

Conceptual Framework

College of Education and Human Services

The College of Education and Human Services at the University of North Florida is committed to the preparation of classroom teachers, counselors and educational leaders who support quality education in their learning communities. At the core of this vision are the shared beliefs that professional preparation should include these key components: a broad-based theoretical foundation for content, pedagogical and professional knowledge; a systematic and focused continuum of classroom and field experiences for linking knowledge and skills to practice; and a philosophical foundation that supports the development and application of the dispositions appropriate to the profession in all stages of preparation.

The College depicts these three key components of its work in its logo, which is a modification of the compass rose. The compass rose has a long history as a direction finding device for mariners. The original graphic symbol and the seal for the University of North Florida combine the compass rose and the circle to symbolize the University's role in providing direction and the community that the University serves. For the College of Education and Human Services, the three elements of the compass rose represent the knowledge, skills, and dispositions essential to effective professional practice. The circle represents the context--the urban city and the Northeast Florida area--in which we do our work.

The faculty of the College are active leaders and responsive partners in the study and enhancement of teaching and learning. We are dedicated to create and maintain an environment that holds both faculty and candidates accountable to standards of morality and justice in their personal and professional lives. The warrants for the vision of the College are based on state statute, university vision, and ethical responsibility. Our vision is coherent with the guiding principles for Florida's new system for education governance: (a) a coordinated, seamless system for kindergarten through graduate school education, (b) that is student-centered in every facet, (c) that maximizes education access and provides the opportunity for a high-quality education for all Floridians, (d) that safeguards equity and supports academic excellence, and (e) that provides for local operational flexibility while promoting accountability for student achievement and improvement. Our vision is also consistent with that of the University of North Florida to improve the quality of life for citizens of northeast Florida. Finally, our vision reflects our ethical responsibility as educators to assist in the provision of high quality education for all children.

Vision

The vision of the College of Education and Human Services is to be active leaders and responsive partners in the study and enhancement of teaching and learning within

diverse learning communities. Within our learning community, we engage with each other and our students as professional partners.

Mission

Since its founding, the College of Education and Human Services has defined its mission as the preparation and support of educators who are competent and contributing professionals for diverse learning communities in northeast Florida. The faculty are engaged as active leaders and responsive partners in the study and improvement of teaching and learning within a pluralistic society. We are committed to developing life-long learners who contribute to their communities and succeed in a changing world. Our mission is to engage with our students and professional partners in experiences that promote the following:

Candidate dispositions for the development and demonstration of ethical and professional attitudes and beliefs.

Ongoing, active reflection on professional practice;

Multiculturalism through educators who value diversity and advocate for the success of all P-20 students within diverse learning communities;

Professional growth of pre-service and experienced educators and other helping professionals;

Academic programs that are rigorous, standards-based, and apply innovative and enduring ideas about teaching and learning;

Scholarship for advancement of the professional knowledge base; and

Service to the University, P-12 schools, the profession, and the community.

Each of these elements of the mission will be described more fully.

Ethical and professional dispositions include honoring and embracing diversity, equity, and equality of opportunity. Ethical educators view themselves and others as valued members of a learning community. They model professional integrity.

Active reflection on professional practice means that educators and other helping professionals are committed to professional renewal, self-assessment, and life-long learning. Programs and experiences encourage professionals to engage in reflective practice and self-assessment, take informed risks, and participate in the change process.

Educators who value diversity are prepared to acquire and apply the tools, content, technology, and strategies needed to assure that all students realize their full potential. They work in partnerships among postsecondary institutions, community agencies, and P-12 schools with the goal of improving learning opportunities for all students.

Professional growth means active engagement in learning which ensures innovation and professional renewal. Instructional activities are based on standards of professional excellence. Participative governance facilitates collaborative arrangements and team spirit in all endeavors.

Rigorous academic programs are based on relevant research, theory, methodology,

technology, and practice. Such programs support the acquisition and application of professional and specialized content knowledge and are supported by integrated, field-based, and clinical experiences within a variety of classrooms and agencies, with special focus on diverse urban sites. Rigorous programs are based on physical, social, emotional, aesthetic, and artistic developmental needs as well as the cognitive developmental needs of the candidates and the persons they will serve. Programs encourage candidates to enhance their own and others' practice by innovative use of technology, creative instructional and assessment strategies, and other effective methodologies. Rigorous academic programs for advanced candidates support the development of expert practice, link practice to research, and develop effective leaders and mentors.

Scholarship that advances the professional knowledge base enhances the reputation of the university and the community. Inquiry grounded in the professional knowledge base allows novices and advanced candidates to understand emerging trends and innovations and to participate in the improvement of practice.

Quality service includes working with university and community college colleagues in building professional preparation programs. Quality service requires partnerships with educational and community agencies in the creation of dynamic clinical settings for the preparation and development of professionals. Service results in improved scholarship and professional practice.

The next section examines the knowledge bases ungirding each of these commitments.

Knowledge Bases

The State of Florida embraced standards-based educational reforms during the 1990s. Beginning with Blueprint 2000 in the early part of the decade and continuing through the development of the Sunshine State Standards, the Florida Comprehensive Achievement Tests, and the Florida school grading system, the state educational accountability system has been premised on setting an increasingly higher bar and holding students and schools to defined levels of achievement. The elements of standards-based reform include policies that lead to rigorous standards-based curriculum for all students and achievement measures geared to the curriculum that assess whether students are learning.

Research and policy have increasingly acknowledged the key role that the quality of teaching plays in the academic achievement of children (Haycock, 1998; Ingersoll, 1999; No Child Left Behind Act, 2002; Sanders, 1998). Standards-based reform calls for a level and quality of teaching different from what has been identified as traditional teaching practice. Rather than teaching as telling, teaching in a standards-based system means the engagement of learners in active, problem-based learning. Effective standards-based teaching also means facilitating and supporting the learning of all children, including those who enter school ill-prepared to learn, those whose primary language is not English, and those who are at-risk because of mental and physical disabilities. Rather than teaching that covers broad content shallowly, standards-based reform generally calls

for deeper knowledge of the content, for skill in the specific pedagogy relevant to a content area, and for thoughtful reflection on the teaching process (Stigler & Hiebert, 1999).

Teaching of this sort is not self-evident, cannot be modeled on the teaching one has experienced in traditional classrooms, and can only be obtained by changing the ways teachers think about and interpret what happens in classrooms (Kennedy, 1999). Creating and sustaining the conditions for this kind of teaching require strong preparation programs that ensure that beginning teachers will find success and satisfaction in their early years of experience and ongoing professional development that assumes teachers must first and always be learners. The College of Education takes very seriously its role in preparing and developing educators for standards-based educational systems.

The knowledge base for programs in the College of Education and Human Services is eclectic, drawing on several intellectual traditions in learning theory, teacher education, and adult learning.

Candidate dispositions - The fundamental values that undergird the College vision and mission are the beliefs we hold about characteristics of educators. We value complex thinking grounded in research inquiry, practice-centered teaching and learning, and creativity and risk-taking. We support and encourage development of leadership and advocacy for improvement and professionalism in teaching and learning. Our core values include diversity, collaboration, and the congruence of beliefs and actions. Cultural familiarity, knowledge of the school community, and commitment are essential factors in predicting educators' capacity to work in urban schools (Haberman, 1995).

Reflective practice - Educators must learn from their own practice (Cochran-Smith & Lytle, 1999). Educators must continually evaluate whether activities and practices “work, that is in the case of teaching whether they fit within the teachers’ set of beliefs about teaching and learning, engage the students, and allow the teacher the degree of classroom control...necessary” (Richardson, 1994, p. 6). Effective reflection must be informed by knowledge of subject or domain, knowledge of learning and pedagogy, instructional purpose, and concern about the effects of personal actions on others (Darling-Hammond, Wise, & Klein, 1995). Learning occurs in reflection, not in experience alone (Garmeston, 2001).

UNF programs for teachers, counselors, and administrators stress reflection as a means of learner investigation and discovery of the foundations of the profession. This is accomplished through various means of accepted inquiry into pedagogy and curriculum. The opportunity to share with colleagues and friends is an important aspect of becoming a reflective practitioner. Feedback, comments, and discussions about reflection emphasize the collaborative component of reflection taken a step further into shared communication and action.

Diversity - Diversity in UNF's programs is defined as differences among groups of people and individuals. More specifically, greatest emphasis is placed up on those

variables of diversity upon which most bigotry in the larger U.S. society is based and those variables that most influence the school learning environment--race, ethnicity, culture, language, socioeconomic status, exceptionalities, gender, sexual orientation, religion, and geographical area. These variables of diversity are addressed in UNF's programs within a theoretical context of multicultural education. The knowledge bases of theory and research related to multicultural education that undergird UNF's programs are largely, but not entirely, those that are identified in *Common Sense about Uncommon Knowledge: Knowledge Bases for Diversity* (Smith, G. P., 1998).

The COEHS has adopted a developmental approach to the diversity strand in its programs. That is, multiculturalism is viewed as a developmental process that ranges from low-level ethnocentric, monocultural stages of development to more advanced higher stages of ethnorelative, multicultural identity development. The highest levels of development are associated with dispositions that reflect commitment to developing an antiracist, anti-bias belief system, living a multiracial/multicultural lifestyle, and developing a culturally responsive level of professional competence. Essential to these dispositions is also a commitment to equity and social justice with regard to the variables of diversity described above. The COEHS is continuously engaged in a process of understanding and identifying candidate performance outcomes that might reasonably be expected from diverse candidates who enter two and four year programs at varying levels of individual development.

The inclusion of students with exceptionalities has expanded from an issue of civil rights and special education practices to a significant educational issue in the 21st century. The schools for which we are preparing teachers contain a widening array of students with exceptionalities (Day, Stewart, & Evans, 2000). In the 23rd annual report to Congress on the implementation of the Individuals with Disabilities Education Act, the U.S. Department of Education reported that half of the students with disabilities across the nation were educated in a general education classroom (U.S. Department of Education, 2001). Educators know that methodology and practices, classroom organization, and behavior management can be designed to address the needs of students with disabilities and, in turn, may benefit a wide range of students at risk (McCay & Keyes, 2002; Schmidt, Rozendal, & Greenman, 2002). In response to the movement toward inclusive educational practices, the COEHS has incorporated effective teaching pedagogy designed to enhance learning for all individuals, including those with exceptionalities. Furthermore, the COEHS has structured field experiences in urban schools with large populations of students with disabilities in order to increase understanding and sensitivity (Mullen, 2001). Although inclusion practices vary from district to district (Lisowski & Bukowski, 2000), we believe educators must be dedicated to the premise that every student should receive a free and appropriate education in the least restrictive environment. To this end, COEHS is committed to preparing candidates who are able to make necessary accommodations or modifications essential to the learning processes of all students and who are willing to collaborate with educational stakeholders to ensure equitable outcomes for students with exceptionalities (McLeskey & Waldron, 2002).

Professional growth - Programs are developed on the premise that movement

from novice to expert practitioner is a long-term, continuous process. The kind of teaching required in rigorous, standards-based education systems must go beyond what early-career teachers know, believe, and are able to do as entrants into the teaching profession to develop what expert teachers must know, believe, and be able to do to practice effectively (Ball & Cohen, 1999; Cohen & Ball, 1999; Shulman, 1986; Sternberg & Horvath, 1995). Knowing how to continue to learn from practice is an essential element of the knowledge base for teachers and other professional educators (Ball & Cohen). Continuing to learn is an expectation for educators in standards-based systems.

Content knowledge - Being knowledge-based and client-centered are two of the defining characteristics of a profession (Darling-Hammond, Wise, & Klein, 1995). Rigorous academic programs must include knowledge to support both aspects of professionalism. Content knowledge is critical for effective professional practice and functional learning environments (Ball & Cohen, 1999; Dewey, 1902; National Research Council, 2000; Shulman, 1987). One of the few uncontroversial findings in the research on effective teaching supports the link between teachers' knowledge of the subjects they teach and student learning (Darling-Hammond, Wise, & Klein). Some argue that content knowledge and basic skills such as verbal ability are the only relevant factors for effective teaching. We believe that content knowledge is more complex than testable knowledge of the discipline. Effective educators know the central concepts, tools of inquiry, and structures of their disciplines and plan instruction based on knowledge of subject matter (INTASC, 1992; NCATE, 2000). They understand the history of their disciplines, what counts as proof within the discipline, the essential controversies in the discipline, and the discipline's connections to other fields and everyday life (Ball & Cohen). Experts both have knowledge of their domain of practice and can effectively apply their knowledge on problems within their disciplines (Sternberg & Hovath, 1995). Most importantly, expert teachers can create learning experiences that make aspects of the subject matter meaningful for their students.

Knowledge of learners and a repertoire of teaching models - Researchers examining the processes involved in learning to teach have found that effective teachers thoroughly understand the nature of learning and the characteristics of learners. For example, they understand that learners construct what they know in a social environment, rather than receive knowledge and understanding directly from teachers or other sources (Bruning, Shraw, & Ronning, 1999; Mayer, 1998), and they realize that the thinking of most learners, including those in secondary schools is concrete rather than abstract (Cassady, 1999; Spiro, Feltovich, Jacobson, & Coulson, 1992). To respond to this understanding effective teachers apply a repertoire of abilities and techniques (sometimes called general pedagogical knowledge [Borko & Putnam, 1996]) such as expert questioning (Shuell, 1996), the ability to supply informative feedback (Bransford, Brown, & Cocking, 2000), and the capacity to design and implement engaging lessons (Stipek, 2002).

Programs in the College of Education and Human Services at the University of North Florida are grounded in each of these forms of knowledge. Programs and courses are designed to model essential pedagogical concepts such as instructional alignment and

learner- and assessment-centeredness (Bransford et al., 2000), all derived from an understanding of learners and teaching skills and techniques. Pre-service and in-service teachers are required to demonstrate this knowledge and apply these skills and techniques in their clinical experiences and individual classrooms.

Urban education/foundations of education - The increasing diversity of American classrooms has created a challenge for teacher education programs, not just those that prepare candidates for urban settings. One of the desired outcomes of clinical experiences and course work is for novice teachers to learn to make modifications in their pedagogical efforts and as needed in their dispositions to educate diverse learners. A critical element in the UNF array of clinical courses is experience in an urban school. For inner-city, low-achieving students, candidates must be able to manage the learning environment effectively, employ a repertoire of strategic instructional approaches, make milieu changes in the classroom to accommodate different learning needs, demonstrate resilience and capacity for self-directed professional development, and work collaboratively with families and other care-providing professionals (Ornstein & Levine, 2000; Payne, 2002). Course work in the UNF professional education programs addresses multiple aspects of delivering quality education to children in urban settings.

Assessment - Our duties regarding assessment enable us to act with fairness and consistency and to ensure that our students are given optimal opportunities to learn to be educators. The evaluation process must be realistic and from it candidates should be able to assess their own performance in relation to that of classmates (Ornstein & Lasley, 2004). Evaluation has deeper implications, as well, in that its impact affects how students view themselves (Jackson, 1990). Our intention is to provide fair, honest, and supportive feedback to candidates so that they can make wise choices for themselves.

A variety of assessment approaches are employed through all programs in the college. Each program faculty designs and refines the methods employed in classes so that students will develop competency in knowledge and skills and adopt the dispositions that will lead to success in the profession. The college emphasizes a learner-center approach, where the evidence of learning is the ability to apply knowledge and skills in professional settings. Procedures are in place for assisting candidates who have difficulty in field placements and clinical applications. A systematic sequence of learning and practice opportunities is provided throughout the candidate's program. Frequent checkpoints are provided to ensure that candidates are supported and guided and receive constructive feedback about their work throughout their programs.

Inquiry and research - The college encourages candidates to develop methods of inquiry that lead them to growth as professionals. The disposition of striving for continual improvement is fostered as a means of systematically addressing problems or issues, improving practice, and adding to the professional knowledge base. One responsibility of the college is to prepare the next generation of educators in ways of seeking and sharing knowledge (Lagemann & Shulman, 1999). Creswell (2002) emphasized that research contributes to the profession in several ways: addressing gaps in knowledge, expanding

knowledge, replicating knowing, and adding previously unheard voices to the knowledge base.

Emphasis throughout the graduate programs is on disciplined inquiry drawing on a number of research traditions. Multiple ways of acquiring knowledge are honored. Action research is also used to address issues in daily professional practice. Candidates are taught to respect a wide range of research approaches and to develop a personal repertoire of research approaches that will assist them in becoming effective educators.

Candidate Proficiency

Professional education candidates in the College of Education and Human Services are expected to demonstrate proficiency with institutional, state, and professional standards. The expectations of these groups form a framework for what a candidate is expected to know, the skills that must be mastered, and the dispositions that should be held. These candidate expectations drive the teaching and learning experiences to which candidates need to be exposed and the types of assessment used to ensure proficiency. Candidates progress through a continuum of teaching and learning experiences that allows for exposure, development, and application of expectations.

State standards require *initial program candidates* to be proficient vis-à-vis the 12 Florida Educational Accomplished Practices (pre-professional level); Florida's Subject Area Content Standards; the Sunshine State Standards; and Florida's English Speakers of Other Languages (ESOL) competencies. Likewise, *advanced program candidates* must demonstrate proficiency in the specific professional areas in which they seek professional certification/endorsement. Relevant state standards are incorporated into advanced programs, and candidates in educational leadership and school counseling also incorporate the 12 Florida Educational Accomplished Practices.

Institutional (college and program) standards for both initial and advanced programs subsume state standards and require candidates to demonstrate a commitment to inquiry and research, change, professionalism, effective instruction, and lifelong learning. Moreover, candidates in all programs are expected to demonstrate commitments to instructional leadership, reflective decision making, diversity, ethics, and effective use of technology.

Professional organizations and societies (e.g., the American Counseling Association (ACA), the Association for Childhood Education International (ACEI), the Council for Exceptional Children (CEC), Interstate School Leaders Licensure Consortium (ISLLC), the National Council for Teachers of Mathematics (NCTM), the National Science Teachers Association (NSTA), and other groups have also established standards that reflect expectations in specific disciplines. Candidates majoring in the various disciplines are expected to demonstrate these competencies along with the institutional and state standards.

Assessment

The Professional Education Unit at the University of North Florida utilizes a comprehensive system of assessments to provide feedback regarding the success of the individual candidate, each academic program, and the Unit as a whole. Consequently, assessment data are useful for determining the success of the curricular, instructional, and field-based components of the Unit's programs.

Assessment System

Candidate assessment is based on (a) rigorous performance expectations set at the point of admission to the program, (b) formative checks of performance at multiple points during the program, and (c) summative assessments based on culminating clinical experiences, completion of capstone courses, and performance on standardized teacher certification examinations. Collectively, these assessments assure that successful candidates possess proficiencies aligned with the expectations specified in professional, state, and institutional standards. Candidate data are compiled across each program area as a means for assessing the performance of the program. Likewise, data for each summative candidate assessment are compiled for the entire Unit to assess Unit performance.

Utilization of Assessment Data

Faculty within each of the Unit's programs regularly review candidate assessment data to make decisions about the progress of individual candidates. Faculty counsel with and, if necessary, develop assistance plans for candidates who are not progressing satisfactorily, and students must repeat those courses in which they receive D or F grades. Additionally, in those cases in which a candidate's GPA falls below an acceptable level, the candidate is placed on academic probation or suspension. Removal of probationary or suspension status requires that the candidate consult with academic advisors and the Unit's administrators. In most cases a specific improvement plan is developed and reviewed at an appropriate interval following removal of the probationary or suspension status.

Faculty in each program area assess the efficacy of their programs by consulting group performance data on all summative measures. Faculty in each program conduct ongoing curriculum review, with candidate assessment data utilized to identify and correct for apparent programmatic inadequacies. Further, programs participate annually in the University's internal program review process which allows for assessment of program performance in relation to program goals. The internal review process also allows the programs to build rationales for additional resources.

Continued assessment of beginning teacher and school counselor candidate performance occurs after candidates formally enter the profession as beginning teachers. The Unit seeks feedback routinely from the employers who hire program completers via employer satisfaction surveys and rehire data obtained from school districts and other hiring agencies. These data are compiled annually and submitted to the Florida Department of Education as part of the annual Institutional Program Evaluation Plan (IPEP).

Conclusion

Common themes, as expressed through the visual representation of the compass and the key elements of the mission, connect all the elements of the work of the professional education unit. Program courses, clinical experiences, and assessment systems tie the knowledge bases with the skills, dispositions, and accomplishments that are consistent with the highest quality professional practice. Both faculty and candidates are held to these high standards.

THE CONCEPTUAL FRAMEWORK AND ITS KNOWLEDGE BASE REFERENCES

- American Association of Colleges for Teacher Education & National Council for Accreditation of Teacher Education. (2002). *Joint data collection system* (Annual report). Washington, DC: Author.
- Abbott, J. (1995). Children need communities—communities need children. *Educational Leadership*, 52(8), 6-10.
- Apple, M. (2000). *Official knowledge: Democratic education in a conservative age*. London: Routledge.
- Arter, J., & McTighe, J. (2001). *Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance*. Thousand Oaks, CA: Corwin Press.
- Association of Teacher Educators Blue Ribbon Task Force. (1991). *Visions of reform: Implications for the education profession*. ATE Blue Ribbon Task Force.
- Ball, D. L., & Cohen, D. K. (1999). Developing practice, developing practitioners: Toward a practice-based theory of profession education. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 3-32). San Francisco: Jossey-Bass.
- Bizar, M., & Barr, R. (2000). *School leadership in times of urban reform*. Mahwah, NJ: Lawrence Erlbaum..
- Blackburn, S. (2001). *Being good: An introduction to ethics*. New York: Oxford University Press.
- Bolman, L. G., & Deal, T. E. (2002). *Reframing the path to school leadership: A guide for teachers and principals*. Thousand Oaks, CA: Corwin Press.
- Borko, H., & Putnam, R. (1996). Learning to teach. In D. Berliner & R. Calfee (Eds.), *Handbook of educational psychology* (pp. 673–708). New York: Simon & Schuster.
- Borman, K., & Greenman, N. P. (Eds.). (1994). *Changing American education: Recapturing the past or inventing the future?* Albany: State University of New York Press.
- Bransford, J., Brown, A., & Cocking, R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Brown, J. H., D'Emidio-Caston, M., & Benard, B. (2001). *Resilience education*. Thousand Oaks, CA: Corwin Press.
- Brown, J. L., & Moffett, C. (1999). *The hero's journey: How educators can transform schools and improve learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Brubacher, J. W., Case, C. W., & Reagan, T.G. (1994). *Becoming a reflective educator: How to build a culture of inquiry in the schools*. Thousand Oaks, CA: Corwin Press, Inc.
- Bruning, R., Schraw, G., & Ronning, R. (1999). *Cognitive psychology and instruction* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Burnaford, G. E., Fischer, J. C., & Hobson, D. (2000). *Teachers doing research: The power of action through inquiry* (2nd ed). Mahwah, NJ: Lawrence Erlbaum.
- Byrnes, J. P. (2001). *Minds ,brains, and learning; Understanding the psychological and educational relevance of neuro-scientific research*. New York: The Guilford Press.
- Carnegie Forum on Education and the Economy. (1986). *A nation prepared: Teachers for the 21st century*. Washington, DC: Carnegie Forum on Education and the Economy, Task Force on Teaching as a Profession.
- Cassady, J. (1999, April). *The effects of examples as elaboration in text on memory and learning*. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- Christ, G. M. (1995). Curriculums with real-world connections. *Educational Leadership*, 52(8), 32-35.
- Christiansen, H., & Ramadevi, S. (Eds.). (2001). *Reeducating the educator: Global perspectives on community building*. Albany: State University of New York Press.
- Clandinin, D. J. (1993). *Learning to teach, teaching to learn*. New York: Teachers College Press.
- Clark, C. M. (1995). *Thoughtful teaching*. New York: Teachers College Press.
- Clune, W. (2001). Toward a theory of standards-based reform: The case of nine NSF Statewide Systemic Initiatives. In S. Fuhrman (Ed.), *From the capitol to the classroom: Standards-based reform in the states* (pp. 13-28). One Hundredth Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press.
- Cochran-Smith, M., & Lytle, S. L. (1999). The teacher research movement: A decade later. *Educational Researcher*, 28(7), 15-25.
- Cochran-Smith, M., & Lytle, S. L. (1990). Research on teaching and teacher research: The issues that divide. *Educational Researcher*, 19(2), 2-11.
- Cochran-Smith, M., & Lytle, S. L. (Eds.) *Inside/outside: Teacher research and knowledge*. New York: Teachers College Press.
- Cohen, D. K., & Ball, D. L. (1999). *Instruction, capacity, and improvement*. CPRE Research Report Series RR-43. Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania.
- Connelly, M., & Clandinin, J. (1988). *Teachers as curriculum planners: Narratives of experience*. New York: Teachers College Press.

- Crawford, P. A., & Cornett, J. (2000, Fall). Looking back to find a vision: Exploring the emancipatory potential of teacher research. *Childhood Education*, 37-40.
- Danielewicz, J. (2001). *Teaching selves: Identity, pedagogy, and teacher education*. Albany: State University of New York Press.
- Darling-Hammond, L., & Ball, D. (1997). *Teaching for high standards: What policymakers need to know and be able to do*. New York: National Commission on Teaching and America's Future.
- Darling-Hammond, L., & Sykes, G. (Eds.). (1999). *Teaching as the learning profession: Handbook of policy and practice*. San Francisco: Jossey-Bass.
- Darling-Hammond, L. (Ed.). (2000). *Studies in excellence in teacher education: Preparation in the undergraduate years*. Washington, DC: American Association of Colleges for Teacher Education & National Commission on Teaching and America's Future.
- Day, S. L, Stewart, S. C., & Evans, W. H. (2000). Excellence in teaching children. In L. Sherry & F. Spooner (Eds.), Unified teacher preparation programs for general and special educators (pp. 31-36). St. Petersburg, FL: Florida Comprehensive System of Personnel Development.
- Dill, D. D., et al. (Eds.). (1990). *What teachers need to know: The knowledge, skills and values essential to good teaching*. San Francisco: Jossey-Bass.
- Dottin, E. S. (2001). *The development of a conceptual framework: The stimulation for coherence and continuous improvement in teacher education*. Lanham, MD: University Press of America..
- Doty, G. (2001). *Fostering emotional intelligence in K-8 students: Simple strategies and ready-to-use activities*. Thousand Oaks, CA: Corwin Press.
- Dudley-Marling, C. (1997). *Living with uncertainty: A guide for teacher researchers*. York, ME: Stenhouse.
- Eisner, E. (1995). Preparing teachers for schools of the 21st century. *Peabody Journal of Education*, 70(3), 99-111.
- Elmore, R. F., Peterson, P. L., & McCarthy, S. J. (1996). *Restructuring in the classroom: Teaching, learning, and school organization*. San Francisco: Jossey-Bass.
- Falk, B. (2000). *Contextual teaching and learning: What it is and why it's here to stay*. Thousand Oaks, CA: Corwin Press.
- Fischetti, J., Hovda, R. A., Kyle, D. W., & Stroble, B. (2000). (Eds.). *Professional development schools: Historical context, changing practices & emerging issues*. (Issue of the Peabody Journal of Education). Mahwah, NJ: Lawrence Erlbaum.
- Furman, G. (Ed.). *School as community: From promise to practice*. Albany: State University of New York Press.

- Gardner, H., Czikszenmihalyi, M., & Damon, W. (2001). *Good work: When excellence and ethics meet*. New York: Basic Books.
- Goodlad, J. I. (1990). *Teachers for our nation's schools*. San Francisco: Jossey-Bass.
- Goodlad, J. I., Soder, R., & Sirotnik, K. A. (Eds.). (1990). *Places where teachers are taught*. San Francisco: Jossey-Bass.
- Goodlad, J. I. (1990). *The moral dimensions of teaching*. San Francisco: Jossey-Bass.
- Gordon, T. (Ed.). (2000). *The digital classroom: How technology is changing the way we teach and learn*. Cambridge, MA: Harvard Education Publishing Group.
- Griffin, G. A. (2002). *Rethinking standards through teacher preparation partnerships*. Albany: State University of New York Press.
- Griffin, G. A. (Ed.). (1999). *The education of teachers: Ninety-eighth yearbook of the National Society for the Study of Education*. Chicago: University of Chicago Press.
- Haycock, K. (1998). Good teaching matters: How well-qualified teachers can close the gap. *Thinking K-16*, 3(2), 1-15.
- Hiebert, J., Gallimore, R., & Stigler, J. W. (2002). A knowledge base for the teaching profession: What would it look like and how can we get one? *Educational Researcher*, 31(5), 3-15.
- Hollins, E. T., & Olive, E. I. (Eds.). (1999). *Pathways to success in school: Culturally responsive teaching*. Mahwah, NJ: Lawrence Erlbaum.
- Holmes Group. (1986). *Tomorrow's teachers: A report of the Holmes Group*. East Lansing, MI: Author.
- Holmes Group. (1990). *Tomorrow's schools: Principles for the design of professional development schools*. East Lansing, MI: Author.
- Holmes Group. (1995). *Tomorrow's schools of education*. East Lansing, MI: Author.
- Houston, W. R. (Ed.) (1990). *Handbook of research on teacher education*. New York: Macmillan.
- Hubbard, R. S., & Powers, B. M. (1999). *Living the questions: A guide for teacher researchers*. York, ME: Stenhouse.
- Ingersoll, R. M. (1999). The problem of underqualified teachers in American secondary schools. *Educational Researcher*, 28(2), 26-37.
- Ingersoll, G., & Scannell, D. (1998). Performance-based teacher preparation and licensure. *Transformative Teaching*, 7(2), 6-8.
- Katz, M. S., Noddings, N., & Strike, K. A. (Eds.). *Justice and caring: The search for common ground in education*. New York: Teachers College Press..

- Katzenmeyer, M. & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Kennedy, M. M. (1999). The role of preservice teacher education. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 54-85). San Francisco: Jossey-Bass.
- Kikanza, N. R., Lindsey, R. B., Lindery, D. B., & Terrell, R. D. (2002). *Culturally proficient instruction: A manual for school leaders*. Thousand Oaks, CA: Corwin Press.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African-American children*. San Francisco: Jossey-Bass Publishers.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven, CT: Yale University Press.
- Leavitt, H. B. (Ed.). (1992). *Issues and problems in teacher education: An international handbook*. Westport, CT: Greenwood Press.
- Lieberman, A. (1995). Practices that support teacher development. *Phi Delta Kappan*, 76(8), 591-596.
- Lindsey, R. B., Robins, K. N., & Terrell, R. D. (1999). *Cultural proficiency: A manual for school leaders*. Thousand Oaks, CA: Corwin Press.
- Lisowski, L., & Bukowski, K. (2002). Supporting the values of inclusion through a collaborative elementary-special education certification program. In L. Sherry & F. Spooner (Eds.), Unified teacher preparation programs for general and special educators (pp. 71-78). St. Petersburg, FL: Florida Comprehensive System of Personnel Development.
- Lyons, N. P. (1996). A grassroots experiment in performance assessment. *Educational Leadership*, 53(6), 64-67.
- Maniates, H., & Doerr, B. (2001). *Teach our children well: Essential strategies for the urban classroom*. Westport, CT: Heinemann.
- Mayer, R. (1998b). Cognitive theory for education: What teachers need to know. In N. Lambert & B. McCombs (Eds.), *How students learn: Reforming schools through learner-centered instruction* (pp. 353-378). Washington, DC: American Psychological Association.
- Marzano, J. (2001). *Designing a new taxonomy of educational objectives*. Thousand Oaks, CA: Corwin Press.
- McCay, L. O., & Keyes, D.W. (2002). Developing social competence in the inclusive primary classroom. Childhood Education, 78(2), 70-78.
- McDermott, J. C. (1999). *Beyond the silence: Listening for democracy*. Portsmouth, NH: Heinemann.
- McLeskey, J., & Waldron, N.L. (2002). Inclusion and school change: Teacher perceptions

- regarding curricular and instructional adaptations. Teacher Education and Special Education, 25(1), 41-54.
- Mullen, C. A. (2001). Disabilities awareness and the pre-service teacher: A blueprint of a mentoring intervention. Journal of Education for Teaching, 27(1), 39-61.
- Murray, F. B. (1996). *The teacher educator's handbook: Building a knowledge base for the preparation of teachers*. San Francisco: Jossey-Bass.
- National Commission on Excellence in Education. (1993). *A nation at risk: The imperative for educational reform*. Washington, DC: U.S. Government Printing Office.
- National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future*. New York: Author.
- National Research Council. (1999). *Improving student learning: A strategic plan for education research and its utilization*. Committee on a Feasibility Study for a Strategic Educational Research Program. Commission on Behavioral and Social Sciences Education. Washington, DC: National Academy Press.
- National Research Council. (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education* (2nd ed.). New York: Longman.
- Noblitt, G., & Demise, V. (1996). *The social construction of virtue: The moral life of schools*. Albany, NY: SUNY Press.
- Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education*. New York: Teachers College Press.
- Noddings, N. (2002). *Educating moral people: A caring alternative to character education*. New York: Teachers College Press.
- Norlander-Case, K. A, Reagan, T. G., & Case, C. W. (1999). *The professional teacher: The preparation and nurturance of the reflective practitioner*. San Francisco: Jossey-Bass.
- Oakes, J., Lipton, M., Ryan, S., & Quartz, K. (1999). *Becoming good American schools: The struggle for virtue in school reform*. New York: Jossey-Bass.
- Person, K. H., & March, J. K. (1999). *Collaborative observation: Putting classroom instruction at the center of school reform*. Thousand Oaks, CA: Corwin Press, Inc.
- Reagan, T. G., Case, C. W., & Brubacher, J. W. (2000). *Becoming a reflective educator: How to build a culture of inquiry in the schools* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Reynolds, M. C. (Ed.). (1989). *Knowledge base for the beginning teacher*. Elmsford, NY: Pergamon.
- Rubin, H. (2002). *Collaborative leadership: Developing effective partnerships in communities*

- and school*. Thousand Oaks, CA: Corwin Press.
- Sanders, W. L. (1998). Research findings from the Tennessee Value-Added Assessment System (TVAAS) database: Implications for educational evaluation and research. *Journal of Personnel Evaluation in Education*, 12, 247-256.
- Santa, C. M., Short, K. G., & Smith, K. (Eds.). (1993). *Teachers are researchers: Reflection and action*. Newark, DE: International Reading Association.
- Sarason, S. B. (1993). *The case for change: Rethinking the preparation of educators*. San Francisco; Jossey-Bass.
- Schmidt, R. J., Rozendal, M. S., & Greenman, G. G. (2002). Reading instruction in the inclusion classroom: Research-based practices. *Remedial and Special Education*, 23(3), 130-40.
- Schön, D. (1991). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Schön, D. (1991). *The reflective turn: Case studies in and on educational practice*. New York: Teachers College Press.
- Schön, D. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.
- Shapiro, J. P. & Stefkovich, J. A. (2000). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas*. Mahwah, NJ: Lawrence Erlbaum.
- Shapiro, M. (1993). *Who will teach for America?* Washington, DC: Farragut.
- Shuell, T. (1996). Teaching and learning in a classroom context. In D. Berliner & R. Calfee (Eds.), *Handbook of educational psychology* (pp. 726-764). New York: Simon & Schuster.
- Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 51, 1-22.
- Smith, G. P. (1998). *Common sense about uncommon knowledge: Knowledge bases for diversity*. Washington D.C.: American Association of Colleges for Teacher Education.
- Snow, C. E. (2001). Knowing what we know: Children, teachers, researchers. *Educational Researcher*, 43(7), 3-9.
- Solomon, P. G. (2001). *The assessment bridge: Positive ways to link tests to learning, standards, and curriculum improvement*. Thousand Oaks, CA: Corwin Press..
- Sparks-Langer, G. M., Simmons, J. M., Pasch, M., Colton, A., & Starko, A. (1990). Reflective pedagogical thinking: How can we promote it and measure it? *Journal of Teacher Education*, 41(4), 21-32.

- Spiro, R., Feltovich, P., Jacobson, M., & Coulson, R. (1992). Knowledge representation, content specification, and the development of skill in situation-specific knowledge assembly: Some constructivist issues as they relate to cognitive flexibility theory and hypertext. In T. Duffy & D. Jonassen (Eds.), *Constructivism and the technology of instruction: A conversation* (pp. 121-127). Hillsdale, NJ: Erlbaum.
- Sternberg, R. B., & Horvath, J. A. (1995) A prototype view of expert teaching. *Educational Researcher*, 24(6), 9-17.
- Stevens, L. J., & Price, M. (1992). Meeting the challenge of educating children at risk. *Phi Delta Kappan*, 74(1), 18-23.
- Stigler, J. W., & Hiebert, J. (1999). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom*. New York: Free Press.
- Stipek, D. (2002). *Motivation to learn: Integrating theory and practice* (4th ed.). Boston: Allyn and Bacon.
- Tileson, D. W. (2000). *Ten best teaching practices: How brain research, learning styles, and standards define teaching competencies*. Thousand Oaks, CA: Corwin Press.
- Tom, A. (1986). *The case for maintaining teacher education at the undergraduate level*. St. Louis, MO: Washington University, Coalition of Teacher Education Programs.
- Tombari, M., & Borich, G. (1999). *Authentic assessment in the classroom: Applications and practice*. Upper Saddle River, NJ: Merrill.
- U.S. Department of Education. (2001). To assure the free appropriate public education of all children with disabilities: Twenty-third annual report to Congress on the implementation of The Individuals with Disabilities Education Act. Washington, DC: U.S. Government Printing Office.
- Van Manen, M. (1977). Linking ways of knowing with ways of being practical. *Curriculum Inquiry*, 6(3), 205-228.
- Villegas, A. M., & Lucas, T. (2002). *Educating culturally responsive teachers: A coherent approach*. Albany: State University of New York Press.
- Wiggins, G. P. (1993). *Assessing student performance: Exploring the purpose and limits of testing*. San Francisco: Jossey-Bass.
- Wilmore, E. L. (2002). *Principal leadership: Applying the new Educational Leadership Constituent Council (ELCC) Standards*. Thousand Oaks, CA: Corwin Press..
- Wilson, B. L., & Corbett, H. D. (2001). *Listening to urban kids: School reform and the teachers they want*. Albany: State University of New York Press.
- Wolk, S. (1998). *The democratic classroom*. Westport, CT: Heinemann.

Zeichner, K. M., & Liston, D. P. (1987). Teaching student teachers to reflect. *Harvard Educational Review*, 57(10), 23-48.