CONCEPTUAL FRAMEWORK

Introduction
The Professional Teacher and Counselor Education (PTCE) unit at Oregon State University prepares candidates in 24 initial and advanced endorsement areas housed in the College of Education and four other colleges, including one branch campus in Bend. There are about 90 faculty involved in the preparation of teachers and school counselors. The Licensure Faculty Coordinators serve as advisors and policymakers for the unit and report to the Director of Professional Education, Dean Sam Stern in the College of Education. The unit as reflected in the College of Education mission is to *inspire and support teachers, counselors, educational leaders, researchers, and volunteers to promote lifelong learning in schools, colleges, universities, communities, and workplaces. Embracing an innovative spirit in teaching, research, service, and knowledge dissemination, we are committed to the values of diversity and social justice in a global society.*

The vision of the College of Education is to be one of the most exemplary education units in the world. To realize this vision we will:

- Prepare professionals who excel as educational leaders.
- Produce culturally competent educators who embrace diversity and social justice.
- Conduct research and lead innovation that significantly affects educational policy and practice.
- Collaborate as a valued partner within the University and throughout the world.
- Attract resources through leadership in distance education, research and development, and private giving.

Foundational Values
Each of the four core values of the revised PTCE unit Conceptual Framework (*CF*) are described below, including a discussion of the knowledge base related to each and the related performance expectations for the candidates’ knowledge, skills, and dispositions (KSD) as defined by NCATE guidelines.

1. **Ethics and Professionalism**
   Teacher capacity is not a storage development of knowledge and skills. Rather, it is the development of a disposition to enact them. In order to develop P-12 students’ competence, as citizens, workers, and family members in a democratic society, candidates need to understand the context that contributes to and detracts from equality and democratic participation in schools. We believe that service to society through an ethical and moral commitment to clients (teachers) includes: A body of scholarly knowledge that forms a basis of the entitlement to practice; engagement in practical action: the need and disposition to enact knowledge; recognition of the different needs of clients and non-routine nature of the need and to develop judgment in applying knowledge; and development of a professional community that builds and shares knowledge. PTCE programs provide continuous opportunities for candidates to test ideas, to consider ethical and legal issues, to critically, reflect on decisions and to take responsibility for their actions. The PTCE unit supports the development of communication and human relations skills and peer and professional collaboration through coursework, candidate and faculty interaction, and field experiences.
Expectations for KSD: Candidates demonstrate ethical and professional behavior in their interactions with students, families, colleagues, and communities. Candidates demonstrate an understanding of the legal aspects of their professional roles.

2. Reflective Practitioner
Reflective teaching is central for effective teachers. Preservice teachers should continually think about their practice. OSU preservice teachers will be prepared to maintain constant vigilance throughout their careers as they encounter problems relating to children learning and teaching practices. Our graduates will learn how to create, enrich, maintain, and alter education settings in order to provide the best learning opportunities for all learners. Thinking about practice requires active engagement and adjustments that lead to more effective teaching and subsequent student learning. We believe that reflection is the cornerstone of learning. Thus, we believe that teacher education faculty should explicitly model reflection in their teaching. Candidates engage in reflective practice throughout the professional education preparation. Through exposure to different educational traditions, education candidates in OSU’s PTCE programs reflect on those traditions. The programs foster critical evaluation of the application of theory and research to practice and professional inquiry and encourage debate among candidates and faculty.

Expectations for KSD: Candidates are required to adopt and enact reflective, critical stances about their own and others’ classroom practices, and about the broader educational and social issues that have impact on schools. Candidates understand the process of reflective practice as it applies to their practice and their understanding of teaching and learning in the context of student learning.

3. Lifelong Learners
Building on reflective practice, we expect our graduates to be able to deal with the complexities and fast-paced changes found in education settings. This requires lifelong learning and is essential because educators continually make collective and individual decisions about their work. Teachers who are lifelong learners can help learners develop as active, knowledgeable citizens of a changing and complex global society. We require our candidates to be committed to ongoing analysis and continual improvement of teaching and learning, and to have effective ways to collect and analyze information about their practice and use that information to improve practice. Additionally, OSU education graduates will have a disposition toward continual lifelong learning. They will understand human development, subject matter and instruction, and the nature of student or client to make and evaluate decisions about teaching. Finally, they will be disposed to seek professional development opportunities to deepen their own discipline and pedagogical understanding, and seek and consider evidence of learner understanding in making instructional decisions.

Expectations for KSD: As lifelong learners, candidates engage in continuous professional development, collaborate with colleagues in learning communities, and other professional areas and reflect upon their practice.

4. Diversity and Equity
The PCTE unit’s broad definition of diversity is consistent with reform literature that links multicultural and special needs populations together when addressing learning differences. It is inclusive in that it refers to age, gender, ethnicity, culture, socio-economic status, and intellectual, physical, and language abilities. The unit is committed to the assumption that
educators “must seek to eliminate disparities in educational opportunities among all students, especially those students who have been poorly served by our current system.” Education candidates learn to incorporate and develop a disposition to enact multicultural and diverse perspectives and practices into their own teaching and learning. They organize classroom instruction to meet the needs of a variety of learners, including linguistically different, ethnically diverse, and exceptional students. To this end, the PTCE unit: 1) places candidates in community and school sites with diverse populations; 2) provides instruction in multicultural and second language approaches to teaching and learning; and 3) provides instruction in legal issues and classroom strategies designed to serve special needs children in the regular classroom.

*Expectations for KSD:* Candidates believe everyone deserves the opportunity to learn and can learn; they possess knowledge, skills, and dispositions to serve as professionals who understand and meet the needs of a diverse society. Candidates provide evidence of their understanding of these differences.

**Revision of the Conceptual Framework**

An *early version of the conceptual framework* intertwined the social justice and constructivist framework. Both constructivism and social justice come from the same philosophical worldview and have the same central metaphor (living thing) and hard core (world is evolving and changing). They are members of the same family of theories and, are therefore, coherent with each other. Constructivism focuses more on how learning happens, while social justice focuses on why it should happen.

The revised conceptual framework (as described in the following paragraphs) represents an extensive shared process of review and refinement on the part of faculty in the PTCE unit. The process was lead by the Executive Committee of the Licensure faculty and the NCATE Coordinator representing all programs in the unit. The primary purpose of this dialogue was to reconsider the conceptual framework in light of on-going program changes, the addition/deletion of programs, personnel transitions over several years, and reflection and refinement of the overall teacher preparation unit (2001-2006). This dialogue centered on the two main elements of the conceptual framework, social justice and constructivism (i.e., knowledge growth in teaching). During the 2006-2007 academic year the licensure faculty separated the social justice and constructivist frameworks. The PTCE unit redefined its focus as constructivist and moved to align its conceptual framework across the unit. Through this dialogue faculty affirmed their commitment to this conceptual framework and continue to seek ways to strengthen the links to all elements of our work. This revised framework was shared with the Oregon Teacher Standards and Practices Commission (TSPC) Consortium (comprised of school partner teachers and administrators, candidates representing licensure programs, and licensure faculty across the PTCE unit.)

The separation of the two frameworks provided a greater coherence across the unit and facilitated further dialogue about the Unit’s mission, apart from the mission and vision for the College of Education. *This revised mission statement of the unit reflects this new coherence and encompasses our broad vision of professional teacher and counselor education preparation at OSU.*

*Oregon State University's Professional Teacher and Counselor Education programs serve the state, region, and nation by providing quality opportunities for candidates to develop knowledge, skills, and dispositions that exemplify*
quality teaching and learning for the 21st century. Through experiences in rich and varied teaching and learning context, candidates develop ethical and professional standards that support the importance of diversity and equity for all learners. Through reflective practice, candidates evaluate and demonstrate growth and improvement, preparing for a lifetime of service for future generations.

The College of Education programs in alignment with the college’s mission will continue to include the framework of social justice in their programs. Additionally, the Counselor Education program, accredited by CACREP, has as its mission:

To prepare professional leaders who promote the social, psychological, and physical well-being of individuals, families, communities and organizations. We believe that such professional leaders stand for social, economic and political justice, and therefore, must be prepared to be proactive educators, change agents, and advocates in the face of injustice. Professional leaders are sensitive to life span developmental issues, demonstrate multicultural awareness, and recognize a global perspective as integral to the preparation of professional leaders.

The program faculty and candidates in Counselor Education honor the lived experiences of all individuals and aspire to develop a learning community that embraces and affirms the concepts of D.R.I.V.E (Dignity, Respect, Integrity, Value and Equality). As a program, Counselor Education supports and holds to the ethical principles set forth by the American Counseling Association.

The following is further illustration of the alignment of the goals and outcomes of the Conceptual Framework (CF) and indicators of success as indentified in NCATE 2008 standards.

**Shared Vision.** The PTCE unit’s vision is to prepare education professionals that exemplify quality teaching and learning in the 21st century. Our commitment to the values of ethics and professionalism, reflective practice, lifelong learning, and diversity and equity express this vision and consistently support our operations and programs. The unit has ensured the widespread knowledge of these core competencies and the demonstration of how they influence each program in the unit by 1) providing our professional education community, primarily composed of faculty, candidates, and practitioners the opportunity to help frame the knowledge base for the unit’s programs and sharing with them the knowledge base in its present form; 2) referencing the conceptual framework in program descriptions, portfolios, and syllabi as well as on the website for Professional Teacher Counselor Education currently under development; 3) citing the conceptual framework in candidate handbooks, part-time faculty handbooks, cooperating teacher and university supervisor handbooks; and 4) connecting the conceptual framework to candidate key assessment rubrics and other forms of assessment.

**Coherence.** All programs within the unit can demonstrate clearly the coherence and consistency with the program proficiencies, goals, and desired outcomes aligned with the unit mission and CF through a series of alignment documents. Figure CF 1\(^3\) serves as visual representation of the attributes of the Conceptual Framework. The TSPC-KSD\(^3\) document illustrates the alignment of state competencies and the CF. The PTCE assessment\(^7\) document provides evidence of the alignment of NCATE standards, PTCE unit standards, Oregon TSPC standards, and National Board for Professional Teaching Standards (NBPTS) with the conceptual framework. The unit
demonstrates later in Standards 1, 2, 3, and 4 how candidates are assessed and how they demonstrate these competencies. Consistency among all aspects of the PTCE programs and operations is developed and maintained through communication among stakeholders as described in the section on “Shared Vision”. These actions include, but are not limited to, creation of an assessment coordinator position (January 2007), the creation of a Licensure and Field Services Coordinator (June 2008), regular meetings of the PTCE Licensure Coordinators and the TSPC Consortium, and standing and ad hoc committees of the PTCE unit.

**Professional commitment and dispositions.** The PTCE unit is committed to mentoring candidates toward appropriate professional dispositions, such as valuing diversity, professional and personal growth, and the highest standards of professional conduct.

**Commitment to diversity.** The unit has an extensive and ongoing commitment to valuing diversity and in assuring candidates skillfulness in helping P-12 learners maximize their potential. The PTCE unit’s commitment to proficiency-based programs and the teacher work sample in all licensure programs attends carefully to individual differences, constraints and affordances of the teaching and learning setting, and differentiation necessary to assure that all children learn. Structured course embedded field experiences in all programs assure candidates develop the skills necessary to modify and differentiate for diverse learners.

**Commitment to technology.** Although not explicitly stated in the conceptual framework, the PTCE unit is committed to providing learners with the knowledge and skills to incorporate technology into their practice. A specific example of technology is the use of BlackBoard as a tool for providing assignments, facilitating discussions, etc. A review of syllabi provides consistent and comprehensive evidence of the use of technology by faculty and candidates.

**Candidate proficiencies aligned with professional and state standards.** All licensure programs in Oregon align with the Oregon Teacher Standards and Practices Commission (TSPC) proficiencies standards and national standards in respective content fields, such as the National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Council for Social Studies (NCSS) and the National Science Teachers Association (NSTA). As an NCATE partnership state, Oregon has worked with NCATE to review and adopt professional standards mirroring the applicable Specialized Professional Association (SPA) standards. TSPC standards based on national standards, therefore aligned with professional standards of the field, Interstate New Teacher Assessment and Support Consortium (INTASC) and National Board for Professional Teaching Standards (NBPTS). The advanced proficiencies for the Continuing Teaching License (CTL) and the Online Master of Education program (formerly Mentored Masters) align with NBPTS, ESOL/Bilingual aligns with Teachers of English to Speakers of Other Languages (TESOL) standards, and the Read Oregon Program is aligned with International Reading Association Standards (IRA). Counselor Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The unit demonstrates in standards 1, 2, 3, and 4, the candidate assessment process and how candidates meet these competencies.
References


