

**Luther College Education Department  
Conceptual Framework for Teacher Education**

**“Preparing Competent, Caring, and Inquisitive  
Teachers for Global Responsibility”**

*Updated Fall 2018*

The Education Program at Luther College is founded on the principles that a command of theoretical knowledge about learning and human behavior, a foundation of knowledge in the subject matter to be taught, an understanding of how theory and subject matter shape pedagogy, and a repertoire of teaching competencies that facilitate teaching and learning are essential to the development of effective reflective beginning teachers. Informing all of these elements is a moral stance that grows out of the College’s roots and the discipline’s long commitment to further the education of successive generations.

Flowing from the Luther College mission statement, the conceptual framework guides the Education Department’s vision for preparing teacher candidates to work effectively in PK-12 schools and guides development of courses, teaching, candidate performance, service, and department accountability. The framework is continually assessed and revised for it is based on the philosophical assumption of the teaching profession as a developmental process (Goodlad & McMannon, 2004). Therefore, reflection on one’s development and the framework is critical to the candidate’s success.

The Education Department Faculty, as an academic community of Luther College, has formulated five strands providing the foundation on which candidates build both teaching competence and a sense of vocation.

**Strand I: The Liberal Arts**

**Luther College teacher candidates benefit from general education requirements that provide learning opportunities grounded in the assumption that the liberal arts provide a foundation for educated adults.**

**Strand II: Knowledge, Skills, and Dispositions**

**Luther College teacher candidates are presented with an array of opportunities and experiences leading to the development of the knowledge, skills, and dispositions necessary for quality teaching and learning.**

**Strand III: Accountability**

**Luther College teacher candidates are prepared to individually demonstrate the knowledge, skills, and dispositions as they relate to identified teacher competencies and to personal vocational choices.**

**Strand IV: Diversity**

**Luther College teacher candidates are provided with opportunities to engage in experiences with diverse populations to assist their development as caring, culturally competent teachers for the 21<sup>st</sup> century.**

## **Strand V: Reflection**

**Luther College teacher candidates are encouraged to develop ethical, reflective, and critical thinking skills essential to life-long learning as a teaching professional.**

Embedded in each strand are the mechanisms designed to assess the continuous growth and progress toward articulated program outcomes. Candidates are active participants in this assessment process as they continue developing as teachers.

**Strand I: Luther College teacher education candidates benefit from general education requirements that provide learning opportunities grounded in the assumption that the liberal arts provide a foundation for educated adults.**

A. Luther College teacher education candidates know and demonstrate the knowledge, skills, and dispositions identified by the [College Mission statement](#), specifically, preparation for a life of leadership, service, and vocation (Copy editor, 2011). By connecting faith and learning, the Christian liberal arts objectives of the College become an integral part of the teacher preparation program.

The connection of faith and learning is fostered through All-College and Teacher Education Program requirements. Through these requirements, Luther College provides a grounding in the liberal arts, including democratic ideals and social equity, which are important to teachers' abilities to instruct, mentor, and provide opportunities for PK-12 students to experience equity in school and into adult life (Goodlad, 2003-2004). Palmer (1998) suggested teaching is a holistic act involving intellectual, emotional, and spiritual selves. Luther College provides candidates the opportunities to explore ideas of democracy, social equity, and teaching dependent on integrated selves or wholeness.

Also, within the liberal arts tradition, candidates are further challenged to explore leadership, service, and vocation in their lives. They are provided numerous opportunities through experiential components within the All-College and Teacher Education Program to do so. Palmer (2000) suggested leadership is everyone's vocation within a community and whether intentional or not, each leads by example and through interactions within the community. The liberal arts provide the foundation for candidates to foster the knowledge, skills, and dispositions necessary for teaching.

- B. Evidence indicating successful completion of Strand I - The Luther Educator will have:
1. Demonstrated breadth and depth of knowledge through successfully completing a minimum of 76 credit hours in the general education program and all requirements within the chosen major.
  2. Committed to the professional practices reflective of liberal arts objectives as evidenced in the repeated assessment of pre-service teachers' professional dispositions throughout the Teacher Education Program and candidates' successful completion of the professional semester.

**Strand II: Luther College teacher education candidates are presented with an array of opportunities and experiences leading to the development of the knowledge, skills, and dispositions necessary for quality teaching and learning.**

- A. Darling-Hammond and Bransford (2005) present a model for preparing teachers for a changing world. The model acknowledges teaching as a profession and to prepare PK-12 students for participation in democratic society. Furthermore, teaching is a complex endeavor that considers knowledge of learners and their development in social contexts, subject matter and curriculum, and teaching, including diverse learners and assessment (Darling-Hammond & Bransford, 2005).

Additionally, Education Department faculty recognizes teaching as a developmental process, with a teacher's craft developing through experience (Danielson, 2007; Goodlad & McMannon, 2004) Thus, various levels of field experiences with progressively demanding expectations for candidates to meet standards are provided. Furthermore, professional knowledge develops through use of research and practical experience (Darling-Hammond & Bransford, 2005), and faculty involves candidates in learning research-supported practices for their chosen area of emphasis. Luther College strives to prepare candidates for quality teaching and learning through incorporating these ideas of preparing teachers for a changing world, teaching as a developmental process, and use of research. This is achieved through candidates' academic work in college classrooms, various levels of practical experiences with PK-12 students and practicing teachers, professional development opportunities, and student teaching. These experiences reflect Luther College's mission for a life of service and vocation; meet the state requirements for teacher licensure; and support candidates' development of knowledge, skills, and dispositions essential to quality teaching and learning.

- B. Evidence indicating successful completion of Strand II - The Luther Educator will have:
1. Completed the State-approved teaching licensure process, including College and Department graduation requirements. Candidates may participate in additional, elective opportunities.
  2. Achieved proficiency on artifacts demonstrating competency on ten (10) INTASC Standards (Interstate New Teacher Assessment and Support Consortium Standards).
  3. Demonstrated acceptable performance evaluations from:
    - a. Practical experiences at the introductory and developing levels
    - b. Student teaching formative and summative evaluations
    - c. Recitals, proficiency tests, exhibits and presentations
  4. Demonstrated expectations in varied field experience across such dimensions such as
    - a. domestic and international
    - b. rural to urban
    - c. cultural and linguistic
    - d. economic
  5. Satisfactorily completed the Advanced Portfolio or EdTPA, with Elementary Education Majors presenting orally
  6. Engaged in research and may have presented in local, state and regional conferences. (Optional)

- a. Academic Administrative Assistantships (AAA) for faculty-student research and collaboration
  - b. Research Symposium
7. Sought and participated in campus-based affiliates of national organizations (Council for Exceptional Children, Future Music Educators Association, National Education Association, and National Science Teachers Association are available.)

**Strand III: Luther College teacher education candidates are prepared individually to demonstrate the knowledge, skills, and dispositions as they relate to identified teacher standards and to personal vocational choices.**

- A. Preparation to become a teacher is dependent upon many factors. A teacher's biography and the preparation program one completes are among these factors that influence teaching (Cochran-Smith, Gleeson, & Mitchell, 2010; Lortie, 1975/2000, Schoonmaker, 2002). Additionally, learning and knowing are positioned within one's physical and social contexts of teaching (Putnam, R. T. & Borko, H., 2000). Thus, the Education Department considers each candidate and supports one's achievement of the standards as well as progress toward one's chosen vocation.

The Education Department endorses the INTASC Standards for all candidates preparing to become teachers. These Standards, are introduced through the initial teacher education courses (Education 185/215: Clinical Experience I in the Schools) and serve as the guide for developing all courses in the Education Department. Candidates demonstrate these standards throughout their professional semester and through successful completion of the professional portfolio or EdTPA and student teaching evaluation.

Candidates have varied opportunities to practice, receive feedback, and refine their practice based on the INTASC Standards in order to increase skills and accountability in teaching the PK-12 learner. These opportunities include meeting individually with faculty advisors regarding vocational choices and mentoring throughout education courses, as well as with PK-12 partners in practica.

- B. Evidence indicating successful completion of Strand III - The Luther Educator will have:
- 1. Completed Education 185/215: Clinical Experience I in the School). Students in all programs (Elementary, Secondary, K-12) complete this course.
  - 2. Completed a pre-professional skills test, such as the PRAXIS Core or other State-approved assessment.
  - 3. Completed all coursework required by the Education Department for the major and/or minor.
  - 4. Achieved a grade point average (GPA) of at least 2.75 overall and in all teaching areas to be admitted to the program and maintain that for admission to the professional semester. Exceptions to the GPA include modern languages at 3.00 and mathematics/biology/chemistry at 2.50. Math teaching majors must earn a grade of C or above in MATH 220, 240 and 365. All transfer course grades are calculated the GPA.

5. Documented professional development through demonstrating the INTASC Standards by submitting to electronic system that tracks candidate progress through the initial, developing, and advanced portfolio or EdTPA.
6. Demonstrated competence through the student teaching experiences and evaluations.
7. Prepare the advanced portfolio or EdTPA demonstrating assimilation of the Standards during their professional semester. Elementary Education Majors present this publicly.

**Strand IV: Luther College teacher education candidates are provided with opportunities to engage in experiences with diverse populations to assist their development as caring, culturally competent teachers for the 21st century.**

A. Description

With respect to diversity, the Education Department's framework for Teacher Education acknowledges teacher candidates should be provided with experiences in teaching diverse populations to support the learning of all students. From this perspective, the department is committed to providing experiences that contribute to creating caring and culturally competent teachers (Banks, 2004; Noddings, 1992).

The Education Department focuses on providing teacher candidates with instruction and experience on four aspects of diversity in the classroom: (1) increasing the intercultural awareness and competency of beginning teachers (Banks, 2004); (2) encouraging sensitivity to PK-12 students' social and emotional needs (Comer, 2011); (3) developing candidates' ability to vary instructional methods to meet a wider range of student needs and to engage a wide variety of learning styles within the classroom (Montgomery, 2001); and (4) integrating the curriculum using the experiences, histories, traditions, and values students bring to the classroom (Delpit, 2012; Emdin, 2016; Gay, 2000; Ladson-Billings, 2001; Paris, 2012).

Coursework and practical experiences broaden candidates' knowledge of student diversity, background, and learning preferences. These experiences foster candidates' examination of their lessons, materials, and classroom interactions to support the learning of all students, including those who are gifted, live in poverty, identify as LGBT, identified with special needs, or are culturally-linguistically diverse. Furthermore, teacher candidates create classrooms that connect their PK-12 students to the broader society, where issues of social responsibility, democracy, and global citizenship promote critical thinking and active engagement in the learning process (Comer, 2005; Thompson & Tyagi, 1993).

Teacher candidates are provided multiple avenues to gain experience with diverse students and colleagues in their future field. They may select from several special endorsements that enable more effective instruction of very young children, middle school students, students with special needs, and students for whom English is not the primary language.

Pre-professional opportunities in professional teaching organizations such as the National Education Association, the Council for Exceptional Children, and the Future Music Education Association allow our candidates to learn how these organizations support the

professional growth of teachers. The Luther College Diversity Center fosters an appreciation and understanding of cultural diversity by arranging co-curricular activities with area schools in which candidates may participate. Finally, student teaching and practical experiences are available to candidates in urban, suburban, and rural areas. Opportunities exist to work in settings of cultural diversity, mentoring programs, school-community projects, and service projects.

- B. Evidence indicating successful completion of Strand IV – The Luther Educator will have:
1. Documented an artifact and rationale statement for the 10 InTASC Standards, each of which addresses teacher interaction with peoples of diverse backgrounds in teaching students, and working with colleagues and families.
    - a. Standard #1: Learner Development
    - b. Standard #2: Learning Differences
    - c. Standard #3: Learning Environments
    - d. Standard #4: Content Knowledge
    - e. Standard #5: Application of Content
    - f. Standard #6: Assessment
    - g. Standard #7: Planning for Instruction
    - h. Standard #8: Instructional Strategies
    - i. Standard #9: Professional Learning and Ethical Practice
    - j. Standard #10: Leadership and Collaboration
  2. Identified and completed a special endorsement to complement his or her education major/minor, including:
    - a. Elementary Education, with one of the following:
      - i. Special Endorsements: Reading, Early Childhood, Middle School, English as a Second Language, and/or Instructional Strategist II: Learning Disabilities & Behavioral Disorders
      - ii. Academic Endorsement
    - b. 5-12 Minor in Secondary Education
    - c. K-12 Minor in Art, Music, or Physical Education
  3. Selected student teaching environments provided practical experiences with learners from a variety of cultural, linguistic, and family backgrounds
    - a. Domestic opportunities (urban, rural, suburban)
    - b. International opportunities such as Belgium, Korea, Norway, Scotland, and Singapore
    - c. Documented these with Clinical Demographic data graph
  4. Prepared lesson and unit plans highlighting adaptations to support individual learners
  5. Participated in service organizations, campus activities, political action groups, and pre-professional organizations encouraging community involvement
    - a. Council for Exceptional Children (CEC)
    - b. Future Music Educators Association (FMEA)
    - c. National Science Teachers Association
    - d. Habitat for Humanity
    - e. Luther College Diversity Center
    - f. PALS (a mentoring program between area youth and Luther students)

- g. Luther Student Education Association (LSEA)
- h. National Council of Teachers of Mathematics (NCTM)
- i. Teachers for Social Justice
- j. Believing and Achieving
- k. Hola Enlaces/Postville Tutoring
- l. Federal work study in the schools and childcare centers

**Strand V: Luther College teacher education candidates are encouraged to develop ethical, reflective, and critical thinking skills essential to life-long learning as teaching professionals.**

A. Description

Consistent with the College’s identified *Goals for Student Learning*, the Teacher Education Program is built on the premise that becoming a teacher is a developmental and cumulative process, beginning in the preservice program and continuing throughout the teacher’s career. This is underscored in the goals, which specifically note, “Graduates of Luther College should be individuals with disciplined and inquisitive minds, equipped to understand and confront a changing society, and committed to using their talents to serve the common good...Luther College seeks to ensure all students will grow in knowledge and abilities and *mature in values during their undergraduate years and be motivated to continue this growth throughout their lives.*” Graduates should also be able to “...respond individually and collectively to ethical challenges confronting the world...” (Luther College Catalog, 2017-2018, italics added). These goals undergird the Teacher Education Program and the importance of reflection in effective teaching and contributing to society.

Reflection has long been viewed as critical to a teacher’s practice. John Dewey (1933) placed reflection at the core of teaching and urged practitioners to critically practice. Others, such as Donald Schön (1992), David Boud, Rosemary Keogh, and David Walker (1985) continued to press teachers and other practitioners to use reflection as a developmental process. Critical reflection can serve as a means to merge methods of critical inquiry, ethical decision-making, personal belief systems, and instructional practice in order to assist teachers in developing more refined and informed instruction. (Giovannelli, 2003; Kane, Sandretti, & Heath, 2004; Lambe, 2011; Larrivee, 2000) The Interstate New Teacher Assessment and Support Consortium (INTASC), Council for the Accreditation of Educator Preparation (CAEP), and the Iowa Teaching Standards provide substantive evidence of the need for teachers to approach the vocation as reflective practitioners. The Education Department embraces reflection is at the heart of practice. Therefore, teacher candidates must have the time and opportunity to think about the events of their teaching and have opportunities to sharpen their skills. The Education Department believes these to be learned skills and that these skills and qualities contribute to the development of caring and culturally responsive teachers who will “be equipped to understand and confront a changing society” by responding to the ethical challenges they encounter. (Mission Statement - <https://www.luther.edu/about/mission/>)

B. Evidence of successful completion of Strand V - The Luther Educator will have:

- 1. Achieved satisfactory ratings on an artifact and rationale statement for

1. Standard #9: Professional Learning and Ethical Practice
2. Standard #10: Leadership and Collaboration
2. Self-evaluated teaching dispositions in ED 185/215, junior methods, junior placement, student teaching.
3. Satisfactorily completed three levels of portfolio: Introductory, Developing, and Professional.
4. Achieved proficient ratings on a set of on-going performance assessments, beginning with Education 185/215 and continuing through Education 486.
5. Satisfactorily completed Paideia II: The History and Philosophy of U.S. Schools.
6. Participated in Education 486 Student Teaching Retreat.
7. Adhered to The Luther Student Honor Code.
8. Satisfactorily completed background checks.

The Luther Education Department strives to instill in each candidate a sense of commitment to continued professional development beyond the Luther College degree. Teaching, by its very nature, is a lifelong activity and process of learning strongly shaped by the context in which the teacher practices (Day, 1999). Experience, maturity, and additional education will extend and enhance the graduates' teaching skill, content knowledge, attitudes, diverse perspectives, and interpersonal relationships.

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