

The Conceptual Framework, 2009
College of Education and Human Development
University of Louisiana Monroe

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The Conceptual Framework

A conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the unit's intellectual philosophy and institutional standards, which distinguish graduates of one institution from those of another.

The ULM Conceptual Framework: Process, Product and Practice

The comprehensive conceptual framework of the University of Louisiana Monroe (ULM) captures the process, product, and practice of the Learning Facilitator. The graphic depiction of the College of Education and Human Development Conceptual Framework, The Interactive Learning Model, incorporates concentric circles to convey the unit's commitment to prepare learning facilitators to move from the university classroom to the broader context of PK-12 classrooms and beyond to positively impact an increasingly diverse world community. Both undergraduate and graduate programs within the unit subscribe to the conceptual framework (Figure C.1.)

Figure C. 1. ULM Interactive Model: Learning Facilitators Serving a Diverse World



Process – Product – Practice

Process: The central core of the graphic superimposes the letters of our name, ULM, and outlines the interactive process of the conceptual framework., Based upon standards, research findings, and sound professional practice, the process addresses four program components: (1) Core Studies; (2) Content Studies; (3) Professional and Pedagogical Studies; and (4) Clinical and Field Experiences. Technology is infused throughout all aspects of the program.

Product: The product of this training process is the Learning Facilitator who maintains and employs specific skills necessary to ensure well planned, continuous, and effective service delivery to diverse populations of students. Learning Facilitators demonstrate professional knowledge, skills, and dispositions (KSD's) in: (1) Planning, (2) Management, (3) Learning Enhancement, (4) Evaluation, (5) Accommodation and Collaboration, and 6) Specialization.

Undergraduate and alternate certification graduate programs prepare Initial Learning Facilitators who focus on learning facilitator proficiencies in all areas, but with special emphasis upon the first four areas.

Graduate programs prepare Advanced Learning Facilitators who exhibit advanced proficiencies in all six areas. These programs emphasize the area of specialization in which candidates demonstrate knowledge, skills, and dispositions consistent with specialty professional standards and continued professional development.

Practice: The standards-based preparation that candidates receive prepares them for effective *practice*. The outer circle of the graphic depicts the cycle of assess-reflect-adjust-instruct of the assessment system that provides for continuous improvement of students, candidates, and the unit. The design, organization, and sequence of courses and learning experiences and the assessment system ensure candidate mastery of targeted knowledge, skills, and dispositions (KSD's).

The books supporting the base of the visual model symbolize the *knowledge base* foundation, and the globe configuration conveys the *ultimate goal* of the conceptual framework, serving a diverse world. Emphasis at both the program and candidate levels is on lifelong learning that encourages continuous evaluation of personal and professional skills necessary for effective practice and upgrading of skills to reflect new knowledge bases.

Figure C. 2. ULM Conceptual Framework: Learning Facilitator Knowledge, Skills & Dispositions

ULM Conceptual Framework: Learning Facilitator Knowledge, Skills, & Dispositions

Knowledge, Skills, & Dispositions	Learning Facilitator Outcomes Learning Facilitators . . .
Knowledge	<p>K1. Plan & Manage: Demonstrate understanding of the power of and procedures for careful planning, effective use of technology, and efficient management of the teaching and learning process.</p> <p>K2. Understand Content and Communication: Demonstrate broad and deep knowledge of content, pedagogy, technology, and communication.</p> <p>K3. Enhance Learning: Recognize effective teaching and learning, evidence-based strategies, successful integration of technology, and procedures to facilitate learning for <i>all</i> students.</p> <p>K4. Evaluate: Exhibit understanding of appropriate assessment and evaluation for and of instruction to improve teaching and learning.</p> <p>K5. Accommodate & Collaborate: Display knowledge of both the need and the procedures for accommodating <i>all</i> learners as well as for collaborating to improve teaching and learning.</p> <p>K6. Specialize: Evidence understanding of professional standards and effective principles, practices, legal policies, and content knowledge specific to general teaching as well as the specialization area(s).</p>
Skills	<p>S1. Plan and Manage: Effectively plan and prepare instruction to accommodate <i>all</i> learners and efficiently organize and manage the learning environment to maximize learning and maintain desired behaviors.</p> <p>S2. Communicate and Deliver Content. Communicate effectively, use technology appropriately, and thoroughly develop learners' content knowledge and skills.</p> <p>S3. Enhance Learning: Enhance and facilitate learning for <i>all</i> learners through masterful delivery of standards-based instruction, full command of content, effective communication and evaluation, and appropriate technology and modifications.</p> <p>S4. Evaluate: Systematically assess and evaluate teaching and learning, using multiple forms of formal and informal procedures, reflect, adjust, instruct accordingly, & reassess.</p> <p>S5. Accommodate & Collaborate: Accommodate for external influences, learning and performance differences, psychosocial needs, and diversity and collaborate to improve teaching and learning.</p> <p>S6. Specialize: Demonstrate performances consistent with appropriate professional standards and effective principles, practices, and legal policies specific to specialization area(s), and seek continued professional development.</p>
Dispositions	<p>D1. Prepare & Manage: Routinely prepare thoroughly for <i>all</i> teaching and learning in terms of content knowledge, planning, organization, use of technology, and management.</p> <p>D2. Communicate and Deliver Content: Consistently display the habits of effective communication interpersonally, orally, in writing, and in delivery of accurate content, use of technology, and collaboration to improve teaching and learning.</p> <p>D3. Enhance Learning: Value and regularly facilitate active and continuous learning lifelong for <i>all</i> students and self.</p> <p>D4. Evaluate: Seek continuous improvement for <i>all</i> students and for self, following the assess-reflect-adjust-instruct cycle.</p> <p>D5. Respect: Habitually show respect and appreciation for human diversity and capabilities, <i>all</i> constituents of the teaching and learning process, and the education profession in habits, actions, and speech.</p> <p>D6. Commit to Professionalism: Constantly demonstrate commitment and responsibility to high professional, ethical, and performance standards in appearance, word, and deed.</p>

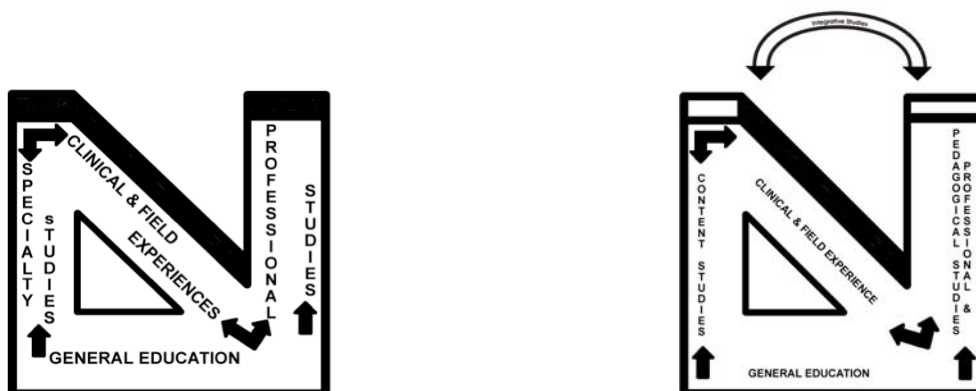
Description of the University of Louisiana at Monroe Conceptual Framework

ULM Teacher Education has been NCATE accredited since 1989. In the ensuing years, the conceptual framework has continually evolved in response to NCATE standards. Both the graphic and the underlying structural elements that describe the ULM Learning Facilitator have been refined to more clearly depict the *Process*, *Product*, and *Practice* of our programs and candidates. The following sections describe in greater detail the changes and rationale for the changes leading to the most current iteration of the *ULM Interactive Model: Learning Facilitators Serving a Diverse World*.

Evolution of Conceptual Framework

Evolving from the unit's initial articulation of the conceptual model in 1989, which emphasized the interactive learning process, the framework has gradually expanded and progressed, retaining the interactive process as a central element and increasing the focus on outcomes or products in 1997 (Figure C.3).

Figure C. 3. The NLU Interactive Learning Model Versions (1989-1997)



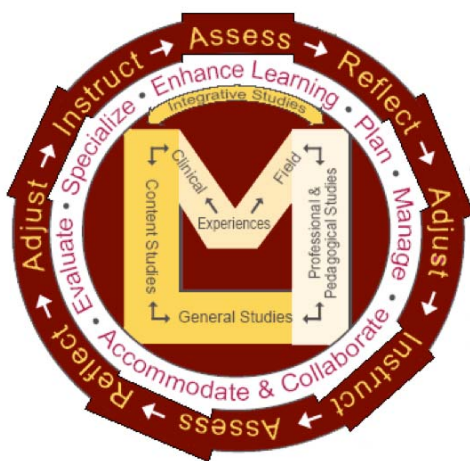
NLU Interactive Learning Model
Learning Model
(1989, 1992)

NLU Interactive
(1997)

The 1997 revision of the conceptual framework, *The NLU Interactive Learning Model to Prepare Learning Facilitators*, was updated and revised to reflect the change in the name of the institute from NLU to ULM in August of 1999. Revisions continued to reshape the framework as the outcome performances were separated and refined as *knowledge* and *skills* and the related *dispositions* (KSD's) were identified, described, and articulated during 2000-2003. Impact on P-12 students was added to the KSD's. It was during the same period that the focus of the framework expanded from the primarily *process* and *product* to highlight a third major component, the assessment/instruction cycle, or the *context* to the framework.

The assessment/instruction cycle, parts of which were previously embedded in the fourth performance area, Evaluation, was enhanced in value and recast as the Assess-Reflect-Adjust-Instruct-Assess cycle, forming the context of the conceptual framework. The framework was again revised and refined, and approved by the unit in July of 2003. At that time, two cogs, the first delineating outcomes and the second the assessment/instruction cycle, were added to surround the ULM/process in the graphic depiction to reflect the triple focus of the framework: the interactive process, the knowledge skills, and dispositions comprising the outcomes or products; and the assessment/instruction context, indicative of the central role of assessment in the process, product, and assessment system (Figure C. 4).

Figure C. 4. ULM Interactive Learning Model (July 2003)



In November of 2003, the two recently added cogs of the conceptual framework symbol were smoothed as circles to indicate their even and seamless nature (Figure C. 5).

Figure C. 5. Learning Facilitators (November 2003)



In March of 2004, the long term or ultimate goal of all unit activities and candidate performances was defined and incorporated as *Making a Better World*. At the same time, the conceptual framework logo was embellished and redesigned as a globe resting upon books, symbolizing the knowledge base and the “better world” long-range vision. *The ULM Interactive Learning Model: Learning Facilitators Making a Better World* was adopted as the conceptual framework March 2004 (C. Figure 6).

Figure C. 6. Learning Facilitators Making a Better World (2004)

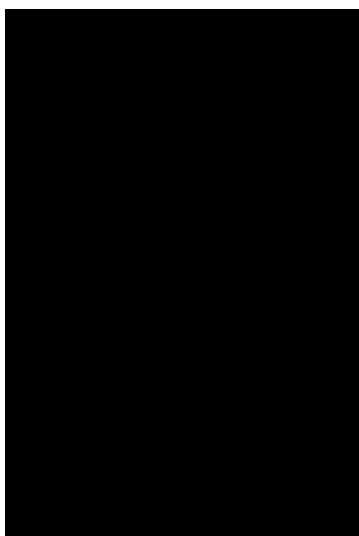


The most recent changes in the ULM Conceptual Framework are indicative of the unit’s desire to more accurately depict the *process*, *product* and *practice* participated in and personified by the

Learning Facilitator. Terminology has shifted from an emphasis upon candidate *performances* to an emphasis upon candidate *proficiencies*. Over the period of a year, May 2008 to May 2009, Arts and Sciences faculty, CEHD faculty, candidates, and the professional community have all provided input on the version of the conceptual framework that had been in place since 2004. The changes to the graphic include a reduction of the wording in the assessment/teaching cycle to one cycle to emphasize the cyclical nature of the practice. “*Core Studies*” replaced “General Studies” as the base of the ULM inset to reflect updated university terminology. The wording on the integrative banner linking content and professional/pedagogical studies was changed from “Integrative Studies” to “*Integrative Technology*” to visually denote the important role of technology integration in effective teaching and learning. Stakeholders indicated a desire to align wording at the base of the globe with the broadened focus on world markets verbalized both by Louisiana leadership and the ULM Mission Statement through changing the wording of “Making a Better World,” to “*Serving a Diverse World.*” The changed wording captures the multi-faceted aspect of diversity in education and verbalizes the exponential impact that our candidates have upon shaping the future of the world in which we live.

Stakeholders felt that the graphic captures the important aspects of the conceptual framework but there was concern that the complexity might cause some of its significance to escape candidates. In looking at the descriptive wording that accompanies the graphic, committee members decided that “Practice” would replace “Context” when describing the concentric circles. The graphic is now described from inner circle to outer circles as “*Process, Product, and Practice,*” connoting the movement through the stages of education toward the application phase and depicting the geographic progression from local (classroom) to global (Figure C. 7).

Figure C. 7. The ULM Interactive Model: The Learning Facilitator Serving a Diverse World (May 2009)



The most significant recent change in the conceptual framework was the change in dispositions. Initially, the unit had six dispositions that were directly related to the six areas of knowledge and skills. The unit expressed an interest in increasing the specificity of the indicators for each disposition such that the data would provide more detailed information upon which to base professional growth recommendations for candidates. A multi-stage process to identify more specific behaviors linked to our Knowledge and Skills produced a total of twenty-six disposition indicators. As displayed in Figure C. 8, these indicators have been grouped into eight major categories directly linked to candidate knowledge and skills. Data collection based upon these indicators will be implemented in fall 2009.

Through the 20 years of development and evolution, the ULM Conceptual Framework has been collaboratively shaped by hundreds of unit faculty and candidates, faculty, and students. Cumulatively, these changes have created a robust and comprehensive conceptual framework with the capacity to structure and direct all facets of the unit's professional education programs.

Figure C. 8. ULM Learning Facilitator Dispositions with Indicators

ULM Learning Facilitator Dispositions with Indicators

D1. Prepares: *Prepares thoroughly for all teaching and learning in terms of content knowledge, planning, organization, and efficient use of time.*

1. Demonstrates flexibility in planning and responsiveness to students during instruction.
2. Demonstrates punctuality, dependability, and effective utilization of classroom time.

D2. Manages: *Creates an environment which maximizes learning for all students through classroom organization, management of student behaviors, and motivation for learning.*

3. Encourages students and provides opportunities for success.
4. Focuses attention on all children equitably.

D3. Delivers Content: *Displays the habits of effective communication interpersonally, orally, in writing, technology integration, and in delivery of accurate, in-depth content, to encourage students to become independent thinkers.*

5. Seeks out connections to everyday life and provides relevant supporting materials.
6. Listens and responds in ways that are sensitive, attentive, and thoughtful.

D4. Enhances Learning: *Facilitates continuous learning for all students through high expectations, effective teaching strategies, and utilization of technology.*

7. Demonstrates enthusiasm when engaging students in class discussions, challenging questions and activities that involve critical/creative thinking skills.
8. Creates and interacts within a socially responsible teaching and learning environment that encourages mutually respectful feedback.

D5. Evaluates: *Seeks continuous improvement for all students and for self, using the assess-reflect-adjust-instruct cycle.*

9. Provides students with data-based or specific feedback while respecting student privacy.
10. Gauges student progress throughout instruction and makes appropriate adjustments based upon formal and informal indicators.
11. Uses feedback from peers, mentors, instructors, supervisors, students, and parents for personal and professional improvement.
12. Reflects on successes and failures to improve future performance.
13. Reflects consistently upon effectiveness of lessons after instruction.

D6. Accommodates: *Nurtures the potential of all students through differentiated instructional strategies in an environment conducive to learning.*

14. Makes knowledge available to a diverse student population.
15. Models respect for cultural and learning differences in activities and discussion.
16. Recognizes and builds upon strengths and talents of individuals with varying backgrounds.

D7. Collaborates: *Values the contributions of all stakeholders in the teaching/learning process and the communicative processes that can result in self- or student improvement.*

17. Demonstrates respect for feelings, ideas, and contributions of others.
18. Works collaboratively with parents and stakeholders to benefit the learner.
19. Promotes cooperation and respect in the teaching and learning environment.

D8. Commits to Professionalism: *Consistently demonstrates commitment and responsibility to model high professional, ethical, and performance standards in appearance, communication, and actions.*

20. Participates voluntarily in professional development opportunities that are not required.
21. Advocates for the well-being of children.
22. Respects opinions, privacy, and rights of mentors, instructors, supervisors, students, and parents.
23. Presents a professional appearance appropriate for the setting and responsibilities.
24. Completes professional responsibilities in a timely manner.
25. Complies with school rules and respects school culture.
26. Observes laws and ethics of the teaching profession.

The Process: Interactive Learning

The ULM College of Education and Human Development is dedicated to an interactive learning process that prepares educators who are facilitators of learning. These *Learning Facilitators* acquire the knowledge skills, and dispositions agreed upon by the unit and incorporated into the *ULM Interactive Learning Model* experience. Based upon essential knowledge and standards, established and current research findings, and sound professional practice, the ULM conceptual framework reflects the professional beliefs of unit members and addresses the needs of ULM candidates. The *process* component of the framework is a deliberate and carefully planned interaction among five program components: general studies; content studies; professional and pedagogical content knowledge; and sequential, structured clinical and field experiences. Of the five components, the clinical and field component provides the uniting link and, from the perspective of both faculty and candidates, facilitates knowledge construction and gives concrete meaning to programs. Interwoven throughout these five components is integrative technology. In the conceptual framework logo, the process is depicted as the superimposed letters of ULM.

ULM provides a logical sequence of interactive learning experiences that moves from presentation and explanation, to modeling, to structured simulated practice, and then to naturalistic practice with feedback. The primary thesis of the conceptual framework *process* is the *interaction* of college classroom experience with appropriate clinical and field experiences, as well as active learning within all programs experiences. The interaction broadens and deepens knowledge and provides a forum in which students apply that knowledge. As the heart of the conceptual framework's process, our structured clinical and field experiences directly interact and share goals and objectives with other framework elements. Candidates interact with college faculty, P-12 students, and master teachers in the field, a process that both reinforces construction of knowledge and enhances candidate knowledge, skills, and dispositions. Thus, our clinical and field experiences, enriched by our P-12 school partners, strengthen the "theory-to-practice" of the conceptual framework process.

The ULM Interactive Learning Model process provides the structure for both initial and advanced programs. Specific courses are designed to interact with one another to compound learning synergistically and contribute to the integrity of programs.

Initial Programs

Initial programs exemplify the ULM conceptual framework, both in design and philosophy. These programs provide learning experiences that synergistically interact to prepare initial learning facilitators who also meet state certification standards. The sequence and description of courses are presented in the ULM catalog for each program. Candidates can also view their progress through their program on FlighPath (the advising website) and the TaskStream (the electronic portfolio system).

Advanced Programs

Advanced programs are designed to build upon undergraduate knowledge in order to facilitate specialization in a particular field of education. Since the majority of students entering the unit's advanced programs are graduates of its initial program, they are well grounded in the initial proficiency of learning facilitators. The unit's advanced programs reflect current knowledge bases. A course in educational research is common to all advanced programs and all M.Ed. programs include coursework that earns graduates Teacher Leader endorsement. The ULM Graduate Catalog and the instructions in the ULM Schedule of Classes emphasize the importance of the candidate's responsibilities and the advisement process. These resources are readily available online. The organization and sequence of courses of study within each program ensure that each graduate achieves appropriate expertise. However, to further ensure that essential knowledge and skills are directly addressed in every advanced degree plan, additional provisions were adopted more than ten years ago: Each advanced degree plan identifies the core of courses required for that degree. These core courses continue to include educational research as well as those courses that address the knowledge central to the area of specialization. In addition, the appropriate sequence of courses is indicated on the degree plan, typically on the reverse side of the plan. Degree plans for each of the unit's advanced programs are available on the ULM Education Website. As with initial candidates, advanced candidates can also view progress through their own program on TaskStream (the electronic portfolio system).

The Product: Learning Facilitator Knowledge, Skills and Dispositions (KSD's)

The unit has characterized a learning facilitator by demonstrated knowledge, skills, and dispositions, each in six areas. Knowledge should be displayed in Planning and Management, Content Knowledge, Learning Enhancement, Evaluation, Accommodation and Collaboration, and Specialization. Dispositions expected are related to and both enable and enrich each component of the areas of knowledge and skills: Preparation, Management, Communication, Learning Enhancement, Evaluation, Accommodation, Collaboration, and Commitment to Professionalism. The relationships between corresponding KSD's are evident in naming of each in Figure in C. 2.

Initial Learning Facilitators

Since initial programs are designed to prepare teachers for their first licensure, undergraduate and alternative certification programs focus on the proficiencies of learning facilitators. Thus, graduates of initial programs, or *Initial Learning Facilitators*, are expected to assume the described roles and demonstrate the proficiencies outlined in Figure C. 2, especially proficiencies in the first four areas. Initial Learning Facilitators are expected to effectively teach *all* learners. Therefore, the knowledge and skills, Accommodate and Collaborate, are addressed separately in

Dispositions and are stressed throughout initial programs. Proficiency in these areas represents a continuing goal of all teacher education, although the unit recognizes that advanced study may be required for candidates to develop sophisticated expertise, especially in developing and implementing accommodations. Those initial candidates who elect a second area of emphasis are expected also to demonstrate knowledge and proficiencies consistent with best practice in that area.

Advanced Learning Facilitators

Advanced programs are designed to build upon initial knowledge and proficiencies to prepare educational support personnel and teaching specialists. Graduates of advanced programs, or *Advanced Learning Facilitators*, are expected to assume the described roles, proficiencies, and more. That is, advanced program experiences broaden and deepen understanding and mastery of *selected* of learning facilitators, but focus on developing proficiency in the chosen area of graduate specialization, the sixth proficiency area. Advanced accommodation and collaboration knowledge and skills, the fifth proficiency area, are also emphasized.

Proficiency standards for the ULM Learning Facilitator reflect recommendations from a variety of sources: Interstate New Teacher Assessment and Support Consortium (INTASC); Louisiana Teaching Standards; National Council for Accreditation of Teacher Education (NCATE); PRAXIS examinations; respected authorities and the studies of effective schools and effective teaching. In addition, appropriate standards in specialization areas, such as CEC, ELCC, IRA, ISTE, NASP, and those in the content areas, provide specific guidance for advanced proficiency and are incorporated into the ULM Advanced Learning Facilitator proficiencies.

The *Practice*: The Assessment Cycle

The Assessment Cycle defines the Learning Facilitator knowledge, skills, and dispositions as they are applied in the practice of effective teaching, learning, and improvement. The assess-reflect-adjust-instruct cycle describe the philosophy that every student *can* learn and that the learning opportunities should be molded to fit learners' unique needs. Assessment and evaluation are integrated throughout all teacher preparation curricula. In some cases they also are taught as a separate course, such as EDFN 401 in the alternative certification M. A. T. programs. The assessment cycle represents one of six major areas of the conceptual framework KSD's, as highlighted in Figure C. 9.

Figure C. 9. Assessment in Conceptual Framework KSD's

Knowledge	Skill	Disposition
<p>K4. Evaluate: Exhibit understanding of appropriate assessment and evaluation for and of instruction to improve teaching and learning.</p>	<p>S4. Evaluate: Systematically assess and evaluate teaching and learning, using multiple forms of formal and informal procedures, reflect, adjust, instruct accordingly, & reassess.</p>	<p>D5. Evaluate: Seeks continuous improvement for <i>all</i> students and for self, using the assess-reflect-adjust-instruct cycle.</p>

The assessment cycle describes faculty instructional procedures in individual courses as well as the portals of the unit assessment system. At each portal, the review committee must assess candidate proficiency, reflect on the value of the proficiencies, adjust for specific needs, providing corrective instruction as appropriate or counseling the candidate, then proceed with the instructional plan if the candidate is ready to progress.

Integration of Structural Elements

1. Shared Vision

The comprehensive conceptual framework is congruent with the ULM mission (Exhibit C.1.1), which specifies the university vision of preparing students for meaningful lives and service to humanity by excelling in student-centered learning, and the unit mission which identifies the interactive learning model, Learning Facilitators, and particular purposes and commitments that reflect the conceptual framework. The conceptual framework is evident in the knowledge, skills, and dispositions, (KSD's) assessed and reviewed at each portal of the Unit Assessment System (Exhibit C. 1.7.).

The conceptual framework is based upon education policies and the wisdom of practice as well as a body of knowledge that was known initially as the studies of effective teaching. Thus the outcome is characteristic of the framework's Learning Facilitators grew out of studies summarized by Berliner, Cruickshank, Emmer, Evertson, Metcalf, Worsham, and others in the late 1980s and early 1990s and updated by writers such as Eggen and Kauchak (2007), Feiman-Nemser (2008) Good and Brophy (2007), Marzano (2007), Stronge (2007), and Tompkins (2006). However, the unit's Learning Facilitator has moved beyond the initial research finding to embrace such elements as higher level cognitive strategies, reflection, assessment, and improving student achievement to apply effective strategies, reflection, assessment, improving student achievement to apply effective strategies to accommodate diverse learning needs (e.g., Banks, 2002; Borich, 2004; Borko & Putnam, 1996; Darling-Hammond, 2005; Friedman-

Nemser (2008); Evertson, 1990; Freiberg & Discoll, 2005; Gollnick & Chinn, 2009; Good and Brophy, (2007); Oser, 1994; and Popham, 2003).

The congruence of the KSD's with professional standards offers further confirmation of shared vision with the professional community at large. As illustrated in Exhibit C.1.3, the conceptual framework clearly reflect the NCATE standards, which, in turn, include the INTASC standards. Embedded in the KSD's are elements of the NBPTS:

1) Commitment to students and learning in K3, S3, D4) pedagogical content knowledge in K2, S3, D3) management and monitoring in K1, 4, S1-3, and D2-5) critical reflection in K4, 6, S4, 6, D5, 6) learning communities in K5, 6, S5, 6, and D5, 6. The professional standards of specialty organization help to define KSD6, S6. The PK-16+ Advisory Council has shared in shaping the framework and contributed to the refinement of the KSD's and the revision of the dispositions and identification of the indicators.

Collaboratively developed, revised, reviewed, updated, and refined by the unit over a period of 20 years, the knowledge, skills, and dispositions (KSD's) themselves offer strong evidence of shared vision. Commitment to interactive learning as the teaching and learning process for unit programs has followed a course similar to that of the knowledge, skills, and dispositions: implemented 20 years ago, updated and refined during subsequent years. Through the years, the NCATE committees have included members from the unit, Arts and Sciences, candidates, and representatives from the P-12 schools, and members of the PK-16+ Advisory Council.

May 2009, following a year of reviewing the conceptual framework elements and discussing the goals, the unit collaboratively identified and formally approved the change in wording of the ultimate goal of the conceptual framework to "*Serving a Diverse World.*" The globe configuration of the conceptual framework logo conveys incorporation of this *long-term shared vision*, and the title of the bottom book upon which the globe rests spells out that vision: *Serving a Diverse World.*

In addition to input from the professional community in development and revisions, the conceptual framework is shared with faculty, administrators, candidates, and the professional community in a variety of ways. The framework is reflected in the second section of syllabi in the brief explanation of the rationale for each course (Exhibit 2.a.3), used in recruitment activities, discussed with candidates and the professional community, and shared worldwide on the unit website (<http://www.ulm.edu/cehd>).

2. Coherence

Coherence of the conceptual framework is assured in the systematic integration of the knowledge, skills, and dispositions across courses, curricula, and programs and the design of the signature assessments, major internal measures of the unit assessment system. The matrix in the third section of each syllabus profiles the framework coherence. There, objectives are indexed to the knowledge, skills, and dispositions, the

assessments used to measure proficiencies, and appropriate professional standards, as shown in the sample matrices in Exhibit 2.a.3.3. In addition, a signature assessment identified for each course systematically assesses target outcomes such that candidates demonstrate designated KSD's for each transition portal and demonstrate all KSD's prior to completing each program. The signature rubrics in Exhibits 1b and 1c, detail the KSD'S taught and assessed by course and by program.

Systematic infusion of interactive learning experiences across programs contributes to framework coherence. In-class active learning experiences range from partner activities to instructional simulations, to evaluations of materials, lessons, and management strategies. In addition, a wide range of clinical and field experiences provide authentic interactions, unite program components, and facilitate knowledge construction, as is discussed in response to Standard 3 and supported by Exhibit 3.b.3.1. As reflected in the signature assessments, candidates demonstrate all KSD's in their clinical experiences.

Additional coherence is evident in the role of the assessment/instruction cycle that is modeled in professional course assessments and subsequent reflection, adjustment, and instruction, as most instructors model mastery teaching and learning. As delineated in response to Standard 2, the cycle is also infused in the unit assessment system wherein corrective plans are designed if/as appropriate when candidate at each portal indicates the need, and the assessment/instruction cycle is an integral part of practicum, student teaching, and internship experiences (see discussions in response to Standard 3).

The conceptual framework is evident in all facets of unit operations. Faculty teaching focuses on the target KSD's as outlined on course syllabi, hence evaluations of their teaching reflect the conceptual framework. Faculty advisors counsel candidates on improving their demonstration of conceptual framework dispositions. All course and program proposals must include syllabi that conform to the unit syllabus format (Exhibit 2.b3.3), which cites the KSD's identified by the conceptual framework. As discussed in response to Standards 5 and 6, the KSD's are a major part of faculty professional development.

3. Professional Commitments and Dispositions

The UIM conceptual framework clearly articulates professional commitments to knowledge in the knowledge outcomes. As previously outlined in Figure C.1.5, the six areas of *knowledge* --- planning and management, content knowledge, learning enhancement, evaluation, accommodation and collaboration, and specialization --- are thoroughly integrated throughout program content and activities and are an integral part of the assessment system, as evidenced by the coded rubrics for signature assessments. Commitment to teaching competence is clearly evidenced in the learning enhancement proficiencies articulated as the third proficiency area of the KSD's. Signature assessment rubrics that are coded for KS and D3 (Exhibit 2b.3.3) offer additional evidence of

teaching competence as a priority. Commitment to student learning is apparent in the reference to facilitating learning for *all* students in KSD3 and in assessment and evaluation of P-12 impact on KS4.

The dispositions that faculty value are articulated as part of the conceptual framework outcomes. More specifically, target dispositions outlined previously in Figure C.1.6, are presented with added detail in the unit Disposition Survey in TaskStream.

Faculty commitment to the conceptual framework is documented in their professional activities that contribute to the knowledge base and support the conceptual framework. Pertinent faculty activities have been compiled in Exhibit 5b, and 5c.

4. Commitment to Diversity

Diversity is interwoven throughout the conceptual framework outcomes and is reflected in K4, K5, S1, S3, S4, S5, and D3, D4, and D5. Also, the use of the term, *all learners*, implies teaching to diverse learning styles and needs in KSD3. As illustrated by the unit lesson plan format found on the ULM CEHD website (<http://www.ulm.edu/ci/resources.html>), the unit requires candidates to plan accommodations for diverse learning needs in every lesson and teach. Diversity issues are systematically integrated into programs to ensure that candidates develop appropriate KSD's. For example, Special Education 202 is a required undergraduate course for majors in Elementary Education, and Curriculum 302 is a required course in inclusive instruction for Secondary Education majors. In addition, diversity issues are integrated in individual courses, as is highlighted in both relevant syllabi and program degree outlines.

Candidates' knowledge, skills, and dispositions concerning diversity are evaluated as part of the signature assessments in a variety of courses (Exhibit 4a.1.1). And candidates' KSD's related to diversity are assessed regularly in clinical and field experiences (Exhibit 3.c.6.1).

5. Commitment to Technology

There is a presumption of technology integration throughout the conceptual framework because technology is an important part of the everyday lives of both candidates and faculty. That is, the actual words, *instructional technology*, do not appear as often as they did in previous iteration of the framework but are implied in terms such as *effective instruction*, *accommodating all learners*, *manage instruction efficiently* that indicate the use of technology if/as appropriate. The conceptual framework does, however, directly address technology in K1, K3, S3, D1, and D2. Those same KSD's are demonstrated by candidates on signature assessments so coded and also are documented in a variety of other signature assessments that integrate technology utilization (Exhibit 3b.4). As discussed later in response to Standard 2, the unit assessment system is technology based

and involves both faculty and candidates in applying and expanding their technology skills. Candidates are guided to integrated technology into their teaching and learning experiences during clinical and field activities (Exhibit 3b.4).

6. Candidate Proficiencies Aligned with Professional and State Standards

Candidate proficiencies are articulated concisely in Figure C.1.5, commonly known by unit faculty and candidates as the “KSD Sheet.” Candidates are introduced to the KSD’s in EDFN 201 and KINS 211. Awareness of the KSD’s is reinforced by their inclusion on the syllabi and their itemized inclusion on the signature assessment gives them a strong presence.

The conceptual framework, initially based on both NCATE and Louisiana Components of Effective Teaching (LCET), is grounded in professional and state standards. The conceptual framework has been updated and revised to incorporate revisions in standards as well as additional standards (e.g., Louisiana State Supplement Standards, National Board for Professional Standards). Alignment of candidate proficiencies with NCATE, INTASC, NBPTS, Specialty, Louisiana State Supplement, and LCET standards is outlined in Figure C.1.3. As indicated, the KSD’s of the unit conceptual framework directly address the standards for each agency.

A comparison between state standards and the Learning Facilitator knowledge, skills, and dispositions documents similar alignment. Indeed the first four proficiencies articulated for the Learning Facilitator --- Planning and management; content knowledge, learning enhancement, and evaluation --- parallel the Louisiana Components of Effective Teaching, which also are coded on many undergraduate syllabi. Signature assessments for practica, student teaching, and internship require that candidates demonstrate these KSD proficiencies that will be required of them in the Louisiana Teacher Assistance and Assessment Plan (LaTAAP) which is Louisiana’s new teacher mentoring program.

Orientation of Conceptual Framework

The ULM Interactive Learning Model: Learning Facilitators Serving a Diverse World reflects our conceptual orientation. Originally utilizing the classifications of Carter and Anders (1996) and Feiman-Nemser (1990), our orientation includes elements of each of the five major categories -- practical, technological, personal, academic, and critical/social – but emphasizes both the practical and the technological orientations.

Figure C.10 Candidate Proficiencies Aligned with Professional & State Standards

Candidate Proficiencies	NCATE Standards	INTASC Standards	NBPTS Core Propositions	SPA Standards	Louisiana Supplement /LCET
KSD 1 Plan, Prepare, & Manage	1. Candidate KSD; 3. Clinical & Field	7. Planning	3. Manage & Monitor	All contain planning	A.1; A.5 LCET II
KSD 2 Content Knowledge, Manage, Communicate	1. Candidate KSD; 3. Clinical & Field; 4. Diversity	1. Subject Matter; 2. Learning Environment; 6. Communication	2. Pedagogical Content Knowledge	All contain content and management	A.2 LCET II
KSD 3 Enhance Learning	1. Candidate KSD; 3. Clinical & Field;	2. Student Learning; 3. Instructional Strategies;	1. Commitment 2. Pedagogical Content Knowledge	All contain teaching	A.3; A.4; A.5 LCET III
KSD 4: Evaluate	1. Candidate KSD; 2. Assessment 3. Clinical & Field 4. Evaluation	8. Assessment;	2. Manage & Monitor ; 4. Reflection	All contain evaluation	A.7; B.1, B.2 LCET III, V
KSD 5 Accommodate & Collaborate, Respect	1. Candidate KSD; 3. Clinical & Field; 4. Evaluation	3. Diverse Learners 10. Collaboration	1. Commitment 5. Learning Community	All contain accommodation	A.7 LCET I, II, III, V
KSD 6 Specialize	1. Candidate KSD; 3. Clinical & Field	4. Instructional Strategies; 9. Reflection & Prof. Dev.; 10. Ethics & Relationships	1. Commitment 4. Reflection 5. Learning Community	All directly address the standards specific to the area of specialization	A.4 (a), (b); A.6 LCET I, II, V

From the *practical orientation*, we believe that carefully structured, active, hands-on experiences are essential to understanding and to learning to teach. This experiential focus solidifies the interactive nature of the conceptual framework and offers the essential “theory-to-practice” links (Imig & Switzer, 1996, Eggan & Kauchak, 2007). The clinical and field component includes apprenticeship in learning and problem-solving through simulations and simplified practice prior to complex applications. We agree with the conclusion of noted authorities (e.g. Darling-Hammond & Bransford, 2005; Howey, 1996) that carefully designed, guided clinical experiences are just as important as real experiences, designed to interact with the general and particularly professional and pedagogical, content, and integrative studies, reflect our commitment to active and interactive learning. By planning our structured clinical and field experiences to interact with

coursework, we strive to deepen and broaden understanding of theoretical concepts, children, and schools while enhancing candidates' construction of knowledge and strengthening their proficiencies that facilitate learning. Thus, we view the link between professional knowledge and practice as both primarily positivistic (Gage, 1983, 1984, 1985) and constructivist (Howey, 1996), laying the foundations for identified behaviors that facilitate learning as teachers use their knowledge and behaviors to construct knowledge, solve problems, and make decisions.

Our *technological orientation* is evident in the knowledge and skills we teach for the proficiencies we expect of our candidates – those behaviors increasingly validated by the studies of effective teaching. As noted by Cruickshank and Metcalf (1990) and echoed by Wizer and Banerjee (2005), these behaviors embrace elements of the entire spectrum of teacher behaviors: thinking habits, attitudes and dispositions, specific practices, and skills. Together, the target behaviors provide the content for teacher preparation, serve as criteria for evaluating proficiency, and offer our graduates skills, dispositions, and resources for solving problems and making decisions.

The *personal orientation* is reflected in our theme in our theme as a learning facilitator. However, we believe not only that learning is facilitated by focusing on individual and personal needs of learners and by structuring their learning activities such that learning is most likely to occur, but also that certain defined proficiencies enhance the facilitation process and that practical experiences provide a forum in which to learn and construct knowledge (Gollnick & Chinn, 2009).

The *academic orientation* is evident in our belief in teachers as intellectual leaders who nurture knowledge and develop understanding. Since we see the primary mission of educators as being facilitators of learning, our concern focuses on preparing teachers with strong *pedagogical content knowledge* (Darling-Hammond, 2005; Shulman, 2004) so that they understand content, know how best to teach it, and *knowing* (Feiman-Nemser, 2008) is an equally important concern in preparing educators to facilitate learning and knowledge construction.

Although we subscribe to elements of the *critical/social orientation*, this orientation may not be as evident as others in our programs. Elements of critical analysis, particularly responsibilities to students and society and supported by Gay (2003) and Musil (2005), are addressed in our fifth and sixth proficiency categories and in our educational foundation courses, as well as being interspersed throughout professional and pedagogical studies, content studies, and integrative studies.

Knowledge Bases

The ULM Interactive Learning Model: Learning Facilitators Serving a Diverse World is based upon broad, scholarly inquiry, theory, concepts, skills, and practical application. The basic components of the conceptual framework *process-* general, professional, pedagogical, content, and integrative studies and clinical and field experiences- interact to compound learning. Such

interaction reflects accepted classic theories of learning as well as professional preparation (e.g., Borko, 1989; Byrnes, 1996; Driscoll, 1994; Freiberg & Waxman, 1990; Gagne, 1984, 1985; Gredler, 1997; Joyce & Weil (2004, 2008); McKeachie, 2002; Tillema & Veenman, 1987). The focus upon proficiencies characteristic of the Learning Facilitator grew out of studies in the early 1990's that have been refined and updated by authors such as Darling-Hammond (2005), Eggen and Kauchak (2004), Good and Brophy (2007), Feiman-Nemser, (2008), Marzano (2007), Stronge (2007), and Tompkins (2006). Although the perspectives differ, all of these authors focus upon maximizing and enhancing student learning through research-supported active teaching strategies and learner engagement. These essential elements are captured in the wording on the “product” ring of the Learning Facilitator Model. Algozzine (2006) and Burns (2008) underscore the importance of the Learning Facilitator's capability to employ effective accommodative and collaborative strategies to assure that the needs of diverse learners are met. The unit shares the belief set forth by Gollnick & Chinn (2009) that all children can learn at high levels. The words *Accommodation* and *Collaboration* illustrate unit emphasis upon academically and culturally relevant pedagogy and the importance of community connections in promoting student growth (Gay, 2000; Ladson-Billings, 2001). The vital role of assessment in state and national accountability and in the instructional cycle depicted in outer ring of the Learning Facilitator Model is supported by the work of Wiggins and McTighe (2007) and Burns (2008). (C.1.4. *Annotated Bibliography*)

The knowledge bases for the preparation of initial and advanced learning facilitators were derived from a number of sources, including these:

- Results of research findings about teaching and learning, both classic and contemporary:
 - Research on teacher and school effectiveness;
 - Research on validated instructional methods;
 - Literature and research on reform of teacher education;
- Translation of theory into practice;
- Professional standards and recommendations of learned societies.
- Standards of accrediting and licensure agencies (e.g. NCATE, INTASC, NBPTS)
- State requirements and recommendations;
- Analyses of PRAXIS I and II, required for state licensure;
- Suggestions implied by notable reports and studies on education;
- Suggestions from students, graduates, and practitioners in the field;
- Ethical values and beliefs of the education profession; and
- Faculty research, debates, and recommendations.

The synthesis of collective knowledge from such sources constitutes our knowledge bases.

The knowledge bases supporting the ULM comprehensive conceptual framework and programs are reflected in individual course syllabi in course objectives, topics, methodology, textbooks,

and bibliographies. Faculty members regularly contribute to the knowledge bases through their research, study, presentations, and writing, as cited in the Faculty Data Sheets and Vitae, Their desire to continue building upon those knowledge bases is illustrated by faculty professional activities that support the conceptual framework KSD'S. Additional enhancements are provided by faculty interactions with learned societies.

SYNOPSIS OF CONCEPTUAL FRAMEWORK

THE ULM INTERACTIVE LEARNING MODEL:

LEARNING FACILITATORS SERVING A DIVERSE WORLD

To summarize, our systematic, practical, technologically integrated *process* emphasizes learning through active involvement and interactive and structured clinical and field experiences. The process values specified performances for facilitating learning. In addition, our process focuses on preparing educators to effectively teach *all* students, to understand both content and the methods for teaching it, and to recognize and analyze critically their responsibilities to students and society. Our professional education programs, based on the conceptual framework, provide knowledge and skills in validated teaching practices. It follows then that our intended product facilitates learning by utilizing those specific and validated practices identified as target proficiencies. Initial learning facilitators demonstrate the proficiencies in the KSD's in six outlined categories, but with emphasis on the first four categories plus attention to the fifth category; advanced learning facilitators demonstrate the proficiencies in the KSD's in the fifth category; advanced learning facilitators demonstrate advanced proficiencies in the same categories, specializing in particular performances according to their chosen specialty and emphasizing the fifth and sixth categories. The teaching and learning process is viewed as dynamic, interactive, and ongoing. That is, the effective educator *facilitates* learning rather than merely supplying knowledge.

The conceptual framework, supported by knowledge bases, continues to develop from extensive collaborative activities of the unit. The Unit Assessment System models *practice* in the context of teaching and learning and constantly evaluates the process and product, both formatively and summatively, and the assessment system also provide the substance for continuous improvement. Specific collaborative procedures for instituting programmatic change monitor and ensure coherence and integrity. Thus, in harmony with NCATE Standards, the *ULM Interactive Learning Model: Learning Facilitators Serving a Diverse World* is knowledge-based, articulated, shared, coherent, consistent, consistent with unit and institutional mission, continuously evaluated and provides direction for programs, candidate performances, and unit accountability.

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