Winthrop University
Richard W. Riley College of Education

Teacher as Educational Leader
A Conceptual Framework for the Undergraduate Teacher Education Program
Richard W. Riley College of Education

Mission Statement

The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service for the purpose of preparing professionals who are committed to the betterment of society through a lifelong quest for excellence in leadership, stewardship, collaboration, and innovation.

Approved by the Richard W. Riley College of Education faculty on April 30, 2010.
The mission of the College of Education is to prepare professionals who are committed to the betterment of society through a life long quest for excellence in leadership, learning, stewardship, service, and the communication of ideas. This mission statement serves as the focal point for the conceptual framework, Teacher as Educational Leader. The mission statement and subsequent conceptual framework were developed by task forces of University faculty, administrators, Professional Development School representatives, and students.

The conceptual framework for the undergraduate teacher education program is a three-dimensional model. The three interactive dimensions are Organizing Concepts, Themes, and Stages of Development. The five concepts are overarching areas of study around which the themes are organized, specifically 1) The Learner, 2) The Society, 3) The Curriculum, 4) The Teacher, and 5) The Educational Leader.

All students proceed through three stages within this model demonstrating their knowledge and skills of each theme area. These stages are cumulative, building on previous learning. The Exploratory Stage includes students' first two years of study when they are completing general education requirements and assessing their commitment and qualifications for pursuing a career in education. If this commitment is made and all admission requirements are met, the student moves to the second phase and becomes a teacher candidate.

Stage II, the Pre-professional Stage, encompasses the generic and content-specific pedagogical skills necessary for success in the teaching profession. At the completion of this stage, teacher candidates are assessed to determine their readiness for the final semester. Stage III, the Professional Stage, represents the final phase of the program. This is the period in which teacher candidates complete their internship and a capstone course that prepares them for entry into the profession.

The conceptual framework of Teacher as Educational Leader moves those preparing for educational careers through a program committed to self-discovery and pedagogical study. This commitment requires the candidate to search for a deeper understanding of self and others while examining the moral, social, and political implications of teaching and learning in a democracy. This search is conducted through a model which includes faculty of the College of Arts and Sciences, the College of Visual and Performing Arts, the College of Education, and the public schools working collaboratively with each other and with teacher candidates to explore the ever-changing roles and responsibilities of educational leaders in today’s society.

The knowledge of an educated leader rests on a firm foundation in the liberal arts, in the specific content to be taught and pedagogy. At Winthrop, students make linkages between pedagogy and the disciplines and examine instructional methodologies appropriate to their fields. Knowledge in areas such as human growth and
development, historical and philosophical foundations, professional responsibilities, diversity, and school law are woven into the program through a well-articulated core of courses. Knowledge of technology and opportunities to use it to promote learning is developed throughout the program. Current educational research, specialized professional association standards, feedback from practitioners, including university faculty working in the schools, graduates, current students, and demographic trends influence continuous modifications and improvements in the program.

Curiosity, critical thinking, inquiry, independent learning, and reflection on one’s learning are promoted in the program. Faculty model those behaviors and dispositions that are expected of candidates and provide opportunities for them to develop and practice such behaviors as part of their educational program. Faculty engage in team teaching, planning, collaborative research, professional development, and peer observation that inform their teaching and scholarship.

A planned sequence of field experiences and internships integrate the teacher candidates' content knowledge and pedagogical learning. Candidates are placed in schools with teachers and administrators who are knowledgeable about the College’s mission and the scope and sequence of the conceptual framework for undergraduate teacher education. As the University continues to learn and expand its unique relationship with Professional Development Schools, candidates are provided with increased opportunities to see schools as dynamic, changing organisms.

Evaluation of candidates includes clear admissions standards followed by documented performance-based assessments. Performance in courses, field experiences, and reflective portfolios serve as measures of the teacher candidate’s progress and preparedness for the profession.

At the conclusion of the program, candidates engage in a capstone course that assists them in integrating the overall program, provides opportunity for reflection and synthesis, and allows candidates to finalize their portfolios before initial teacher certification. Performance assessment during the professional semester and through the capstone course ensures the candidate’s attainment of competencies.

Approved by the Richard W. Riley College of Education faculty on February 8, 2002.

Approved by the Winthrop University Teacher Education Committee on April 30, 2002.
**Organizing Concept I**

**The Learner**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Exploratory Stage</th>
<th>Pre-professional Stage</th>
<th>Professional Stage</th>
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</thead>
<tbody>
<tr>
<td>Human Development</td>
<td>- understands theories of human development (physical, social, emotional, moral, and intellectual)</td>
<td>- understands how development influences performance (cognitively, socially, emotionally, and physically).</td>
<td>- uses theories of human development to create effective learning environments.</td>
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<td>- uses knowledge of human development to analyze effective learning environments.</td>
<td>- relates theories of human development to the candidate’s level of licensure.</td>
<td>- is concerned with each P-12 student’s well-being and is alert to signs of difficulties.</td>
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<td>- understands individual differences in learning.</td>
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<td></td>
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<td>- understands theories of learning.</td>
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<td>Learning</td>
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<td>Human Similarities &amp; Differences</td>
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<td></td>
<td>- demonstrates an appreciation and respect for differences and similarities among individuals and students and is committed to helping them develop self-confidence and competence.</td>
<td>- understands multicultural perspectives.</td>
<td>- fosters multiple perspectives in P-12 students’ critical thinking, independent problem-solving, and performance.</td>
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<td></td>
<td>- knows similarities and differences among various cultures, ethnic groups, and genders.</td>
<td>- recognizes diversity of ideas, institutions, philosophies, moral codes, and ethical principles related to education.</td>
<td>- accommodates for individual needs and abilities while planning and implementing instruction.</td>
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<td></td>
<td>- develops an awareness of learners with exceptionalities and knows laws and policies.</td>
<td>- maintains high expectations for all learners.</td>
<td>- communicates to P-12 students their value as individuals and helps them learn to value each other.</td>
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<td>Families:</td>
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<td></td>
<td>- understands family systems and characteristics.</td>
<td>- understands the key elements of communicating with families to enhance learning.</td>
<td>- employs appropriate educational practices to teach P-12 students with special needs.</td>
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<td>- designs and facilitates learning experiences that use assistive technologies to meet the special needs of P-12 students.</td>
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*Diversity refers to "differences among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic region where they live" (NCATE, 2001)."
<table>
<thead>
<tr>
<th>Theme</th>
<th>Stages of Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics:</td>
<td>Exploratory Stage</td>
</tr>
<tr>
<td>The educational leader understands the moral, ethical, and social implications of teaching in a democracy and uses this knowledge to inform practice.</td>
<td>demonstrates basic knowledge of ethical predispositions and expectations of the profession.</td>
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<tr>
<td>Law:</td>
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<tr>
<td>The educational leader understands the developing legal foundations of the profession and uses this knowledge to inform practice.</td>
<td>understands basic legal principles of American education.</td>
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<td>History:</td>
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<tr>
<td>The educational leader knows the history of the profession and uses this knowledge to build current practices and to plan for the future.</td>
<td>has knowledge of the history of education in the western world.</td>
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<td>Philosophy:</td>
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<td>The educational leader understands the metaphysical, epistemological, and axiological principles central to past and present development of American education and uses this knowledge to develop a personal philosophy of education to guide professional practice.</td>
<td>identifies meanings, functions, and basic tenets of philosophy.</td>
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## Curriculum

### Subject Matter Expertise:
The educational leader demonstrates understanding of the knowledge, curriculum, and teaching methodologies unique to his or her particular field of academic expertise.

<table>
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<tr>
<th>Exploratory Stage</th>
<th>Pre-professional Stage</th>
<th>Professional Stage</th>
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<tbody>
<tr>
<td>develops a preliminary knowledge of a specific discipline and its relationships to the liberal arts and sciences.</td>
<td>understands the interconnectedness of specific content area to other areas within the curriculum.</td>
<td>develops effective instruction for P-12 students using knowledge of content and appropriate standards.</td>
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<tr>
<td>understands major concepts, assumptions, and processes of inquiry central to the discipline.</td>
<td>provides learning experiences that allow P-12 students to form connections between the specific subject area and other disciplines.</td>
<td>assists P-12 students in connecting subject matter to everyday life.</td>
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<td></td>
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<td>engages in continuous learning to ensure current knowledge in the discipline.</td>
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</tbody>
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### Curriculum:
Develops, implements, and evaluates curriculum to prepare students to be productive citizens in a global society.

- understands how social issues influence curriculum.
- understands the purpose for integrating technology into curriculum.
- understands the role of student’s personal and family experiences and cultural norms in planning instruction.
- understands and uses principles of curriculum design in designing and implementing lesson plans.
- understands the teacher’s role in designing and implementing the curriculum.
- researches and evaluates the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information resources to be used by P-12 students.
- incorporates interdisciplinary and multicultural approaches to curriculum design and planning, which include P-12 students’ cultural background and experience, into instruction.
- analyzes, plans, implements, and evaluates curriculum.
- integrates literacy skills in all curricula.
- designs and teaches a coherent sequence of learning activities that integrates appropriate use of technology resources to enhance P-12 student academic achievement and technology proficiency by connecting district, state, and national curriculum standards with student technology standards.

### Integrative Studies
The educational leader integrates content and professional pedagogical knowledge to create meaningful learning experiences.

- values interdisciplinary teaching and learning.
- plans lessons using an interdisciplinary approach.
- integrates and evaluates professional and pedagogical content knowledge to create meaningful learning experiences for all P-12 students.
### Instructional Practices:
The educational leader delivers effective instruction which is continuously evaluated and refined.

#### Exploratory Stage
- develops basic observational skills.
- explores a variety of instructional strategies.
- values instructional flexibility to meet student needs.

#### Pre-professional Stage
- understands the continuous process of instruction.
- analyzes various instruction strategies in different disciplines.
- examines a repertoire of teaching strategies in planning for instruction.
- demonstrates an enthusiastic and positive attitude in classroom setting.
- demonstrates initiative in instructional practices.
- explores technology as an instructional tool in the classroom.
- demonstrates appropriate integration of technology into subject matter and content.

#### Professional Stage
- implements planned lessons.
- examines congruence between lessons planned and implemented.
- uses a variety of instructional strategies to meet student needs.
- uses P-12 students’ strengths and errors as means to design and modify instruction.
- uses technology as a tool for effective instruction to meet individual and group needs.
- creates learning experiences which encourage critical thinking, problem solving, informed decision making, and creativity.

### Classroom Management:
The educational leader employs effective classroom management practices based contemporary theories, observations, ethics, and research.

#### Exploratory Stage
- explores environmental issues that affect moral values, behaviors, and self-esteem of students.

#### Pre-professional Stage
- develops initial conflict resolution skills.
- analyzes conflicts and professional interaction in team practices.
- analyzes classroom management theories, including underlying characteristics of human motivation and behavior.
- develops a positive classroom management plan.

#### Professional Stage
- uses self-reflection to evaluate classroom management skills.
- promotes positive peer relationships by applying and evaluating appropriate grouping strategies (For example, small group, cooperative learning, and large group).

### Assessment:
The educational leader develops, uses, and evaluates appropriate tools of assessment.

#### Exploratory Stage
- knows the general purpose and rationale for assessment.

#### Pre-professional Stage
- demonstrates knowledge of various strategies and assessment instruments.
- analyzes and selects appropriate assessment strategies and instruments.
- explores the use of technology as a means to address student learning.

#### Professional Stage
- synthesizes, uses, evaluates, and communicates assessment results.
- uses a variety of formative assessment approaches to diagnose, design, or modify instruction.
- uses technology to assess P-12 student performance and analyze teaching effectiveness.
The Educational Leader

Communication:
The educational leader effectively communicates (listening, speaking, reading, writing, and mediacy) with students, colleagues, families, and the community.

- Communicates clearly and effectively using Standard English (listening, speaking, reading, writing, and mediacy).
- Is aware of need for culturally sensitive communication.

Exploratory Stage
- Communicates the central precepts of the discipline to students.
- Uses technology as a tool for communication.

Pre-Professional Stage
- Communicates in a culturally sensitive manner.
- Uses technology productivity tools to complete required professional tasks.
- Uses a variety of media and formats, including telecommunications, to communicate and interact with peers, experts, and audiences.

Professional Stage
- Communicates with students, colleagues, families, and the larger community to promote literacy.
- Effectively integrates reading, writing, listening, and speaking skills into curricula.
- Communicates in a culturally sensitive manner.
- Uses technology productivity tools to complete required professional tasks.
- Uses a variety of media and formats, including telecommunications, to communicate and interact with peers, experts, and audiences.

Personal Development:
The educational leader constantly strives to develop a knowledge of self and uses introspection to make professional decisions.

- Examines personal values, attitudes, and beliefs related to the profession.
- Demonstrates professional commitment in university and public school settings.
- Identifies areas of personal strengths and needs as a beginning teacher.
- Demonstrates adaptability, flexibility, maturity, and emotional stability in university and classroom settings.
- Exhibits positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- Examines personal motives for selecting teaching as a profession and the responsibilities involved in that choice.
- Takes responsibility for personal actions and choices as a professional leader.
- Demonstrates adaptability, flexibility, maturity, and emotional stability in university and classroom settings.
- Exhibits positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- Demonstrates self-evaluation of instructional decisions.

Collaboration:
The educational leader understands the concept of collaboration and uses it with colleagues, families, and the community to benefit learners.

- Demonstrates positive and cooperative relationships with university faculty, P-12 students and teachers, and colleagues.
- Analyzes own interpersonal and collaborative skills with colleagues, families, and the larger community.
- Identifies examples of collaboration and examines them in terms of group dynamics, learning, and decision-making.
- Applies examples of successful collaborative models and evaluates interpersonal skills.
- Contributes as an educational team member and evaluates personal contributions to team effort.

Reflective Practice:
The educational leader critically analyzes her/his leadership and teaching skills and applies what is learned to future practice.

- Understands the role of reflection in learning.
- Examines personal motives for selecting teaching as a profession and the responsibilities involved in that choice.
- Takes responsibility for personal actions and choices as a professional leader.
- Analyzes personal skills and teaching and evaluates self.
- Uses feedback to improve practice.
Teacher Education
Professional Dispositions and Skills Criteria

Education is a noble calling that entails both challenges and responsibilities. As an educational leader, you will be expected to uphold the highest standards of the profession as you relate to students, families, and communities. Each teacher candidate is expected to exhibit the following four dispositions in their work with colleagues, faculty and staff in University and PK-12 settings, and PK-12 students and their families:

I. FAIRNESS
Assumes responsibility for the learning of all students* in the classroom in a caring, nondiscriminatory, and equitable manner and persists in effective learning for all students.*

II. INTEGRITY
Demonstrates a recognition of and adherence to the moral, legal, and ethical principles of the University and the profession.

III. COMMUNICATION
Interacts in ways that convey respect and sensitivity.

IV. COMMITMENT
Embraces the complexity of work through reflective practice and professional growth.

* “All students” includes students with exceptionalities and of different ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional/geographic origins (NCATE Unit Standards, 2008).
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