize technology.
3. Candidates integrate appropriate media and technology to enhance instruction.
4. Candidates utilize technology to support student learning.
5. Candidates encourage student use of technology to enhance learning.
6. Candidates support exceptional learning needs through technology.
7. Candidates promote and demonstrate ethical and legal use of technology.
8. Candidates utilize technology for professional purposes such as communication with stakeholders and educational research.

### **Candidate Proficiencies Aligned with Standards**

The Goshen College candidate proficiencies are aligned with institutional, state, and national standards. Evidence of this alignment can be found in program review, documents, course syllabi, and candidate assessments. All educator preparation programs are aligned with institutional standards, which include the conceptual framework theme, the unit dispositional standards, and the technology standards. In addition, the Goshen College teacher preparation programs are aligned with the Indiana Department of Education Rules for Educator Preparation and Accountability (REPA), as well as the Interstate Teacher Assessment and Support Consortium (InTASC ) standards. These institutional and state standards are identified more specifically in Tables 3 through 5.

Institutional standards that candidates must demonstrate throughout their programs include the eight guiding principles of the conceptual framework encompassing the five elements, *integrative, learning, intercultural, research-driven, and practice*, as well as the Unit Dispositional Skills, Technology Skills, and Functional Skills.

**Table 3: Institutional Standards for Goshen College Professional Educator Programs**

| <b>Elements of the Conceptual Framework</b>   |
|---|
| 1. Integration  |
| 2. Learning   |
| 3. Intercultural  |
| 4. Research-Driven  |
| 5. Practice   |
| <b>Eight Guiding Principles with Respective Performance Standards</b>   |
| <p><u>GP 1—Making Content Connections:</u> We seek to graduate teachers who comprehend the content disciplines to be taught in order to draw relationships a) within disciplines, b) between disciplines, and c) to students’ lives. (<i>INTASC Standard #1, 4, &amp; 5</i>)</p> <ul style="list-style-type: none"> <li>• Displays solid content knowledge.</li> <li>• Understands learning differences and selects developmentally appropriate content for instruction.</li> <li>• Approaches content through multiple representations and sequences appropriately.</li> </ul> |

- Links ideas to prior learning and makes connections to learners' experiences.
- Evaluates resources/curriculum materials for accuracy, comprehensiveness and usefulness for representing ideas and concepts.

GP 2—Communicating Effectively: We seek to graduate teachers who communicate effectively in a variety of sign systems (e.g. oral, written, nonverbal, and media communication).

- Models effective oral and written communication skills. (*INTASC Standard #5, 8*)
- Utilizes nonverbal communication effectively to manage and instruct.
- Facilitates discussion and uses questioning techniques to stimulate learning.
- Respects cultural and gender differences in language, communication styles, and nonverbal teaching behaviors.
- Uses a variety of media/technology to enhance learning.

GP 3—Building a Learning Community: We seek to graduate teachers who build a learning community based on the diversity of students' background and the ways in which they learn by a) starting from each individual's strengths and cultural resources, b) sharing responsibility for teaching and learning with all students, and c) advocating for all students. (*INTASC Standards #1, 2, & 3*)

- Creates an environment where differences are respected.
- Facilitates learner interactions with local and global issues.
- Provides for active engagement, manipulation and evaluation of ideas and materials.
- Encourages students to assume responsibility for shaping their learning tasks.
- Plans instruction to include learners from all backgrounds to facilitate success.
- Advocates to meet the needs of learners and to enact systemic changes.

GP 4—Flexibly Employing Teaching and Evaluation Strategies: We seek to graduate teachers who flexibly employ a wide variety of teaching and evaluation strategies that enable students to make meaning of content disciplines. (*INTASC Standard #6 & 7*)

- Employs short- and long-term planning to appropriately sequence experiences in multiple modes of instruction to meet students' needs.
- Carefully chooses/evaluates alternative teaching strategies/materials that achieve different instructional purposes and meet students' needs.
- Selects and implements research-based best practice to enhance learning.
- Links developmental characteristics to instructional strategies that meet learners' current needs in each domain (cognitive, social, emotional, moral, cultural and physical).
- Teaches to individual learning aptitudes and understands how to access appropriate services/resources to meet individual learning needs.
- Adequately accommodates, differentiates, and modifies instruction for diverse learners in diverse settings.
- Seeks appropriate and engaging ways to utilize technology to support the instructional process.
- Varies role in the instructional process (instructor, facilitator, coach, and audience).
- Uses a variety of formal and informal assessment techniques to collect formative and summative evaluation data.
- Collects information about students from parents, other colleagues, and students to make data-based decisions

GP 5—Managing a Classroom: We seek to graduate teachers who manage a classroom effectively, incorporating principles of peacemaking and positive behavioral supports in a wide

variety of settings. (*INTASC Standard #3*)

- Creates a positive classroom climate that is open to learner input and provides choices.
- Establishes and communicates clear expectations for behavior in a learning environment that promotes respect and is conducive to achieving academic and behavioral goals.
- Manages the learning environment by organizing time, space, and resources to facilitate successful instruction.
- Proactively manages the classroom through carefully selected, well-planned instructional strategies.
- Monitors and responds appropriately to classroom management issues including positive affirmation for acceptable and desired behaviors.

**GP 6—Building a Sense of Calling:** We seek to graduate teachers who sense a strong call to serve and to nurture students from a social justice perspective. (*INTASC Standard #9*)

- Provides evidence of multicultural awareness and sensitivity.
- Provides a safe environment for all students regardless of race, gender, socio-economic status, sexual orientation or disability.
- Conveys concern about all aspects of students' well being (i.e., talks with and listens to students' needs and is sensitive and responsive to clues of distress).
- Reflects on personal biases and accesses resources to remediate such biases.
- Demonstrates respect and responsiveness to differing perspectives and cultural backgrounds.
- Displays a spirit of service to students & colleagues.

**GP 7—Reflecting on Teaching and Learning:** We seek to graduate teachers who develop a sense of self as an educational facilitator and leader who continually reflect on their own teaching in reference to Goshen College's guiding principles and their own emerging philosophy of education. (*INTASC Standard #9*)

- Engages in ongoing learning to develop knowledge and skills based on state, professional, and national standards.
- Remains current in scientifically based best practice by reading professional literature, discussing trends and issues with colleagues and attending professional development activities.
- Reflects on teaching experiences to evaluate and improve practice.
- Collaborates with professional colleagues to share ideas and to support learning, reflection, and feedback.
- Utilizes technological tools to obtain local and global perspectives on teaching and learning in a diverse world.

**GP 8—Establishing Community Relationships:** We seek to graduate teachers who establish working and collegial relationships with schools, families, and community agencies to strengthen the learning environment. (*INTASC Standard #10*)

- Collaborates in planning, teaching, learning, and administrative activities to make the entire school a productive learning environment.
- Establishes respectful and productive communication with students and families that conveys an appreciation for their involvement in the learning experience.
- Upholds legal and ethical principles to respect the rights of students, families, and colleagues.
- Utilizes technological tools to communicate with learners, colleagues, and families.

| <b>Goshen College Professional Unit Dispositional Standards</b>   |
|---|
| <u>Disposition 1:</u> The candidate values/believes in remaining abreast of current knowledge and skills in both content and student development.   |
| <u>Disposition 2:</u> The candidate values/believes in communicating openly, honestly, and articulately for all learners, families, and colleagues.   |
| <u>Disposition 3:</u> The candidate values/believes in welcoming cultural diversity in all its forms as it enhances the educational experience.   |
| <u>Disposition 4:</u> The candidate values/believes in learning as a complex endeavor that occurs in a variety of ways for all students.  |
| <u>Disposition 5:</u> The candidate values/believes in establishing a classroom environment that is supportive and conducive to learning.   |
| <u>Disposition 6:</u> The candidate values/believes in embracing the educational profession as a calling to justly serve.   |
| <u>Disposition 7:</u> The candidate values/believes in reflecting critically on student learning outcomes resulting in growth as an educator.   |
| <u>Disposition 8:</u> The candidate values/believes in collaborating with families, colleagues, and the community as a vital component to ensure student success.                               |
| <b>Goshen College Professional Unit Technology Standards</b>  |
| 1. Candidates demonstrate competence in basic technology concepts and operations.   |
| 2. Candidates plan instructional units that utilize technology.   |
| 3. Candidates integrate appropriate media and technology to enhance instruction.  |
| 4. Candidates utilize and technology to support student learning.   |
| 5. Candidates encourage student use of technology to enhance learning.  |
| 6. Candidates support exceptional learning needs through technology.  |
| 7. Candidates promote and demonstrate ethical and legal use of technology.  |
| 8. Candidates utilize technology for professional purposes such as communication with stakeholders and educational research.  |
| <b>Goshen College Professional Unit Functional Standards</b>  |
| 1. Candidates must have sufficient hearing and visual acuity to ensure a safe environment and the ability to respond quickly in the event of emergency.   |
| 2. Candidates must have sufficient verbal ability to express and exchange information and ideas, as well as interpret important instructions to children, adolescents, colleagues, and parents. |
| 3. Candidates must have sufficient writing skills to accurately record students' daily progress and milestones, as well as a variety of reports.  |
| 4. Candidates must have the ability to work with frequent interruptions, to respond appropriately to unexpected situations, and to cope with extreme variations in workload and stress levels.  |

In addition to institutional standards, candidates must demonstrate they meet Indiana Department of Education standards that are relevant to their programs (i.e., developmental and pedagogical, as well as content-specific standards). Initial certification programs in Indiana are required to document how candidates meet the seven School Setting Developmental Standards: P-12 Educator Standards. These standards were currently revised and adopted in 2010 as Rules for Educator Preparation and Accountability (REPA). Previous versions include Rules 2002 and Rules 46/47. Following adoption of REPA, the Goshen College Professional Education Unit began integrating them into respective curricula and experiences. Refer to Table 4 for the REPA developmental/pedagogical P-12 standards. For complete REPA standards, refer to the Indiana

Department of Education Office of Licensing and Development:  
<http://www.doe.in.gov/educatorlicensing/standards.html>).

**Table 4: Indiana Rules for Educator Preparation and Accountability (REPA)**

| <b>Rules for Educator Preparation and Accountability (REPA)</b>   |
|---|
| <b>Standard 1—Student Development and Diversity:</b> Teachers of grades P-12 have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students. ( <i>Goshen College Guiding Principle # 1, 3, &amp; 6</i> )  |
| <b>Standard 2—Learning Processes:</b> Teachers of grades P-12 have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement. ( <i>Goshen College Guiding Principles #1 &amp; 4</i> )   |
| <b>Standard 3—Instructional Planning and Delivery:</b> Teachers of grades P-12 have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals. ( <i>Goshen College Guiding Principle # 2, 4, &amp; 7</i> )                                |
| <b>Standard 4—Assessment:</b> Teachers of grades P-12 have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision-making. ( <i>Goshen College Guiding Principle #4</i> )  |
| <b>Standard 5—Learning Environment:</b> Teachers of grades P-12 have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students. ( <i>Goshen College Guiding Principles # 3 &amp; 5</i> )  |
| <b>Standard 6—Professional Environment:</b> Teachers of grades P-12 have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in the continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession. ( <i>Goshen College Guiding Principle # 7 &amp; 8</i> )  |
| <b>Standard 7—Reading Instruction:</b> Teachers of grades P-12 have a broad and comprehensive understanding of reading development and disciplinary and content-area literacy skills, and demonstrate the ability to plan and deliver developmentally appropriate reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research. ( <i>Goshen College Guiding Principle #1</i> ) |

Additionally, the Goshen College Professional Education Unit has aligned its programs with the Council of Chief State School Officer’s Interstate Teacher Assessment and Support Consortium (InTASC). These standards were revised in April 2011. Following this revision, the professional unit began to integrate these into its curriculum and experiences. Refer to Table 5 for the broad InTASC standards. For complete InTASC standards, refer to the Office of the Council of Chief State School Officer:

[http://www.ccsso.org/Resources/Programs/Interstate Teacher Assessment Consortium \(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html)

**Table 5: Interstate Teacher Assessment and Support Consortium (InTASC) Standards**

| <b>Interstate Teacher Assessment and Support Consortium (InTASC) Standards</b>   |
|--|
| <b>Standard 1—Learner Development:</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. <i>(REPA #1; GP # 1 &amp; 3)</i>                |
| <b>Standard 2—Learning Differences:</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. <i>(REPA # 2; GP #1 &amp; 3)</i>  |
| <b>Standard 3—Learning Environments:</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. <i>(REPA #5; GP # 3 &amp; 5)</i>   |
| <b>Standard 4—Content Knowledge:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. <i>(REPA #1, 2, 7; GP #1)</i>   |
| <b>Standard 5—Application of Content:</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. <i>(REPA #3; GP # 1 &amp; 3)</i>   |
| <b>Standard 6—Assessment:</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. <i>(REPA # 4; GP# 4)</i>  |
| <b>Standard 7—Planning for Instruction:</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. <i>(REPA # 3; GP# 4 &amp; 7)</i>   |
| <b>Standard 8—Instructional Strategies:</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. <i>(REPA # 2 &amp; 3; GP # 4)</i>  |
| <b>Standard 9—Professional Learning and Ethical Practice:</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. <i>(REPA # 6; GP #6 &amp; 7)</i> |
| <b>Standard 10—Leadership and Collaboration:</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other professionals, and community members to ensure learner growth, and to advance the profession. <i>(REPA # 6; GP #8)</i>  |

In addition to alignment with institutional and state standards, programs are further aligned with national standards of the respective specialized professional associations (SPAs) that are endorsed by NCATE. Furthermore, NCATE recognizes those programs that have been accredited by their respective accrediting agencies. In some disciplines, NCATE has not endorsed standards. In these instances, programs have aligned with the state standards and have been accredited under state accreditation processes. Refer to Table 6 for a complete list of initial

programs in the unit along with descriptions of the relevant institutional, state, and national standards associated with that program area.

**Table 6: Alignment of Goshen College Educator Preparation Programs with Institutional, State, & National Standards**

| <b>Program</b>                          | <b>Degree</b>                | <b>Institutional Standards*</b>                         | <b>State Standards</b>                                     | <b>National Standards</b>   |
|---|------------------------------|---|--|---|
| American Sign Language Education (K-12) | Bachelors/Post Baccalaureate | CF Elements; GPs; Dispositions; Functional & Technology | Rules for Educator Preparation and Accountability (REPA)** | ***   |
| Business Education (5-12)               | Bachelors/Post Baccalaureate | CF Elements; GPs; Dispositions; Functional & Technology | REPA**   | ***   |
| Elementary Education (K-6)              | Bachelors/Post Baccalaureate | CF Elements; GPs; Dispositions; Functional & Technology | REPA   | Association for Childhood Education International (ACEI)  |
| Elementary/ Special Education (K-6)     | Bachelors                    | CF Elements; GPs; Dispositions; Functional & Technology | REPA   | Association for Childhood Education International (ACEI) and Council for Exceptional Children (CEC)                     |
| English/Language Arts Education (5-12)  | Bachelors/Post Baccalaureate | CF Elements; GPs; Dispositions; Functional & Technology | REPA   | National Council of Teachers of English (NCTE)  |
| Elementary/ TESOL Education (K-6)       | Bachelors                    | CF Elements; GPs; Dispositions; Functional & Technology | REPA   | Association for Childhood Education International (ACEI) and Teachers of English to Speakers of Other Languages (TESOL) |
| Journalism Education (5-12)             | Bachelors                    | CF Elements; GPs; Dispositions; Functional & Technology | REPA**   | ***   |
| Mathematics Education (5-12)            | Bachelors/Post Baccalaureate | CF Elements; GPs; Dispositions; Functional & Technology | REPA   | National Council of Teachers of Mathematics (NCTM)  |

|  |                                 |   |        |   |
|--|---------------------------------|---|--------|---|
| Modern World Languages<br>French, German,<br>Spanish<br>(5-12)   | Bachelors/Post<br>Baccalaureate | CF Elements; GPs;<br>Dispositions; Functional<br>& Technology | REPA   | American Council on the<br>Teaching of Foreign<br>Languages (ACTFL)   |
| Music Education—<br>Vocal & General,<br>Instrumental &<br>General, Vocal,<br>Instrumental &<br>General<br>(K-12)             | Bachelors/Post<br>Baccalaureate | CF Elements; GPs;<br>Dispositions; Functional<br>& Technology | REPA** | ***   |
| Physical Education<br>(K-12)   | Bachelors/Post<br>Baccalaureate | CF Elements; GPs;<br>Dispositions; Functional<br>& Technology | REPA   | American Alliance for<br>Health, Physical Education,<br>Recreation & Dance<br>(AAHPERD) and National<br>Association for Sport &<br>Physical Education (NASPE) |
| Physical Education &<br>Health (K-12)  | Bachelors/Post<br>Baccalaureate | CF Elements; GPs;<br>Dispositions; Functional<br>& Technology | REPA   | American Alliance for<br>Health, Physical Education,<br>Recreation & Dance<br>(AAHPERD) and American<br>Association for Health<br>Education (AAHE)            |
| TESOL Education<br>(5-12)  | Bachelors                       | CF Elements; GPs;<br>Dispositions; Functional<br>& Technology | REPA   | Teaching English to<br>Speakers of Other Languages<br>(TESOL)   |
| Science Education—<br>Chemistry, Physics,<br>Physical Sciences,<br>Life Sciences, and Life<br>Sciences & Chemistry<br>(5-12) | Bachelors/Post<br>Baccalaureate | CF Elements; GPs;<br>Dispositions; Functional<br>& Technology | REPA   | National Science Teachers<br>Association (NSTA)   |

|   |                              |   |        |  |
|---|------------------------------|---|--------|--|
| Social Studies Education— Economics, Historical Perspectives, Geographical Perspectives, Government & Citizenship, Psychology, and Sociology (5-12) | Bachelors/Post Baccalaureate | Conceptual Framework Elements; GPs; Dispositions; Functional & Technology | REPA   | National Council for the Social Studies (NCSS) |
| Theater Arts Education (5-12)   | Bachelors/Post Baccalaureate | Conceptual Framework Elements; GPs; Dispositions; Functional & Technology | REPA** | ***  |
| Visual Arts (K-12)  | Bachelors/Post Baccalaureate | Conceptual Framework Elements; GPs; Dispositions; Functional & Technology | REPA** | ***  |

\* Institutional standards include Conceptual Framework Elements (Integration, Learning, Intercultural, Research-Driven, Practice); Goshen College Professional Education Unit’s Eight Guiding Principles; Dispositions; Functional Skills; and Technology Skills.

\*\* NCATE recognizes accreditation by these accrediting bodies in lieu of NCATE review and accreditation.

\*\*\* NCATE has not recognized any accrediting body in this content area.

## Assessment of Candidate Performance

Candidate performance is measured and assessed continuously in the Goshen College Teacher Preparation Program. Assessment of proficiencies occurs at both the course and program levels by individual faculty and multiple committees (e.g., Education Department, Teacher Education Advisory Committee). Aggregated data are used to evaluate the effectiveness of unit operations in areas of technology, diversity, and unit programs.

All professional education courses require candidates to demonstrate proficiencies through specific coursework aligned with state and national standards. Assessments include, but are not limited to, lesson and/or unit plans, behavioral observation reports, reflective narratives, case studies, classroom management plans, and clinical experience evaluations. Additionally, the Goshen College Professional Unit requires candidates to complete capstone portfolios.

In addition to course assessments, candidates are assessed by the unit at four “checkpoints” in the program: a) Admission to Teacher Education, b) Admission to Pre-Service Teaching, c) Completion of Pre-Service Teaching, and d) Licensure. At each checkpoint, candidates are assessed on their progress toward meeting state performance standards and institutional standards, which include the eight guiding principles, as well as technology, functional, and dispositional skills. Faculty members from the Goshen College Teacher Education Department, as well as other college faculty on the Teacher Education Advisory Committee meet regularly to review candidate progress throughout their programs. There are multiple criteria required to meet expectations at each checkpoint including GPA, membership in professional organization, letters of reference, and minimum PRAXIS scores. A complete description of all program criteria is beyond the scope of this document; however, Table 7 provides a descriptive overview. For a complete description, refer to the Goshen College Professional Education Handbook, <http://www.goshen.edu/education/resources/handbooks-publications/>.

Results of aggregated data of candidate performance inform program and unit improvement efforts as well. For example, triangulated feedback from clinical experiences (i.e., candidate, cooperating teacher, and college supervisor), as well as data from First Year Teaching Surveys, are used as the basis of improvement for content and field practice. Responses from these sources indicate areas of strength within the unit, in addition to areas that need revision or refinement. For example, based on these sources, the Goshen College Professional Education Unit revised and expanded classroom management content to include more specialized training in Applied Behavior Analysis and infused management content across multiple courses. With such revisions, the follow-up data indicate that Goshen College pre-service teachers are more prepared to handle classroom behaviors they encounter than prior to implementation of these changes.

At the unit level, aggregated data across program areas are shared with various stakeholders for the purpose of improving programs across the unit and enhancing the effectiveness of unit operation. These include:

- Academic Affairs, which comprises the Academic Dean and Department Chairs across the Goshen College campus.

- Teacher Education Advisory Committee, which comprises professors from each content area in the Professional Education Unit.
- Local Educator Advisory Committee, which comprises community professionals within a variety of area districts.
- Specialized stakeholders relevant to the content of discussion (e.g., Special Education, Diversity, etc.). Such stakeholders are invited to pertinent meetings annually.

**Table 7: Goshen College Professional Education Unit Assessment System**

| <b>Checkpoint #1: Admission to Teacher Education</b>  |
|---|
| <b>Application:</b> Must complete the application process in full.  |
| <b>Written Statement:</b> Why I want to be a teacher?   |
| <b>GPA:</b> Content area minimum of 2.8; Overall minimum of 2.5.  |
| <b>Grades:</b> C or better in all content-area and teacher-education courses.   |
| <b>Basic Skills:</b> SAT composite of 1100+ or ACT of 24+ or PPST of 176 for Reading, 172 for Writing, and 175 for Mathematics.   |
| <b>Professional Membership:</b> Join and keep current one membership in a Professional Education Organization.  |
| <b>Letters of Recommendation:</b> Submit two forms of reference including one from GC faculty.  |
| <b>Technology Competency:</b> Self-assessment of technology competence or receive instruction.  |
| <b>Portfolio:</b> Establish a working portfolio for education career completion.  |
| <b>Functional &amp; Dispositional Skills:</b> Skills are assessed in EDUC 201 and continuously reviewed through TEAC.   |
| <b>EDUC 201 (Foundations of Education):</b> Completion of EDUC 201.   |
| <b>Checkpoint # 2: Admission to Pre-Service Teaching</b>  |
| <b>Application:</b> Must complete the application process in full.  |
| <b>Autobiography:</b> Write an autobiography/reflection for cooperating teacher.  |
| <b>Prerequisite Courses:</b> Complete courses (refer to GC Education Handbook)  |
| <b>GPA:</b> Content area minimum of 2.8; Overall minimum of 2.5.  |
| <b>Grades:</b> C or better in all content-area and teacher-education courses.   |
| <b>Content Area Approval:</b> Department approval from content area regarding content & skills and dispositions.  |
| <b>Functional &amp; Dispositional Skills:</b> Skills are assessed in EDUC 314 (secondary) and EDUC 406 (elementary) and continuously reviewed through TEAC.   |
| <b>Cultural Diversity Workshop:</b> Complete workshop.  |
| <b>Supportive References:</b> Attain supportive field experience references regarding performance.  |
| <b>PRAXIS II:</b> Complete the PRAXIS II relevant subtests and provide scores to the GC Professional Education Unit prior to pre-service teaching.  |
| <b>Checkpoint #3: Completion of Pre-Service Teaching</b>  |
| <b>Guiding Principles:</b> Complete four observation visits with college supervisor; observations use the eight guiding principles and these must be met through the completion of the four visits. |
| <b>3-Way Conference:</b> Complete a 3-way portfolio conference with the cooperating teacher and the college supervisor.   |
| <b>Peer Observation:</b> Complete an observation of a peer teaching and provide feedback.   |
| <b>Summative Evaluation:</b> Pass a summative evaluation based on the guiding principles by the   |

|  |
|--|
| cooperating teacher and college supervisor.  |
| <b>Functional &amp; Dispositional Skills:</b> Verify competence in skills to ensure success.                   |
| <b>Checkpoint #4: Licensure</b>  |
| <b>SSTL:</b> Complete and pass the Systematic Study of Teaching and Learning Project.                          |
| <b>Portfolio:</b> Complete and pass the portfolio, evaluated by a panel of college faculty and area educators. |
| <b>Degree:</b> Complete all requirements for a bachelor's degree.  |
| <b>Application:</b> Apply for an Indiana Teaching License.   |

### Summary

The Goshen College Professional Education Unit has attempted to describe the conceptual framework *Integrative Learning for Intercultural, Research-Driven Practice*. This framework guides the work of the faculty and candidates in the unit at Goshen College. It is the foundation for which this institution serves future educators. It is our hope that this work exemplifies our desire and vision to serve the students, families, and local and global communities by creating a better environment for learning for children.

## References

- Association of American Colleges and Universities. (2002). *Greater expectations: A new vision for learning as a nation goes to college*. Panel Report.
- Banks, J. A. (1997). Multicultural education: Characteristics and goals. In J. A. Banks & C. A. M. Banks, (Eds.), *Multicultural education: Issues and perspectives, 3rd ed.* (3-31). Boston, MA: Allyn and Bacon.
- Banks, J. A. (2007). *Educating citizens in a multicultural society*. New York, NY: Teachers College Press.
- Black, P., & William, D. (1998). Assessment and classroom learning. *Assessment in Education, 5* (1): 7-74.
- Coleman, J. (1964). *Equality of educational opportunity*. National Center for Educational Statistics. Report # OE-38001.
- Dewey, J. (1902/1990). *The child and the curriculum*. Chicago, IL: The University of Chicago Press.
- DuFour, R. & Eaker, R. (1998). *Professional communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Educational Service.
- Freire, P. (1974/2005). *Education for critical consciousness*. London: Continuum.
- Freire, P. (1968/1970). *The pedagogy of the oppressed*. New York, NY: Seabury Press.
- Friend, M. (2010). *Special education: Contemporary perspectives for school professionals*. Upper Saddle Ridge, NJ: Pearson Education.
- Gardner, H. (2006). *Five minds for the future*. Boston, MA: Harvard Business School Publishing.
- Giroux, H. (1985/2009). Teachers as transformative intellectuals. *Social Education, 11*, 376-379. Reprinted in *Kaleidoscope: Contemporary and classic readings in education*. Belmont, CA: Wadsworth Publishing.
- Grant, C.A. & Gillette, M. (2006). A candid talk to teacher educators about effectively preparing teachers who can teach everyone's children. *Journal of Teacher Education, 57* (3), 292-299.
- Guzmán, J. C., Jara, R., & Armet, S. (2011). *Latinos in North Central Indiana: A demographic profile*. Vol 1. Goshen, IN: Goshen College Center for Intercultural Teaching and Learning.

- Hewett, S. (2004). Improving instructional practices. *Tech Trends: Linking research and practice to improve learning*, 48 (5), 26-31.
- Hole, S. & McEntee, G. H. (1999). Reflection is at the heart of Practice. *Educational Leadership*, 56 (8), 34-37.
- Hornby, G. & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review* 63 (1), 37-52.
- Indiana Department of Education (2010). Mathematics: Standards for mathematical practice. Retrieved from <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/commonCoreMath.shtml>
- Lang, J. C. (2011). Epistemologies of situated knowledges: “Troubling” knowledge in philosophy of education. *Educational Theory*, 61 (1), 75-96.
- Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.
- Lortie, D. (1975). *Schoolteacher: A sociological study*. Chicago, IL: University of Chicago Press.
- Marzano, R. (2004). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McCall, A. (1989). "Care and nurturance in teaching: A case study. *Journal of Teacher Education*, 40 (1), 39-44.
- Noddings, N. (1990). Feminist critiques in the profession. In C. B. Cazden (Ed.) *Review of Research in Education*. Washington, D.C.: American Educational Research Association.
- Noddings, N. (1998). *Philosophy of Education*. Boulder, CO: Westview Press.
- Noddings, N. (2005). *The challenge to care in schools*. New York, NY: Teachers College Press.
- Paley, V. G. (1979/2000). *White teacher*. Cambridge, MA: Harvard University Press.
- Palmer, P. (1997). The heart of a teacher: Identity and integrity in teaching. *Change Magazine*, 29 (6), 14-21.
- Reardon, B. (1998). Educating the educators: The preparation of teachers for a culture of peace. *Peace Education Miniprints*, 99, 1-25.
- Seligman, M.E.P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55 (1), 5-14.

- Sugai, G. & Horner R. (2002). Introduction to the special series on positive behavior supports in schools. *Journal of Emotional and Behavioral Disorders*, 10 (3), 130-135.
- Suomala, J. & Shaughnessy, M. F. (2000). An interview with Richard E. Mayer: About technology. *Educational Psychology*, 12 (4), 477-483.
- Tanner, D., & Tanner, L. (1995). *Curriculum development*. New York, NY: Macmillan Co.
- U.S. Department of Education (2002). *Research-based instruction in reading*. Student Achievement and School Accountability Conference. Retrieved from <http://www2.ed.gov/admins/lead/read/rb/edlite-index.html>
- Weinstein, C. & Novodvorsky, I. (2010). *Middle and secondary classroom management: Lessons from research and practice (4th edition)*. McGraw-Hill.
- Zeichner, K., Grant, C., Gay, G., Gillette, M., Valli, L., & Villegas, A. (1998). A research-informed vision of good practice in multicultural teacher education programs: Design principles. *Theory into Practice*, 37 (2), 163-71.