

Alignment of Initial Level Conceptual Framework to INTASC Standards

The conceptual framework at the initial level can best be summarized by the following phrase:

Creating Exemplary Educators – Reflective Decision Makers

As reflective decision makers, teacher education candidates of PSC are able to reflect critically upon their own experiences and engage in activities that connect the theories and techniques that are made available to them through their coursework and fieldwork. At the initial level, candidates are involved in a learning environment that focuses on three themes of concentration:

Foundational Knowledge: Candidates will engage in academic coursework and fieldwork designed to broaden their background in general and liberal studies, content area studies, and pedagogical studies.

Professional Dispositions and Integrity: Candidates will develop a professional disposition, character, skills and traits appropriate for a professional educator.

Professional Development: Candidates will recognize what is involved in being a lifelong educator and establish their own professional identities.

A specific set of outcomes has been established for each of the three themes. Each outcome serves as a subsystem within an integrated whole. The experiences leading to our desired outcomes do not exist in isolation but are provided in a variety of contexts. The outcomes for the initial program have been aligned with the national INTASC Standards. The conceptual framework outcomes are evident throughout course syllabi, various candidate assessment measures, and program/unit assessment measures.

Specific assessment work was completed and piloted during spring semester 2003 for the student teacher evaluation instrument that focused on aligning the assessment instrument with the outcomes defined in the conceptual framework at the initial level. Work on aligning the assessment instruments has expanded into the area of practicum evaluations and will be a focus of the electronic portfolio that will be transitioned into the program during the next academic year.

The following table represents the candidate outcomes at the initial level. The outcomes have been aligned with the INTASC Standards and represent the knowledge base for initial candidates. The shaded areas represent the three themes identified for the conceptual framework at the initial level.

Standard	Peru-U Standards 2011	INTASC
PERU-U.1	Foundational Knowledge -- Teacher education candidates have a broad background of knowledge and skills in three domains identified as general and liberal studies, content area studies and pedagogical studies. These studies serve to enrich, enlighten, and expand candidates' knowledge and skills. As they reflect upon their experiences, teacher candidates make informed decisions.	
PERU-U.1.1.1	Foundational Knowledge -- General and Liberal Studies: Teacher education candidates develop a broad foundation of knowledge across disciplines and connect and interrelate that knowledge to positively impact instruction and student learning.	Standards 1, 3, 7
PERU-U.1.1.2	Foundational Knowledge -- General and Liberal Studies: Teacher education candidates demonstrate strong communication, computation, research, and technology skills.	Standards 4, 5, 6
PERU-U.1.2.1	Foundational Knowledge -- Content Area Studies: Teacher education candidates interrelate all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.	Standards 1, 2, 3, 4, 7, 8, 9
PERU-U.1.2.2	Foundational Knowledge -- Content Area Studies: Teacher education candidates identify, select and evaluate appropriate resources to support a coherent lesson sequence in their content areas which creates meaningful student learning experiences.	Standards 2, 4, 7, 8
PERU-U.1.2.3	Foundational Knowledge -- Content Area Studies: Teacher education candidates demonstrate comprehension of the evolving nature of theory and research in their content areas.	Standards 1, 8, 9
PERU-U.1.3.1	Foundational Knowledge -- Pedagogical Studies: Teacher education candidates plan and implement appropriate instruction and assessment based on their knowledge of human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.	Standards 2, 3, 8
PERU-U.1.3.2	Foundational Knowledge -- Pedagogical Studies: Teacher education candidates effectively use technology to plan and implement instruction and enhance student learning.	Standards 2, 4, 5, 6, 7
PERU-U.1.3.3	Foundational Knowledge -- Pedagogical Studies: Teacher education candidates develop, plan, and implement standards-based curriculum that reflects current research.	Standards 1, 2, 3, 7
PERU-U.1.3.4	Foundational Knowledge -- Pedagogical Studies: Teacher education candidates design and teach lessons that differentiate instruction for each learner and positively impact student achievement.	Standards 1, 2, 3, 4, 5, 6, 7, 8, 9
PERU-U.1.3.5	Foundational Knowledge -- Pedagogical Studies: Teacher education candidates design and implement a variety of quality formative and summative standards-based assessments to measure individual student progress and inform ongoing planning and instruction.	Standards 2, 4, 7, 8
PERU-U.1.3.6	Foundational Knowledge -- Pedagogical Studies: Teacher education candidates create a positive, well organized, safe, and respectful learning community with clearly defined classroom goals dedicated to purposeful and engaging learning activities.	Standards 5, 6, 9, 10

Standard	Peru-U Standards 2011	INTASC
PERU-U.1.3.7	Foundational Knowledge – Pedagogical Studies: Teacher education candidates promote the development of problem solving, critical thinking, collaboration, and goal setting skills for all students and help students assume responsibility for their own learning.	Standards 2, 4, 5, 7
PERU-U.2	Professional Dispositions & Integrity -- Teacher education candidates develop professional dispositions, character, skills and traits appropriate for the teaching profession. The candidates demonstrate professionalism, dependability, social maturity, a cooperative attitude, enthusiasm, initiative, and confidentiality, especially as it relates to student information.	
PERU-U.2.1.1	Professional Dispositions and Integrity -- Teacher education candidates refine, model and reflect upon the characteristics, skills, and traits appropriate for the teaching profession and encourage the potential of the students they teach.	Standards 6, 9, 10
PERU-U.2.1.2	Professional Dispositions and Integrity -- Teacher education candidates model moral, ethical and legal behaviors as well as sensitivity to the culture and norms within a school community.	Standards 6, 9, 10
PERU-U.3	Professional Development -- Teacher education candidates recognize what is involved in being a lifelong educator, establish their own professional identities, and effectively collaborate within the learning community.	
PERU-U.3.1.1	Professional Development -- Teacher education candidates analyze and reflect upon constructive feedback to initiate change and refine practices that address the needs of all students.	Standards 3, 6, 9, 10
PERU-U.3.1.2	Professional Development -- Teacher education candidates participate in opportunities for collaboration and on-going professional development activities to maintain currency in education-related issues.	Standards 1, 9, 10
PERU-U.3.1.3	Professional Development -- Teacher education candidates analyze current educational research and information about what is considered best practices as well as resources available for lifelong professional growth and development.	Standards 1, 9