

***PROFESSIONAL EDUCATION UNIT***

***CONCEPTUAL FRAMEWORKS***

**“PREPARING THE EDUCATOR AS CRITICAL THINKER”**

Conceptual Framework for Initial Programs

**“PREPARING THE EXPERIENCED PROFESSIONAL AS SPECIALIST”**

Conceptual Framework for Advanced Programs



**MARSHALL UNIVERSITY**

**HUNTINGTON, WEST VIRGINIA**

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## PROFESSIONAL EDUCATION UNIT CONCEPTUAL FRAMEWORKS

### Vision and Mission of the Institution and Unit

The College of Education and Human Services (COEHS) is composed of the School of Education, the School of Human Services, and the Graduate School of Education and Professional Development. The Professional Education Unit (PEU) includes the School of Education and the Graduate School of Education and Professional Development (see Appendix D: Professional Education Unit Organizational Chart). The mission of the Professional Education Unit is to prepare teachers and other professional educators, including school counselors, principals, reading specialists supervisors, superintendents, school psychologists, and other school related personnel. The mission of the unit also includes a commitment to continuing education opportunities for teachers and school personnel in a wide range of disciplines. Vision 2005 goals for the College of Education and Human Services include goals for faculty development, social and technology needs, clinical practice, regional leadership, and plans for recruitment and retention of diverse candidates.

The unit vision and mission are consistent with the institutional mission. Intrinsic to both the undergraduate and graduate missions is a commitment to provide education that contributes to the development of society through public service; a commitment to appreciate and cultivate diversity in students, faculty, staff, and programs; and to the integrity of the curriculum through the maintenance of rigorous standards and high expectations for student learning and performance. Identified areas of current emphasis for Marshall University include a commitment to schools and schooling, including teacher education and the setting of the agenda for education in southern West Virginia and a commitment to high quality graduate programs (*2003-2005 Marshall University Undergraduate Catalog; 2002-2004 Marshall University Graduate Catalog*).

*Initiatives for 2010*, a document that outlines the Marshall University vision for 2010, is both the outline for where the university wants to go and the blueprint for how it plans to get there. It contains 12 initiatives: student success, academic programs, research and creative activities, technology, faculty, staff, facilities, workforce development, diversity, outreach and partnerships, marketing and recruitment, and resource development. Goals for educational programs parallel the vision for several of the 2010 initiatives:

**Academic Programs.** Marshall University will continue to serve the needs of the state and the region and move toward increased national prominence by fostering academic excellence through strong academic programs.

**Research and Creative Activities.** The creation of knowledge through research and creative activities is an essential distinguishing feature of a university.

**Technology.** Marshall University is becoming an increasingly dynamic higher learning organization dedicated to preparing students to compete and excel in a world characterized by constant change, increased globalization, and high levels of technology.

**Diversity.** Marshall University will provide an education and an environment that will enable students to participate and thrive in a culturally diverse global economy.

**Outreach.** Marshall University will proactively seek an environment which promotes and encourages the growth of outreach programs.

The mission of Marshall University retains a strong emphasis on educational programs, which is appropriate given the establishment of the university as a teacher training institution. The PEU initial and advanced programs are planned in accordance with institutional, state, and national standards and are approved by the West Virginia Department of Education. Forty-six (46) programs offer licensure for graduates who will be working in the public schools. The unit also collaborates with the University Career Center in order to share information regarding graduates and their licensure fields with school systems.

The mission of Marshall University includes a strong commitment to providing advanced educational opportunities to the people of West Virginia through teaching, public service, and research. Programs are delivered in traditional and nontraditional ways using a core group of dedicated full-time faculty complemented by an excellent cadre of expert adjunct faculty recruited from higher education institutions, school systems, business, industry, and other agencies. The unit offers bachelor's degrees, master's degrees, graduate certificate programs, educational specialist degrees (Ed.S.), a doctorate in education (Ed.D.), professional development, and post-master's degree programs according to need, without duplicating programs offered in the same geographic area by other institutions.

The Professional Education Unit is headed by the Executive Dean of the College of Education and Human Services. The Professional Education Unit at Marshall University is guided by two conceptual frameworks: The initial programs are guided by the framework, **Preparing the Educator as Critical Thinker**, and the advanced programs are guided by the framework, **Preparing the Experienced Professional as Specialist**.

### **Unit Philosophy, Purpose, and Goals**

At both the initial and advanced program levels, faculty and administration in the Professional Education Unit value preparation of highly qualified professionals who understand and function effectively within the school setting. The PEU supports the professional development of education practitioners in order to broaden and deepen their pedagogical skills and to develop graduates at the advanced level who are capable of functioning in a variety of specialized leadership roles. At both initial and advanced

levels, the PEU prepared graduates who will be problem solving individuals, professional educators, and life-long learners.

These purposes along with initial and advanced candidate outcomes/goals are consistent with the Marshall Creed, a statement of beliefs that all who are part of Marshall University are asked to embrace (see Appendix C). Also embedded in the initial and advanced programs are commitments to P-12 students, to the ethical and responsible conduct as part of the educational profession, to the importance of understanding diversity and meeting the special needs associated with diversity, and to technology that improves and enhances learning.

Following the merger of Marshall University and the West Virginia College of Graduate Studies in 1997, the PEU discussed that each of the institutions had created, discussed, revised, and integrated a conceptual framework that reflected their programs. Faculty involvement created strong, vested interests for all faculty members. Through working together, the faculty found that each conceptual framework was a worthy framework that had been created, implemented, integrated, and articulated. So the Professional Education Unit adopted as the initial framework, “Preparing the Educator as Critical Thinker,” and adopted as the advanced framework, “Preparing the Experienced Professional as Specialist.”

Initial Programs: Philosophy, Purpose, and Goals. Focusing on the conceptual framework of **Preparing the Educator as Critical Thinker**, the initial programs in the Professional Education Unit seek to prepare highly qualified, critically engaged education professionals and to support the professional development of educational practitioners in order to broaden and deepen their pedagogical skills, research skills, and understanding of new research and theory. Initial programs offer a baccalaureate degree and West Virginia licensure in Elementary Education K-6, Mentally Impaired K-12, Middle Childhood Education, Early Childhood Education, and in 17 secondary subject areas. Programs are planned and implemented based on institutional, state, and national standards for the preparation of teachers.

Goals for initial programs emphasize educational opportunities for candidates, best practices by candidates and faculty, and the integration of technology into all aspects of the educational experience. The programs make available to candidates a variety of unique learning experiences that prepare them through coursework and field-based and clinical experiences in the public schools. Initial programs also participate in the continuing development of practicing educators through cooperative ventures in local and regional communities.

Faculty members in the Professional Education Unit define the conceptual framework, **Preparing the Educator as Critical Thinker**, by the following critical thinking themes based on the work of Richard Paul (1992):

- Critical thinking both promotes and depends on the willingness to examine a variety of perspectives on any single issue.

- Critical thinking promotes independence in thought and action,
- Critical thinking involves inquiry of various types,
- Critical thinking results in reasoned value judgments, and
- Critical thinking is the process by which individuals relate theory to practice in deliberate ways.

Initial program faculty believe the conceptual framework of critical thinking is both the process and the outcome of its initial programs. The candidate develops critical thinking skills through course work and clinical experiences, emerging as a graduate who is capable of critical thinking and of encouraging P-12 students to become critical thinkers as well. Brookfield said, “A critically reflective teacher can stand outside her practice and see what she does from a wider perspective...She has a well-grounded rationale for her practice that she can call on to help her make difficult decisions in unpredictable situations. This rationale—a set of critically examined core assumptions about why she does what she does in the way that she does it—is a survival necessity.” Not only is critical thinking a survival necessity for the practitioner, but is also the means by which the educator grows and develops professionally.

Advanced Programs: Philosophy, Purpose, and Goals. Focusing on the unifying conceptual framework, **Preparing the Experienced Professional as Specialist**, the Professional Education Unit’s advanced programs seek to develop candidates capable of functioning in a variety of specialized leadership roles and who understand and function effectively within cultural and social role expectations of a given setting. Graduates will be problem-solving oriented, information seekers who can function as independent professionals. They will possess the knowledge and skills needed to access information and to apply this information to the resolution of real-life problems. Most importantly, graduates will have begun to fulfill role expectations of life-long learners.

The mission of the Professional Education Unit related to advanced programs has been developed within and flows from the institutional mission. As such, the unit seeks to provide an array of degree and professional development programs, continuing education opportunities and services designed to address the needs of adult learners. These programs and services are provided primarily for the convenience of fully employed adult professionals.

Goals for advanced, or graduate programs, are as follows:

- Provide quality instruction which addresses best practice, current and established research, and adult learner characteristics;
- Provide master's, professional development, educational specialist, and doctoral programs designed to meet the graduate study needs of practicing professionals;

- Provide technical assistance as well as non-degree, continuing education, staff development, and personal development opportunities for adult learners;
- Collaborate with other institutions, agencies, and school systems to provide educational opportunities and related services;
- Utilize innovative instructional models, service delivery, and support systems, integrating technology where applicable, which respond to the educational and community needs of the state and region;
- Provide leadership in identifying and addressing educational, mental health, and social issues of the state and region;
- Provide professional leadership and development opportunities for faculty; and
- Demonstrate a commitment to cultural diversity and social justice.

### **Knowledge Bases: Theories, Research, Wisdom of Practice, Education Policies**

The initial and advanced programs have adopted curricula designs based on theories and models that reflect program standards and objectives. The curricula are designed to assure that candidates will acquire the necessary knowledge, skills, and dispositions to function as effective professionals who will make a difference in the learning of all students.

The knowledge base for initial programs is based on a common body of research, experience, and knowledge about teaching and learning. This body of knowledge frames what teachers should know and be able to do. Through a series of courses and experiences aligned with the Standards for Teacher Certification, candidates are prepared within the framework of **Critical Thinker** (see Appendix A: Knowledge Bases for Initial Programs).

The knowledge base for advanced programs is derived from national and state standards, theory, research, the wisdom of practice, and personal experience. This knowledge base differs in that it is based to a lesser extent on a common body of knowledge and to a greater extent on highly specialized programs of study. Each advanced program in the PEU has a knowledge base related to the specific specialization for which candidates are preparing. Within that framework, faculty develop curricula which prepare the **Experienced Professional as Specialist** (see Appendix B: Knowledge Bases for Advanced Programs).

## **Candidate Proficiencies Aligned with Professional, State, and Institutional Standards**

Initial Curriculum Design. Initial programs are based on a design that incorporates institutional, state, and national standards about what teachers should know and be able to do. The Standards for Teacher Certification in which each candidate must demonstrate competency include content knowledge, human development and learning, diverse learners, instructional strategies, learning environment, effective communication, planning, assessment, professional growth and reflective teaching, and school and community relations (see Conceptual Framework, p. 12). The standards are derived from the Interstate New Teacher Assessment and Support Consortium (INTASC), the National Board for Professional Teaching Standards (NBPTS), the National Council for the Accreditation of Teacher Education (NCATE), and the professional teaching standards for the West Virginia Department of Education (WVDE). Each of these organizations has established a set of standards that exemplify the distinguished teacher.

In addition to these standards, initial subject area programs are governed by standards adopted by applicable national organizations. For example, the mathematics program is recognized by the National Council for Teachers of Mathematics (NCTM). The English program is recognized by the National Council for Teachers of English (NCTE). A panel of arts and sciences representatives from each subject area in which candidates can receive licensure serves in an advisory capacity to the Professional Education Unit regarding content specific courses for secondary education majors. This panel, known as the Undergraduate Program Liaison Committee for Initial Teacher Certification (UPLCITE), meets each semester and discusses issues and curricula for secondary education.

The professional community through the Educational Personnel Preparation Advisory Committee (EPPAC) reviews and discusses the conceptual framework, **Preparing the Educator as Critical Thinker**. EPPAC meets each semester and discusses educational issues, completes surveys, and advises on meeting topics. The consensus of the community is that the framework is a strong foundation for teaching and learning. The idea of candidates who think critically and encourage their students to think critically also is supported by the professionals who help prepare teachers.

Consistent with the initial conceptual framework, the Professional Education Unit has adopted a curriculum which provides for the development of educators capable of viewing themselves as critical thinkers. To accomplish this goal, the curriculum and pedagogical practices encourage candidates to conceptualize, connect, and demonstrate understanding and meanings of theory, research, knowledge and practice. As documented by Cheung (2002), components of the critical thinking concept include cognitive skills, motivational dispositions, behavioral habits, and ideological beliefs. Candidates are provided with continuous opportunities to (1) engage in new and varying ways of learning and practice, (2) connect theory and research to practice, and (3) apply knowledge in multiple situations.

**Critical Thinking** is further encouraged by providing candidates with opportunities to process their own thinking abilities. Candidates experience classroom and field experience situations in order to evaluate and analyze strengths and weaknesses, to rethink, and to improve their own thinking abilities as related to teaching and learning. The Standards for Teacher Certification serve as a guide and evaluation instrument as candidates progress through field and clinical experiences.

As a result of demonstrating competency in the standards, candidates become reflective practitioners. A central part of teacher preparation is reflection on practice. According to Elder and Paul (2002), skilled critical thinkers are able systematically to analyze each part of their thinking, assess it for quality, and then improve it. The candidate must be able to examine the activities and data in the classroom and the school community, analyze the effects on student learning, and make adjustments in practice due to the analysis.

The professional educator exhibits a number of characteristics that are inherent in reflection. The educator is well prepared in subject matter, both in broad and deep knowledge. As a critical thinker, the educator develops inquiry skills to study educational phenomena across different social contexts and historical, philosophical, and cultural perspectives.

Advanced Curriculum Design. The advanced programs have adopted a curriculum design model which considers four basic components: sources and needs which define the program and establish rationale; purposes which direct the curriculum development, implementation and evaluation; processes for program implementation and delivery; and evaluations which assess product, candidate performance and process. Each advanced professional education program has a knowledge base related to the specific specialization for which candidates are preparing. Within that framework, faculty develop curricula which prepare the **Experienced Professional as a Specialist**. The sources of knowledge bases used to develop advanced programs and include:

- The nature of society and the perceived needs of educational systems in addressing societal needs;
- Philosophical sources which focus on what curricula should be;
- Needs and characteristics of the learner;
- Legal policies, guidelines and mandates;
- The nature of knowledge within a particular specialization as defined by research and best practice;
- State and national standards related to each specialization;
- Data emerging from the Unit Assessment System.

Programs contain content, methodological and practice components, all of which are focused on producing effective professionals with a sound theoretical base. Program competencies are based on guidelines from national learned societies and professional associations and licensure standards set forth by the West Virginia Department of Education. Consistent with unit expectations for candidates, each program is designed to include the structure, skills, concepts, ideas, dispositions, facts and methods of inquiry relevant to each field of specialization. In addition, programs are carefully planned to focus on the application of the knowledge base. Courses are planned to support the development of independent thinking, effective communication and judgmental abilities by engaging candidates in structured exercises, group projects, individual projects, and simulations.

While each advanced program focuses on a specialization, all programs address certain common components. Candidates examine the impact of growth and development on educational decision making. All programs focus on individual learning needs, including those of culturally diverse and exceptional populations. Multicultural and global perspectives are also incorporated. An examination of societal changes and their influence on professional practice can be found across programs. The role of technology as a tool for the specialist is another focus.

A goal of each program is the development of candidates who have the necessary research, inquiry and evaluation/assessment skills to function as effective professionals. Depending on the role for which the individual is being prepared, research and evaluation/assessment requirements may include discrete courses or segments of several courses. A focus on the continued development of independent thinking skills and the ability to make judgments is integrated throughout each program. Moreover, each program has a culminating comprehensive assessment designed to validate the existence of such skills/knowledge at program completion.

Inherent in the practice components is a focus on professional collaboration, effective participation, conceptualization of the school/agency as a system and ethical professional behavior. The very nature of the clinical team (e.g., student, cooperating school/agency professional and faculty member) requires focus on these areas.

The primary target population for advanced programs within the PEU is the experienced professional, or adult learner. With an average student age of 36, it is imperative that PEU programs be grounded in the theory, research, and best practices related to adult learning.

The learning process for most adults is different from the didactic instructional strategies that have been prevalent in teaching. These differences in adult approaches to learning were formally identified through the work of Malcolm Knowles and others as early as the 1970's. Carlson (1989) summarized Knowles' seven-step process for successful adult learning:

- Set a cooperative learning climate;

- Create mechanisms for mutual planning;
- Arrange for a diagnosis of learner needs and interests;
- Enable the formulation of learning objectives based on the diagnosed needs and interests;
- Design sequential activities for achieving the objectives;
- Execute the design by selecting methods, materials, and resources; and
- Evaluate the quality of the learning experience while rediagnosing needs for further learning.

Curriculum design for adults should include preprogram assessment, promote information integration, use practical exercise and case studies extensively, plan for feedback and recognition, and account for learning-style differences. In classrooms, guidelines include creating a safe and comfortable environment, facilitating rather than lecturing, and actively promoting understanding and retention (Zemke and Zemke, 1995).

As Moore (1983) has noted, adults tend to independently plan and implement their own learning systematically. Adults' learning is primarily self-directed, embedded in life experience, and situated in their needs to perform in a variety of roles such as parents, workers, and citizens. Adults actively evaluate their progress and assess their own success or failure in relation to career or personal goals. They continually change learning strategies.

### **System by Which Candidate Performance Is Regularly Assessed**

Initial Programs: Standards for Teacher Certification. All teacher education candidates at the initial level must prove competence in the Standards for Teacher Certification which reflect the conceptual framework of **Critical Thinking**. These standards, as mentioned previously, reflect institutional, INTASC, NCATE, NBPTS, and WVDE professional education standards. Standard1:Content Knowledge reflects the standards set by professional organizations.

## Standards for Teacher Certification

<b>Standard 1</b> Content Knowledge	The teacher critically examines the central concepts, tools of inquiry, and structures of the discipline to be taught to make learning meaningful for students; uses standards and West Virginia Content Standards and Objectives appropriate to the content.
<b>Standard 2</b> Human Development and Learning	The teacher analyzes how children learn and develop and provides learning opportunities for intellectual, social, and personal development.
<b>Standard 3</b> Diverse Learners	The teacher appraises differences in learning and creates instructional opportunities adapted to diverse learners.
<b>Standard 4</b> Instructional Strategies	The teacher examines, applies, adapts, and evaluates a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
<b>Standard 5</b> Learning Environment	The teacher integrates a critical understanding of individual and group motivation and behavior to create a positive learning environment with social interaction, active engagement, and self-motivation.
<b>Standard 6</b> Communication	The teacher uses effective verbal, nonverbal, and media communication techniques to cultivate inquiry, collaboration, and supportive interaction in the classroom.
<b>Standard 7</b> Planning	The teacher plans instruction based upon critical understanding of subject matter, students, the community, and the West Virginia Content Standards and Objectives.
<b>Standard 8</b> Assessment	The teacher examines and applies formal and informal assessment strategies to evaluate learners and to ensure continuous intellectual, social, and physical development.
<b>Standard 9</b> Reflective Teaching/ Professional Growth	The teacher is a reflective practitioner who evaluates the effects of his or her choices and actions on others and seeks opportunities to grow professionally.
<b>Standard 10</b> Professional Relationships	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The Standards for Teacher Certification are assessed at three levels in the initial programs. Candidates must meet specified requirements that are contained in rubric indicators for each Standard for Teacher Certification at each level of clinical practice in order to continue in the program. Candidates are presented with the rubric that defines each standard and a notice of the requirements of the program at several times including admission to the program, progress through the program, and student teaching. The final activity before recommendation for teacher certification is the passage of the Praxis II content test and the Principles of Learning and Teaching test.

Advanced Programs: Candidate Outcomes. To ensure that all advanced programs prepare candidates as defined by the conceptual framework, **Preparing the Experienced Professional as Specialist**, and the role conceptualization/mission of advanced programs, the Professional Education Unit has adopted a set of expectations for advanced candidates. Candidates completing advanced programs within the unit should be able to meet the following candidate outcomes.

<b>Candidate Outcome</b>	<b>Definition of Outcome</b>
<b>Outcome 1:</b> Knowledge Base	Understand and apply the current knowledge base for their specialization
<b>Outcome 2:</b> Use of Research	Demonstrate skills in research methodology, problem solving and critical thinking
<b>Outcome 3:</b> Schools and Society	Demonstrate the attitudes, knowledge and skills necessary to function effectively within the social setting of the school, community and society as a whole
<b>Outcome 4:</b> Technology	Demonstrate a basic understanding of the application of technology in their area of specialization
<b>Outcome 5:</b> Human Growth and Development	Demonstrate a basic understanding of human growth and development and apply this knowledge to curriculum development, instructional implementation and other educational decision making
<b>Outcome 6:</b> Special Needs	Demonstrate a basic understanding of children with special needs and the ability to provide assistance within the least restrictive environment in the school setting
<b>Outcome 7:</b> Diversity	Demonstrate an understanding of cultural pluralism/diversity and the related implications for curriculum and instruction
<b>Outcome 8:</b> Communication	Communicate effectively with a wide variety of constituent groups including school personnel, policy makers, parents and other community members
<b>Outcome 9:</b> Professionalism	Demonstrate self direction so that they may become independent, self-confident professionals with a commitment to continued professional growth and development and life-long learning

Candidates are assessed by multiple strategies at key points throughout the program. The Professional Education Unit Assessment Plan presents an overall view of how the unit assesses candidates, faculty, and programs. The Advanced Program Profiles in the exhibit room present assessment strategies for individual programs.

### **Professional Education Unit Dispositions**

Faculty in the unit believe that candidates should hold values, commitments, and professional ethics that promote positive behaviors toward students, families, colleagues, and communities and that positively affect student learning, motivation, and development

as well as the educator's own professional growth. Consistent with these beliefs, the unit has developed a set of four professional commitments. These four broad areas of commitment are (1) to P-12 students, (2) to the profession, (3) to diversity and (4) to the use of technology in teaching.

**Commitment to P-12 students** means that candidates believe that all children can learn. Students become the number one priority of education. By treating students equitably and exhibiting an ethic of caring for all students, a positive learning environment is created.

**Commitment to the profession** is evidenced when candidates see student learning as the first priority of the educational profession. By maintaining professional preparation in the field and gaining a sense of professional ethics, candidates become professionals who work cooperatively with parents, the community, and other professionals to enhance the classroom setting.

**Commitment to diversity** is demonstrated when candidates value and celebrate cultural and other types of diversity and utilize community and family resources to provide culturally rich experiences for all students. It is also evidenced when candidates design a variety of strategies to meet regular and special needs of all learners so that all children learn.

**Commitment to technology** is evident when candidates integrate technology into instructional practices and use technology to enhance all aspects of the educational experience. Commitment to technology includes enhancement of the skills of students and educators alike. The technology disposition also includes delivery modes and system support as evidence of commitment to educational enrichment.

The dispositions are in part derived from the institutional standards, the Specialty Program Association standards, the NCATE standards, and the WVDE standards for teacher certification. The faculty for each program area believes that candidate behaviors can be used to assess whether a prospective teacher or related school professional has these commitments. Therefore, program specific indicators and data from candidate performance will be used as assessment of candidate professional commitments and dispositions for individual programs.

### **Evidence of the Conceptual Frameworks throughout the Standards**

The conceptual frameworks have been integrated throughout the initial and advanced programs so that evidence of the conceptual frameworks can be found in all programs for teacher candidates and for other school personnel. The evidence for the conceptual frameworks is shared vision, coherence, professional commitments and dispositions, commitment to diversity, commitment to technology, and candidate proficiencies aligned with professional and state standards.

**Shared Vision.** The vision and purpose for preparation of teacher candidates and other school personnel are described in this document and articulated to the professional

community for initial and advanced programs. The professional community is aware that preparation includes outcomes that will best prepare candidates with the knowledge, skills, and dispositions that are needed in the content areas which they choose to study. This information is disseminated through meetings, collaborations, and candidate assessments and rubrics. More information regarding assessment levels and strategies is found in the Unit Assessment System.

**Coherence.** The conceptual frameworks provide a system for ensuring coherence among the courses, experiences, and practice required of each candidate. The program goals, the candidate outcomes, and the assessment instruments all align with the outcomes expected of the proficient professional.

**Professional Commitments and Dispositions.** The conceptual frameworks contain a section on professional commitments and dispositions that highlight the commitment to P-12 student learning for all students. These dispositions are defined and described in this document.

**Commitment to Diversity.** The PEU feels that this commitment is so important that it should be included in the professional dispositions of the unit. Faculty believe that graduates should be prepared to assist **all** P-12 students to be successful and to that end have integrated diversity elements into courses, experiences, and practice. The commitment is so strong that both initial and advanced programs have assessment standards that contain diversity elements.

**Commitment to Technology.** Because the PEU believes that integrating technology into the teaching and administrative components of education will enhance the effectiveness of the school and the learning of the students, the PEU created a disposition that highlights the commitment to technology. This commitment is contained in assessment instruments that are part of the professional assessment of candidates. Initial programs expect university faculty to assess technology use by candidates and also expect P-12 faculty to assess technology use by candidates. Candidates in advanced programs become acquainted with technology as an instructional delivery system for courses and experiences as well as an instructional tool.

**Professional and State Standards.** The conceptual frameworks provide the context for developing and assessing candidate proficiencies and program components based on professional, state, and institutional standards. Initial programs have aligned required candidate outcomes with the INTASC standards, the NCATE standards, SPA standards, and NBPTS standards. The advanced programs have aligned required candidate outcomes with the SPA standards for each program. Both initial and advanced programs meet the requirements for the West Virginia State Board of Education and Policies 5100 and 5202, which describe the preparation of educators in the state.

## Professional Education Unit Assessment System

Assessment processes are tailored to the characteristics of the unit's community and candidate population and aligned with the conceptual frameworks. As beginning candidates in the field of teaching or as experienced, employed professionals, candidates bring to the classroom a wide range of knowledge and experience and a focus on specific career objectives. From the point of application through completion of program and into practice in the specialization, assessment processes reflect candidate expectations and program goals and objectives.

Multiple assessment techniques are used to evaluate candidate performance and program effectiveness. Assessment activities which focus on the candidate, the faculty, and the programs are found in the Professional Education Unit Assessment System. The assessment data provide information to improve candidate performance, faculty delivery, and program content. Data that are collected are analyzed and used to improve curricula, instruction and delivery. Continuous improvement that is improvement beyond the norm, as well as corrective action, is the desired outcome of the assessment process.

The unit maintains a commitment to continuous review, revision, and validation of the conceptual frameworks. Surveys are disseminated to candidates, faculty, and members of the professional community each year. Assessments occur both formally through the surveys and informally through committee work, professional discussions, and collaborative projects.

### Summary

The Professional Education Unit provides an array of undergraduate and graduate degrees, staff development, and continuing educational opportunities that involve learners in professional and personal growth through study, practice, and reflection. The conceptual frameworks frame and define the requirements for preparation throughout all programs.

The Professional Education Unit at Marshall University is guided by two conceptual frameworks that are critical to all aspects of the unit. The initial programs are guided by the framework, **Preparing the Educator as Critical Thinker**. The advanced programs are guided by the framework, **Preparing the Experienced Professional as Specialist**. These frameworks are reviewed and studied by the professional community. The frameworks accurately reflect the philosophy and goals of the unit for initial programs and advanced programs.

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## **APPENDIX A**

### **Knowledge Bases for Initial Programs**

## KNOWLEDGE BASES FOR INITIAL PROGRAMS

### Conceptual Framework: Preparing the Educator as Critical Thinker

All education majors in the College of Education and Human Services take courses in human growth and development, technology, foundations, special education, and diversity.

#### **Rationale:**

The importance of understanding how children grow and develop and learn is the foundation for becoming a strong and effective teacher. Preparation in understanding children with special and diverse needs is critical to establishing a successful classroom. Finally, today's technology allows the teacher to enhance the learning of the children and to simplify the organization of the classroom. It is a valuable tool for teaching and learning.

#### **Theories/Theorists/Models:**

Human Growth and Development (EDF 218 and EDF 319): Bruner, Chomsky, Erikson, Freud, Kohlberg, Piaget, Skinner, Vygotsky, Chickering, Gilligan, Holland, Kitchener, Perry, Gardner

Technology (CI 102 and CI 350): Dale, McLuhan, Molenda, Russell, Abrams, Tipton, Koontz, Roblyer, Skinner, Heinich, Harris

Educational Foundations (EDF 435 and EDF 475): Anderson and Krathwohl, Bandura, Benet and Simon, Bloom, Messick, Moss, Paris, Popham, Shepard, Sternberg, Stiggins, Wechsler, Wertsch, Wiggins, Woolfolk; Delpit, Dewey, Freire, Kozol, Marshall, Mitchell, Reich, Sadker, Wirt

Special Education (CISP 421): Itard, Montessori, Galton, Binet, Terman, Broca, Skinner, Thorndike, Piaget, Deno, Wolfensberger, Gardner, Bloom, Frostig, Torrance, Kirk, Gallagher, Dunn, Renzulli, Stanley, Lerner, Deshler, Cruickshank, Greenwood

Diversity (SOS 207): Blumer, Boskoff, Comte and Spencer, Davis, Fromm, Goffman, Goodthorpe, Kahn, Levy, Loomis, Merton, Mills, Moore, Newcomb, Parsons, Sargent, Sarbin, Smelser, Williams, Zeitlin; functionalism, conflict theory, and interactionism.

## ELEMENTARY EDUCATION (BA)

### **Rationale:**

The Bachelor of Arts Degree in Elementary Education K-6, developed around the conceptual framework of critical thinking, is designed to prepare professional teachers to teach multi-subjects in grades K-6. The program allows graduates to teach in a self-contained classroom in grades K-6. Three clusters of courses comprise the program: general requirements, teaching specialization, and professional education.

The curriculum in the Elementary Education K-6 program stresses critical thinking. Candidates are encouraged to choose among selected options within required courses, synthesize knowledge in ways personal to their lives, relate knowledge and practice to personal experience, and generally grow toward autonomy in their thinking. Methods of teaching that reflect contemporary research findings in education and psychology, demands in the field such as technology demands, and the value of diversity are studied in order to meet the needs of all students in the classroom.

### **Theories/Theorists/Models:**

Literacy, Language, and Learning (CI 342, 343, 446, and 447): Ausubel, Bond, Farr, Herber, Huey, Smith, Vygotsky, Atweel, Clay, Goodman, Pearson, Vacca, Silvaroli, Strickland, Tierney, Allington, Gentry, Shanker, Elkwall, Avery, Kismaric, Dixon-Krauss, Routman, Taberski, Greene, Koch, Briggs, McClure

Early Education (CI 321): Bredekamp, Gestwicki, Bloom, McVicker-Hunt, Fortson, Glasser, Kamii, Dreikurs, Bruner, Slavin, Katz, Elkind, Gardner, Ginott, Chomsky, Beatty, Tyler, Berier, Engleman, Eisner, Copple, Rosegrant, Chard, DeVries, Dewey, Piaget, Erikson, Vygotsky, Mitchell, White, Schweinhart, Berk, Ellis, Weikhart, Gottman, Epstein, Galinsky, Swick, Feldman

Math (CI 101, 201, and 301): Burns, Van de Walle

Social Studies (CI 360): Banks, Brophy, Bruner, Dale, Dewey, Engle, Erikson, Gardner, Haas, Hepburn, Gagne, Lockard, Mehlinger, Ochoa, Piaget, , Skinner, Sunal, Van Sickle, VanSledright, Vygotsky; constructivism, inquiry, relevance, value-based, teaching for generalizations, conceptual teaching, teaching for problem solving

Integrated Math and Science (CI 448): Ausubel, Bruner, Dewey, Papert, Piaget, Rowe, Vygotsky; constructivism, inquiry-based, cooperative and collaborative, hands on, Bandura's theory of developing self-efficacy, technology assisted teaching and learning, discover, project-based

Classroom Management (CI 442): L. Canter, M. Canter, Dreikurs, Ginott, Jones, Glasser, Kounin, Skinner

## **FAMILY AND CONSUMER SCIENCE (BA)**

### **Rationale:**

Preschool Education finds an appropriate home in the area of family and consumer science whose focus is on families and children and the best practices in creating strong and happy learners. The initial teaching certification for Preschool Education is housed in Family and Consumer Science. Candidates who major in Preschool Education will receive a teaching certification in Birth-PreK and Preschool Special Needs. The licensure will be awarded by the West Virginia Department of Education. Assessment for all licensure programs is approved by the Professional Education Unit, and the coordinator for the preschool program is a program liaison and a member of the Undergraduate Program Liaison Committee for Initial Teacher Education.

The Professional Education Unit believes that a primary goal is to cultivate the critical thinking capacities of educators. Specifically, the aim is to educate teachers in such a way that they become critical, reflective thinkers and have the skills to enable their students to become critical thinkers. The conceptual framework as critical thinking translates in early education to inquiry. Inquiry is conducted on two levels. First, the approach to young children's curriculum focuses on inquiry methods. Teacher candidates are taught to use child negotiated methods such as providing open ended materials and discovering and guiding children's interests in open ended inquiry. The project approach and Reggio Emilia approach are specific examples of the curricular focus. Second, candidates engage in inquiry about specific children, asking what children know and how children arrive at what they know. Observation and portfolio assessment are tools students use in their inquiry about children.

A central focus is on diversity among children. A teacher of young children is often the first to identify learning challenges. Our teacher candidates learn about the full range of competency development. Candidates discover that some children need additional support because learning the requisite knowledge, skills and dispositions is more of a challenge for these children. Therefore field experiences are inclusive; we believe it is necessary for candidates to understand both typical and atypical development and to know when to seek assistance from specialists and provide for special needs.

## **PRESCHOOL EDUCATION**

### **Theories/Theorists/Models:**

Erikson, Vygotsky, Piaget, Dewey, Montessori, Mitchell, Pratt, Skinner, Gesell

## ADULT AND TECHNICAL EDUCATION (BA)

### **Rationale:**

The secondary and PreK-adult programs have two purposes; the first purpose is preparation of undergraduate candidates to teach a specific content area to pupils in grades five through 12 or PreK through 12. The second purpose is to enable candidates to obtain the applicable state certification (PreK-Adult, 5-9, 9-Adult, and 5-Adult), which qualifies them to practice in public school and other settings. The teaching certification for Business Education 9-Adult and Marketing Education 9-Adult find appropriate homes in the Department of Adult and Technical Education.

Candidates who major in Business or Marketing Education will receive a teaching certification awarded by the West Virginia Department of Education. Assessment for all licensure programs is approved by the Professional Education Unit, and the coordinator for the preschool program is a program liaison and a member of the Undergraduate Program Liaison Committee for Initial Teacher Education.

The Professional Education Unit believes that a primary goal is to cultivate the critical thinking capacities of educators. Specifically, the aim is to educate teachers in such a way that they become critical, reflective thinkers and have the skills to enable their students to become critical thinkers.

### **Theories/Theorists/Models:**

Critical Reading, Writing, and Thinking (CI 345): Bruner, Piaget, Skinner, Vacca, Vygotsky, Chall, Durkin, Karlin, Spache, Stauffer, Wilson

Middle Childhood Curriculum and Methods (CI 401 and CI 403): Alexander, George, Kagan, Bloom, Paul, Elder, Forte, Schurr, Slavin, Gardner, Lounsbury, Stevenson, McEwin, Williams, Erikson, Beane, Manning, Clark, Piaget, Lazear, Jacobs, Kellough, Krathwohl, Thomason,

Secondary Methods (CI 415): Ausubel, Bruner, Dewey, Erikson, Gardner, Papert, Piaget, Rowe, Vygotsky; constructivism, inquiry-based, cooperative and collaborative, hands on, Bandura's theory of developing self-efficacy, technology assisted teaching and learning, discovery, project-based; state and national standards

Classroom Management (CI 449): F. Jones, T. Jones, Glasser, Redl, Wattenberg, Kohn, Ginott, L. Canter, M. Canter, Kounin, Skinner, Dreikurs, Sapon-Shevin, Curwin, Mendler, Albert, Epstein, Coloroso, McEwan, Charles

## **APPENDIX B**

### **Knowledge Bases for Advanced Programs**

## KNOWLEDGE BASES FOR ADVANCED PROGRAMS

### ELEMENTARY EDUCATION (MA)

**Theme:** Teacher as a professional educator and reflective practitioner

**Rationale:**

The Elementary Education program is designed to provide a coordinated, sequential program of study in an identified area of education (the area of emphasis) for elementary teachers. These programs are designed to produce a trained teacher as a specialist.

Each elementary education program is divided into three distinct areas: 1) a 15 hour block of foundation courses, 2) an 18 hour block concentrating on the area of emphasis (see separate areas of emphasis below), and 3) a capstone experience which can consist of either the development of a professional portfolio (6 credit hours) or two advisor approved electives (6 hours) and a comprehensive exam.

Core content common for all areas of emphasis include: Research; Human Growth and Development; Technology; Instructional Methods; Educational Evaluation. The rationale behind the inclusion of the core content component is to provide the student with a graduate level foundation in research, evaluation, instructional methods, technology, and human development and learning.

**Theories/Theorist/Models:**

Research: Campbell & Stanley, Charles & Mertler, Eisner, Franenkel & Wallen, Gay, Kerlinger, Krathwohl, Slaven, & Wiersma.

Human Growth and Development: Berk, Bloom, Bruner, Erikson, Kohlberg, Maslow, Pavlov, Piaget, Skinner, Vygotsky

Technology: Bandura, Becker, Cuban, Dick & Carey, Gagne, Hannafin, Jonnassen, Rogers, Williams

Instructional Methods: Bobbit, Bloom, Brunner, Dewey, Fullan, Gagne, Gardner, Goodlad, Hirsch, Ornstein, Tyler

Educational Evaluation: Bloom, the National Educational Goals (Goals 2000), the national content and performance standards from the Learned Societies for the disciplines, e.g., National Council of Teachers of Mathematics, and the National Assessment of Educational Progress (NAEP)

## **Areas of Emphasis:**

### **Early Childhood Education**

#### **Rationale:**

This area of emphasis combines theory, research, and practical applications to child development and early childhood education. It is designed for teachers who wish to add a PreK-K endorsement to their professional license.

#### **Theories/Theorist/Models:**

Theories: Behaviorist, Maturationist, and Constructivist

Theorists: Bateson, Berk, Bruner, Corsaro, Froebel, Garvey, Gesell, Piaget, Rousseau, Thorndike, Watson, Vygotsky

Models: Montessori, Behaviorist, and Constructivist

### **Educational Computing**

#### **Rationale:**

This program provides the practicing elementary and secondary teacher with practical experience in the integration of technology across the curriculum. Course topics focus on the utilization of technology for the purpose of enriching teaching and learning in a PK-12 setting. Topics include applications software, authoring systems, instructional design, multimedia development, and software evaluation, among others.

#### **Theories/Theorist/Models:**

Theorists: Becker, Cuban, Dick & Carey, Gagne, Hannafin, Jonnassen, Rogers, Williams

### **Elementary Science**

#### **Rationale:**

The elementary science education area of emphasis combines theory, research, and practical applications to enhance science content knowledge and strategies. The program also seeks to teach licensed teachers new techniques of delivering instruction through the use of hands-on, discovery, inquiry based teaching.

#### **Theories/Theorist/Models:**

Models: Constructivism, Inquiry Learning, Problem Based Learning, Cognitive Apprenticeship, Critical Thinking

Theorists: Bartlett, Barr, Dewey, Metz, Piaget, Tyler, Vygotsky

## English as a Second Language

### **Rationale:**

This area of emphasis is designed to help teachers offer support to P-12 students who are secondary English speakers. Participants in this program are given strategies to help improve students' English language and literacy skills.

### **Theories/Theorist/Models:**

Theorists: Chomsky, Cummins, Halliday, Krashen

## Instructional Processes & Strategies

### **Rationale:**

This area of emphasis is designed to augment and supplement the instructional tools/strategies of the practicing school professional. Advanced techniques of curriculum design, teaching methods, and classroom management are presented in this program. Writing, science and math delivery techniques are all emphasized in this area.

### **Theories/Theorist/Models:**

Theorists: Maslow, Freud, Erikson, Watson, Skinner, Havighurst, Piaget, Tyler, Bloom, Krathwohl, Thorndike, Goodlad, Dewey, Conant McDonald, Jackson, Gilligan, Vygotsky, Bruner, Ausubel, Rogers, Kohlberg, Montessori, Gagne, Suchman, Taba, Slavin, Papert, Gordon, Gardner

## Literacy, Language and Learning

### **Rationale:**

The intent of this area of emphasis is to help teachers explore literacy within an interactive and student centered framework. This program combines theory, research, and practical applications in the areas of speaking, listening, writing and reading.

### **Theories/Theorist/Models:**

Theorists: Bean, Emig, Graves, Hillocks, Langer, Pearson, Piaget, Vygotsky  
Models: Constructivism, Scaffolding, Reflection

## Math – Algebra I

### **Rationale:**

This area of emphasis is available to teachers who hold a valid professional teaching license in any area but mathematics. The program focuses on training teachers to improve mathematics education by developing teaching professionals into qualified mathematics teachers at the middle school level.

**Theories/Theorist/Models:**

Cagelosi, Cathcart, ISTE, NCTM, Salend, Scheffield & Cruikshank

**Middle School Education****Rationale:**

This area of emphasis is designed to provide a middle school endorsement for elementary and secondary teachers who have met initial licensure requirements at the middle grade levels. The endorsement will allow teachers to provide instruction in grades 5-9 within the teacher's area of specialization. The purpose and thus mission of a graduate teacher education program in Middle Level Education is to assist service teachers in developing a more deft balance between teacher specialization and supportive interpersonal structure for students who need both to learn effectively.

**Theories/Theorist/Models:**

Alexander, Doda, Eichorn, George, Georgiady, Johnston, Lounsbury, Merenbloom, MeEwin, Schurr, Van Hoose, Vars

**School Library Media Specialist****Rationale:**

This area of emphasis will prepare a licensed teacher to properly manage school library media centers, collaborate with faculty to support the school (K-12) curriculum and facilitate information literacy.

**Theories/Theorist/Models:**

Models: Anglo American Cataloguing, Sears, Dewey Decimal, Standard Cataloguing

Theorists: Budd, Eisenberg & Berkowitz, Hayes, McGrath, Pappas

**SECONDARY EDUCATION (MA)**

**Theme:** Teacher as a professional educator and reflective practitioner

**Rationale:**

The Secondary Education program (like the elementary education program) is designed to provide a coordinated, sequential program of study in an identified area of education (the area of emphasis) for secondary teachers. These programs are designed to produce a trained teacher as a specialist.

Each secondary education program of study is divided into the three distinct areas: 1) a 15 hour block of foundation courses, 2) an 18 hour block concentrating on the area of emphasis (see separate areas of emphasis below), and 3) a capstone experience which can

consist of either the development of a professional portfolio (6 credit hours) or two advisor approved electives (6 hours) and a comprehensive exam. Please note that the elementary and secondary programs share the same foundation courses and the six hour capstone experience.

The core content common for all areas of emphasis include: Research; Human Growth and Development; Technology; Instructional Methods; Educational Evaluation. The rationale behind the inclusion of the core content component is to provide the student with a graduate level foundation in research, evaluation, instructional methods, technology, and human development and learning.

**Theories/Theorist/Models:**

Research: Campbell & Stanley, Charles & Mertler, Eisner, Franenkel & Wallen, Gay, Kerlinger, Krathwohl, Slaven, & Wiersma

Human Growth and Development: Berk, Bloom, Bruner, Erikson, Kohlberg, Maslow, Pavlov, Piaget, Skinner, Vygotsky

Technology: Bandura, Becker, Cuban, Dick & Carey, Gagne, Hannafin, Jonnassen, Rogers, Williams

Instructional Methods: Bobbit, Bloom, Brunner, Dewey, Fullan, Gagne, Gardner, Goodlad, Hirsch, Ornstein, Tyler

Educational Evaluation: Bloom, the National Educational Goals (Goals 2000), the national content and performance standards from the Learned Societies for the disciplines, e.g., National Council of Teachers of Mathematics, and the National Assessment of Educational Progress (NAEP)

**Areas of Emphasis:**

**Educational Computing**

**Rationale:**

This program provides the practicing elementary and secondary teacher with practical experience in the integration of technology across the curriculum. Course topics focus on the utilization of technology for the purpose of enriching teaching and learning in a PK-12 setting. Topics include applications software, authoring systems, instructional design, multimedia development, and software evaluation, among others.

**Theories/Theorist/Models:**

Theorists: Becker, Cuban, Dick & Carey, Gagne, Hannafin, Jonnassen, Rogers, Williams

## **English as a Second Language**

### **Rationale:**

This area of emphasis is designed to help teachers offer support to P-12 students who are secondary English speakers. Participants in this program are given strategies to help improve students' English language and literacy skills.

### **Theories/Theorist/Models:**

Theorists: Chomsky, Cummins, Halliday, Krashen

## **Instructional Processes & Strategies**

### **Rationale:**

This area of emphasis is designed to augment and supplement the instructional tools/strategies of the practicing school professional. Advanced techniques of curriculum design, teaching methods, and classroom management are presented in this program. Writing, science and math delivery techniques are all emphasized in this area.

### **Theories/Theorist/Models:**

Theorists: Maslow, Freud, Erikson, Watson, Skinner, Havighurst, Piaget, Tyler, Bloom, Krathwohl, Thorndike, Goodlad, Dewey, Conant McDonald, Jackson, Gilligan, Vygotsky, Bruner, Ausubel, Rogers, Kohlberg, Montessori, Gagne, Suchman, Taba, Slavin, Papert, Gordon, Gardner

## **Literacy, Language and Learning**

### **Rationale:**

The intent of this area of emphasis is to help teachers explore literacy within an interactive and student centered framework. This program combines theory, research, and practical applications in the areas of speaking, listening, writing and reading.

### **Theories/Theorist/Models:**

Theorists: Bean, Emig, Graves, Hillocks, Langer, Pearson, Piaget, Vygotsky

Models: Constructivism, Scaffolding, Reflection

## **Math – Algebra I**

### **Rationale:**

This area of emphasis is available to teachers who hold a valid professional teaching license in any area but mathematics. The program focuses on training teachers to improve mathematics education by developing teaching professionals into qualified mathematics teachers at the middle school level.

**Theories/Theorist/Models:**

Cagelosi, Cathcart, ISTE, NCTM, Salend, Scheffield & Cruikshank

### **Middle School Education**

**Rationale:**

This area of emphasis is designed to provide a middle school endorsement for elementary and secondary teachers who have met initial licensure requirements at the middle grade levels. The endorsement will allow teachers to provide instruction in grades 5-9 within the teacher's area of specialization. The purpose and thus mission of a graduate teacher education program in Middle Level Education is to assist service teachers in developing a more deft balance between teacher specialization and supportive interpersonal structure for students who need both to learn effectively.

**Theories/Theorist/Models:**

Alexander, Doda, Eichorn, George, Georgiady, Johnston, Lounsbury, Merenbloom, MeEwin, Schurr, Van Hoose, Vars

### **School Library Media Specialist**

**Rationale:**

This area of emphasis will prepare a licensed teacher to properly manage school library media centers, collaborate with faculty to support the school (K-12) curriculum and facilitate information literacy.

**Theories/Theorist/Models:**

Models: Anglo American Cataloguing, Sears, Dewey Decimal, Standard Cataloguing

Theorists: Budd, Eisenberg & Berkowitz, Hayes, McGrath, Pappas

### **MASTER OF ARTS IN TEACHING**

**Rationale:**

The program curriculum, including the clinical experiences, is designed around the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and the four domains of the PRAXIS Principles of Learning and Teaching. The goal of the curriculum is to produce a professional educator ready to enter the public school classroom as a reflective practitioner and content expert. This goal is reached through a core knowledge base combined with the field-based clinical experiences.

**Theories/Theorist/Models:**

Theories/Theorists: Maslow, Freud, Erikson, Watson, Skinner, Havaighurst, Piaget, Tyler, Bloom, Krathwohl, Thorndike, Goodlad, Dewey, Conant McDonald, Jackson, Gillidgan, Vygotsky, Bruner, Ausubel, Rogers, Kohlberg, Montessori, Gagne, Suchman, Taba, Slavin, Papert, Gordon, Gardner

Models: Inductive, Deductive, Social and Independent approaches to teaching including Inquiry, Problem Solving, Cooperative Learning, Concept Attainment, Organized Bodies of Knowledge/Integrative, and Direct Instruction, higher order thinking, authentic, and alternative assessment.

## EARLY CHILDHOOD EDUCATION (MA)

**Theme:** Teacher as a professional educator and reflective practitioner

**Rationale:**

The Early Childhood Education (ECE) master's degree program examines theory, research, and practical applications of early childhood development to early childhood education settings. The purpose of the degree is to provide a concentrated ECE MA program for the certified elementary teacher. Each ECE program of study is divided into three distinct areas: 1) a 15 hour block of foundation courses, 2) an 18 hour block concentrating on the area of emphasis (see the explanation of the two areas of emphasis below), and 3) a capstone experience which can consist of either the development of a professional portfolio (6 credit hours) or two advisor approved electives (6 hours) and a comprehensive exam. Please note that the ECE program share the same foundation courses and the six hour capstone experience as the elementary and secondary degree programs.

The core content includes: Research; Human Growth and Development; Technology; Instructional Methods; Educational Evaluation. The rationale behind the inclusion of the core content component is to provide the student with a graduate level foundation in research, evaluation, instructional methods, technology, and human development and learning.

**Theories/Theorist/Models:**

Research: Campbell & Stanley, Charles & Mertler, Eisner, Franenkel & Wallen, Gay, Kerlinger, Krathwohl, Slaven, & Wiersma.

Human Growth and Development: Berk, Bloom, Bruner, Erikson, Kohlberg, Maslow, Pavlov, Piaget, Skinner, Vygotsky

Technology: Bandura, Becker, Cuban, Dick & Carey, Gagne, Hannafin, Jonnassen, Rogers, Williams

Instructional Methods: Bobbit, Bloom, Bruner, Dewey, Fullan, Gagne, Gardner, Goodlad, Hirsch, Ornstein, Tyler

Educational Evaluation: Bloom, the National Educational Goals (Goals 2000), the national content and performance standards from the Learned Societies for the disciplines, e.g., National Council of Teachers of Mathematics, and the National Assessment of Educational Progress (NAEP)

**Early Childhood Concepts:**

Behaviorist, Maturationist, and Constructivist, Bateson, Berk, Bruner, Corsaro, Froebel, Garvey, Gesell, Piaget, Rousseau, Thorndike, Watson, Vygotsky, Montessori

**LEADERSHIP STUDIES**

**Theme:**

Transactional, Transformational and Adaptive, Constructs of Administration, Administration

**Rationale:**

Program knowledge base, goals and processes reflect an integrated focus on transactional (school operation) and transformational and adaptive (school improvement) theorists. Emphasis is on the administrator as manager and instructional leader

**Theories/Theorists/Models:**

Organizational Change Theory, Leadership Theory, Administrative-Management Theory, Social Systems Theory, Feminist Theory, Critical Theory, Human Relations Theory, Cultural Pedagogy, Chaos/Complexity Theory

**Areas of Emphasis:**

**Principalship (MA)**

**Theories/Theorists/Models:**

Apple, Giroux, Bennis, Aronowitz, Greene, Hersey/Blanchard, Covey, DeBono, Demming, Depree, Drucker, Frankl, Fromme, Gardner, Gibb, Harris, Kanter, Kouzes, Lippitt, May, Blake/Mouton, Senge, Sergiovanni, Vroom, Yukl, Heifetz, Noddings, Holt

## **Superintendency (EdS)**

### **Theories/Theorists/Models:**

Bennis, Blumberg, Cuban, Covey, Dahl, Deal, Fullan, Bolmay, Drucker, Etzioni, Fiedler, Fullan, Gardner, Getzels, Guba, Glasser, Halpin, Hersey, Herzberg, Hunter, Katz, March, Mintzberg, Sergiovanni, Vroom

## **Supervision of Instruction (EdS )**

### **Theories/Theorists/Models:**

Bennis, Berne, Bruner, Covey, DePree, Erikson, Gardner, Glickman, Goodlad, Harris, Holt, Hoy, Kanter, Kohlburg, Maslow, Piaget, Sergiovanni, Sizer, Tyler, Vroom, Chronback, Buros, Campbell DT, Campbell Stanley, Gagne, Scriven, Stake, Stufflebeam, Tyler, Aristotle, Plato, Aquinas, Kant, Locke, Mill, Bentham, Hobbes, Marx, Horkheimer, Adorno, Marcuse, Arendt, Noddings, Gilligan, Apple, Giroux, Aronowitz, Steinberg

## **Social Service and Attendance Personnel Certificate Program**

**Rationale:** The conceptual framework of the Social Service and Attendance Personnel Program is grounded in the knowledge, skills, and dispositions established in the conceptual framework for all programs in Leadership Studies. However, to assure that graduates of the program will have the appropriate knowledge, skills, and dispositions to support their work in school social services, the concepts for leadership are supplemented and enriched by the philosophy of school counseling.

### **Theories/Theorists/Models:**

Apple, Giroux, Bennis, Aronowitz, Greene, Hersey/Blanchard, Covey, DeBono, Demming DePress, Drucker, Frankl, Fromme, Gardner, Gibb, Harris, Kanter, Kouzes, Lippitt, May, Blake/Mouton, Senge, Sergiovanni, Vroom, Ukl, Heifetz, Noddings, Holt, Glasser, Ericsson, Perls, Bandura, Lewin, Rogers

## **EDUCATION (Ed.D)**

### **Educational Leadership Major**

#### **Theme:**

Educational administrator in public and higher education as a critical transactional and transformational leader.

#### **Rationale:**

The doctoral program in Educational Leadership is designed to prepare practitioners to be reflective, ethical leaders who contribute to best practice in higher education and public school administration.

**Theories/Theorists/Models:**

Acquinas, Adorno, Apple, Arendt, Aristotle, Aronowitz, Bennis, Bentham, Berne, Blumberg, Bolmay, Bruner, Buros, Campbell DT, Campbell/Stanley, Chronback, Covey, Cuban, Dahl, Deal, DePree, Drucker, Erikson, Etzioni, Fiedler, Fullan, Fullan, Gagne', Gardner, Getzels, Gilligan, Giroux, Glasser, Glickman, Goodlad, Guba, Halpin, Harris, Hersey, Herzberg, Hobbes, Holt, Horkheimer, Hoy, Hunter, Kant, Kanter, Katz, Kohlburg, Locke, March, Marcuse, Marx, Maslow, Mill, Mintzberg, Noddings, Piaget, Plato, Scriven, Sergiovanni, Sizer, Stake, Steinberg, Stufflebeam, Tyler, Vroom

**Curriculum & Instruction Major****Theme:**

The educator as a practitioner, researcher and leader in the field of curriculum and instruction.

**Rationale:**

The Curriculum and Instruction doctoral program is intended to train education professionals to be reflective researchers and practitioners in both public education and higher education.

**Theories/Theorists/Models:**

Barnard, Bennett, Bobbitt, Bruner, Cuban, Cubberly, Dewey, Eisner, Eliot, Flexnor, Fullan, Gagne, Gardner, Giroux, Goleman, Goodlad, Kohlberg, Ornstein, Pinar, Posner, Rush, Spencer, Spring, Taba, Taylor, Thorndike, Toffler, Tyler

**EDUCATION (Ed.S)**

**Theme:** Post-master's preparation of the experienced professional as specialist.

**Rationale:**

The Professional Education Unit offers an Ed.S. in Education with Areas of Emphasis in Reading Education, Counseling, Leadership Studies, and Curriculum and Instruction. The target population(s) for the program are post-master's professionals including teachers, reading specialists, administrators, counselors and other education/human service professionals seeking a planned and structured post-master's program of study. This is a post-master's degree program requiring 30 semester hours of study and a comprehensive assessment.

Students completing the Ed.S. in Education are expected to demonstrate the following:

In-depth knowledge and understanding in core studies (e.g. research, statistics, writing, and technology);

An in-depth understanding in a content area (C & I, Leadership Studies, Counseling, or Reading Education);

Synthesis and integration of the core and content knowledge gained in the program.

**Theories/Theorists/Models:**

Aquilino, Belson, Bradburn, Converse, Fox, Fowler, Dish, Sieber, Cuban, Crawford, Hanna, Maddox, Morrison, Tapscott, Willard, Barnett, Clark, Hall, Lanham, Turbian, Miller.

**READING EDUCATION (MA)**

**Theme:** Reading Specialist as a facilitator of literacy instruction and learning.

**Rationale:**

Curriculum is based upon the candidate serving in a variety of literacy roles within the school. These literacy roles include: a teacher of struggling literacy learners, resource person for classroom teachers of literacy, and literacy curriculum specialist that helps design, implement and evaluate the literacy curriculum within the school. The candidate draws from outman, a knowledge-base built upon a belief that all children can learn and the theoretical position that learning is a constructive process affected by cognitive and emotional factors within the learning environment.

**Theories/Theorists/Models:**

Goodman (s), F. Smith, Vygotsky, Cambourne, Clay, Holdaway, Caulkin, Graves, Tharp, Gallimore, Meeks, Wells, Bruner, Piaget, Levin, Slavin, Goswami, Snow, Luria, Lyons, Wood, Chomsky, Allington, Routman, Pearson, Chall, Teal, Allington, and Templeton.

**SCHOOL COUNSELING (MA)**

**Theme:** Humanistic, cognitive behavioral and developmental models of counseling and psychotherapy

**Rationale:**

Individuals are viewed In terms of their cognitive, behavioral, psychosocial and moral developments as exemplified In the works of recognized theorists and in terms of their human potential to become more fully functioning.

Specialization: K-8 School Counseling, 5-12 School Counseling

**Theories/Theorists/Models:**

Palo, Erikson, Kohlberg, Ropers, Maslow, Ellis, Adler, Berne, Pans, Glasser, Egan, Parsons, Roe. Holland, Critex, Ginzberg and Super Piaget, Ericson, Kohlberg, Ropers, Maslow, Ellis, Adler, Bonne Glasser, Egan, Hutchinson, Cole, Parsons, Roe, Holland,

Ginzberg, Gysbers, Myrick and Thompson, Holland, Ginzberg, Gysbers, Myrick and Thompson, Piaget, Erikson, Kohlberg, Ropers. Maslow, Ellis, Adler, Berrie, Pens, Glasser, Egan, Parsons, Roe, Holland, Ginzberg, Crites, Gysbers, Myrick and Vernon

## **SCHOOL PSYCHOLOGY (EdS)**

**Theme:** School Psychologist as expert problem solver

### **Rationale:**

The School Psychology Program bases instruction upon the seven-step problem-solving model. Through exposure to this model and its applications, students learn to make data-based decisions, design research-based interventions, and serve as expert problem-solvers within the schools. The purpose of the school psychology program is to prepare professional school psychologists to work within the schools as social systems to meet the following goals:

1. Apply their knowledge of psychology and education in order to prevent or remove the barriers to optimal growth and development at the community, school, classroom, and individual child level.
2. Apply the problem-solving process within a collaborative consultation model that embraces both direct and indirect service delivery.
3. Ensure professional competence based on a solid foundation of ethical, legal, and responsible practice that respects human diversity and individual differences.
4. Apply knowledge and skills in conducting and interpreting research applied to practice.
5. Apply knowledge and understanding of the multiple systems that develop.
6. Ensure a broad range of quality services in primary, secondary, and tertiary prevention to serve universal, targeted, and selected populations.
7. Apply skills in program evaluation to improve service to individuals, families, schools, and communities.
8. Integrate technological applications to facilitate all the above goals

### **Theories/Theorists/Models:**

Theorists: Piaget, Vygotsky, Bronfenbrenner, Bowlby, Ainsworth, Steele, Garbarino, Elkind, Albee, Caplan, Bandura, Zimbardo, Kohlberg, Gilligan, Darwin, Lorenz, Pavlov, Thorndike, Gardner, Binet, Wechsler, Maslow, Adler,

Theories: Systems Theory, Risk & Resiliency, The Health Belief Model, Theory of Reasoned Action, Social Cognitive Theory, Ecobehavioral Theory, Measurement Theory, Learning Theory, Change Theory

## **SPECIAL EDUCATION (MA)**

**Theme:** Diagnostic Prescriptive Model

**Rationale:**

Curriculum stresses inter-disciplinary and trans-disciplinary practices. Focus is on intensive educational assessment and the determination and implementation of a viable intervention (test-teach-test) model. A variety of administrative arrangements for delivery of education for exceptional students (e.g., inclusion, consultative resource room, self-contained) are addressed

**Theories/Theorists/Models:**

Applied Behavior Analysis, Ecobehavioral, Positive Behavior Support, medical, person-centered planning; Skinner, Keller, Dunlap, Horner, Carr, Albin, and Schopler

**Areas of Emphasis:**

### **Autism**

**Theories/Theorists/Models:**

Applied Behavior Analysis, Ecobehavioral, Positive Behavior Support, medical, person-centered planning; Skinner, Keller, Dunlap, Horner, Carr, Albin, and Schopler

### **Behavioral Disorders**

**Theories/Theorists/Models:**

Theories: behavioral, psychodynamic, sociological, ecological, humanistic, psychoeducational, ecobehavioral, medical model.

Major theorists: Pavlov, Freud, Watson, Bandura, Ellis, M. Skinner, Redl, Piaget, Rogers.

Emphasis is placed on the development of positive behavior management approaches based upon sound behavior analysis principles.

## **Deaf/Hard of Hearing**

### **Theories/Theorists/Models**

Speech Development – Ling

Normal Language Development

Psycholinguistic Theory – Goodman, Smith

Cognition and Language Development – Piaget

Interactionist theory

Maturation Theory – Darwin, Lorenz, Bowlby, Gessell, Hall, Ainsworth

Attribution Theory – Weiner

Information Processing Theory – McLaughlin

Cognitive Learning Theory – Circa, Miller

Cultural and Social Learning – Watson, Skinner, Bandura, Snow

Ecological Theory – Bronfenbrenner

Transactional Theory of reading and writing -- Rosenblatt

## **Preschool Special Needs**

### **Theories/Theorists/Models:**

Theories: The theories of numerous individual are used including Piaget, Kohlberg, Maslow, Vygotsky, Bronfenbrenner, Bredekamp, and Dunst

## **Gifted**

### **Theories/Theorists/Models:**

Theories: Binet, Terman, humanism, cognitive strategies, multiple intelligences.

Theorists: Bloom, Renzulli, Terman, Bruner, Guilford, Gardner, Sternberg.

## **Learning Disabled**

### **Theories/Theorists/Models:**

Theories: applied behavior analysis, social teaming, cognitive teaming, curriculum-based teaching, skill-deficit, inactive-learning, metacognitive, cognitive/learning strategies, reciprocal teaching/scaffolding.

Theorists: Bryan and Bryan, Deshler, Ysseldyke, Hallahan, Alley, Ellis, Bender, Mercer, Sleeter, Reid, Algozine, Piaget, Gagne, Johnson and Myklebust, Hebb, Torgesen, Sapona, Schumaker, Palinscar and Brown, Lenz, Skritic, Graham, Harris.

## **Mentally Impaired**

### **Theories/Theorists/Models:**

Theories: applied behavior analysis, social teaming, cognitive teaming, deviance, defect, cognitive-developmental, five center career education, curriculum-based teaching, direct instruction.

Theorists: Brown, Brolin, Mastropierl & Scruggs, Torgesen, Mercer, Ellis, Zeaman & House, Zigler, Zigmond, Palinscar, Campione, MacMillan, Englert, Gagne, Piaget

### **Visual Impairments:**

### **Theories/Theorists/Models:**

Theories: behavioral, psychoeducational, functional

Models: learning media, functional vision, medical

Theorists: Diderot, Huay, Allen, Braille, Hall, Barraga, Ferrell, Spungin

## **SPEECH PATHOLOGY (MA)**

**Theme**: Test, diagnose, and design treatment for students with speech difficulties.

**Rationale**: The Department of Communication Disorders offers an M.A. degree leading to West Virginia Department of Education licensure as a speech language pathologist as well as eligibility for national certification in Speech-Language Pathology by the American Speech-Language-Hearing Association (ASHA).

### **Theories/Theorists/Models:**

Chris Dollaghan, Judy Geirut, Ron Gilliam, Audrey Holland, Jeri Logemann, Penelope Myers, Lorraine Ramig, Jay Rosenbek, Susan Ellis Weisman

**APPENDIX C:**  
**Marshall University Creed**

## Marshall University Creed

Inspired by the example of John Marshall, we the students, faculty, staff, and administrators of Marshall University, pledge to pursue the development of our intellects and the expansion of knowledge, and to devote ourselves to defending individual rights and exercising civic responsibility. We strive to exemplify in our own lives the core values of John Marshall's character: independence, initiative, achievement, ethical integrity, and commitment to community through association and service. As Marshall University, we form a community that promotes educational goals and that allows individuals maximum opportunity to pursue those goals.

### **We are:**

**An Educational Community** in which all members work together to promote and strengthen teaching and learning;

**An Open Community** uncompromisingly protecting freedom of thought, belief and expression;

**A Civil Community** treating all individuals and groups with consideration, decency, and respect, and expressing disagreements in rational ways;

**A Responsible Community** accepting obligations and following behavioral guidelines designed to support the common good;

**A Safe Community** respecting each other's rights, privacy and property;

**A Well Community** respecting and promoting physical and emotional health;

**An Ethical Community** reflecting honesty, integrity and fairness in both academic and extracurricular activities;

**A Pluralistic Community** celebrating and learning from our diversity;

**A Socially Conscious Community** acting as citizens of the world and seeking to contribute to the betterment of people and their environments;

**A Judicious Community** remaining alert to the threats posed by hatred, intolerance and other injustices and ever-prepared to correct them.

(From *Marshall University Undergraduate Catalog 2003-2005*, p. 8.)

**APPENDIX D:**

**Professional Education Unit  
Organizational Chart**

