Conceptual Framework

Preparing Exemplary Educators
Who Are
Knowledgeable and Skillful
Caring and Inclusive
Ethical and Professional

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Introduction

Framingham State University has been preparing exemplary educators since it opened on July 3, 1839, as the nation's first public institution of higher education dedicated to the training of teachers. From the outset, the school served as a model for educating outstanding teachers who were in demand for the common schools of Massachusetts and throughout the nation.

Members of the first graduating class taught in the common schools and participated in the new field of education for the blind and the deaf. Some traveled to the South and to the West to teach in schools being established for Blacks and Native Americans. Others went as missionaries to distant lands. Among the early graduates were women who participated in the suffrage and temperance movements and many other significant educational and social reforms of the nineteenth century.

From 1848 to 1898 Framingham conducted an advanced program for women who aspired to careers in high school and college teaching, school administration, law and medicine. This opened unprecedented educational and career opportunities for women who became principals, professors, doctors, and writers. In 1899 the first teachers of household arts were graduated from a new program at Framingham that became the foundation for studies in nutrition and food science, as well as clothing and textiles. Initially known as the *Normal School*, the name was changed to the *State Normal School* in 1845, and to the *State Teachers College at Framingham* in 1932. A 1960 mandate to develop liberal arts curricula prompted the renaming of the institution to *State College at Framingham*. In 1968 it became *Framingham State College*, and in 2010 *Framingham State University*.

The Normal School was originally housed in a building, still standing today, on the corner of Lexington Common. Outgrowing its accommodations twice, the school moved to West Newton in 1844, and to the present location on seventy-three acres on Bare Hill in the Town of Framingham in 1853. The site in the vibrant Metro West region of Massachusetts has been convenient for the expanding educational and cultural demands of the twentieth and twenty-first centuries. New programs, courses, organizations and facilities have provided enriched opportunities for both undergraduate and graduate students. The undergraduate program became coeducational in 1968. Approximately 6,150 full- and part-time students with 26 bachelor's degree programs and 22 master's degree programs are currently enrolled at the University.

Defining the Professional Education Unit

The Education Department serves as the head of the Professional Education Unit (the "Education Unit" here and after) for teacher preparation programs at Framingham State University. The Chair of the Education Department serves as the Unit Head/NCATE Coordinator. The Education Unit has the responsibility for managing and coordinating all programs offered for the initial and advanced preparation of K-12 school teachers and other school professionals. The philosophy, goals and purposes of the Education Unit reflect the overall mission, core values, and vision of Framingham State University.

Teacher Preparation Programs at Framingham State University

Framingham State University offers educator licensure programs approved by the Massachusetts Department of Elementary and Secondary Education (DESE).

Initial Licensure Programs for Undergraduate Students
Undergraduates who are interested in completing a teacher licensure program as part of their undergraduate degree program select either a coordinate major in education or a secondary education minor.

Undergraduates interested in teaching early childhood (grades PreK-2) or elementary (grades 1-6) in public schools select a coordinate major in Early Childhood or Elementary Education. Undergraduate students who are interested in teaching a discipline-specific subject select a secondary education minor in the discipline. Secondary education minors are available in the following areas (licensure grade level options are identified in parentheses):

Biology (5-8 or 8-12)
Chemistry (8-12)
Earth Science (5-8)
English (5-8 or 8-12)
French (5-12)
History (5-8 or 8-12)
Mathematics (5-8 or 8-12)
Spanish (5-12)
Visual Art (PreK-8 or 5-12)

Initial Licensure Programs: Non-Degree Options
Individuals who already hold a bachelor's degree may select a Post Baccalaureate Teacher Licensure (PBTL) program. This non-degree option allows students to complete an approved licensure program without completing a second bachelor's degree.

The PBTL program leads to licensure in Early Childhood (grades PreK-2), Elementary (grades 1-6) or in one of the following subject areas (licensure levels noted in parentheses):

Biology (5-8 or 8-12),
Chemistry (8-12)
Earth Science (5-8)
English (5-8 or 8-12)
French (5-12)
History (5-8 or 8-12)
Mathematics (5-8 or 8-12)
Spanish (5-12) and
Visual Art (PreK-8 or 5-12)

Initial Licensure Programs: Master's of Education Degree Options

Framingham State University offers select Initial licensure programs at the master's degree level through the Graduate Office which are available in the following licensure areas:

Master of Education concentration in Curriculum & Instructional Technology (Instructional Technology, All)
Master of Education concentration in Literacy and Language (Reading, All)
Master of Education concentration in Special Education (Moderate Disabilities, PreK-8, 5-12)
Master of Education concentration in Teaching English as a Second Language (English as a Second Language, PreK-6, 5-12)

Professional Licensure Programs: Master's of Education Degree Options

Framingham State University also offers Professional licensure programs at the master's degree level through the Graduate Office. Programs are available in the following licensure areas:

Master of Education concentration in Art
Master of Education concentration in Curriculum & Instructional Technology
Master of Education concentration in Early Childhood Education
Master of Education concentration in Elementary Education
Master of Education concentration in English
Master of Education concentration in History
Master of Education concentration in Literacy and Language
Master of Education concentration in Mathematics
Master of Education with a concentration in Science, Technology, Engineering, Math (STEM) for Teachers in Grades 1-6
Master of Education concentration in Spanish
Master of Education concentration in Special Education
Master of Education concentration in The Teaching of ESL
*During 2012-2013 enrollment was closed to students in the M.Ed. in English and History.

Master of Education degree options in Curriculum & Instructional Technology, Literacy and Language, Special Education, The Teaching of ESL and Science, Technology, Engineering, Math (STEM) are, on occasion, used to advance the knowledge and skills of educators and used for Professional licensure.

Development of the Conceptual Framework

The establishment of a Teacher Education Advisory Council (TEAC) was originated by the Education Unit in 2010 to articulate the University's Conceptual Framework, oversee progress toward seeking initial accreditation by the National Council for Accreditation of Teacher Education, and guide policies connected to the Education programs. The formal establishment of the Teacher Education Advisory Council was a governance action at the University, resulting in approval by the All College Committee on February 4, 2011 for TEAC to function as a special committee of the University. Monthly meetings, surveys and a retreat have contributed valuable insights regarding the philosophy, goals, standards and practices of the Education Unit of

Framingham State University. Members of TEAC include all Education Department faculty and staff, all Arts & Science faculty who coordinate the secondary education teacher licensure programs, faculty who serve as coordinators of graduate education programs, students, and community members including principals, alumni, and the University's Vice President and Associate Vice Presidents. The Chair of the Education Department serves as the convener of the Council. The Teacher Education Advisory Council is a sizeable group. Members are appointed to their positions on the Council and there are no term limits.

The Conceptual Framework is an evolving document which includes the shared views of faculty, staff, students, school and community partners who collaborate in preparing exemplary educators for P-12 schools. As one of the first steps in the development of the Conceptual Framework, faculty, staff, and community members, including principals and teachers who are connected with teacher licensure programs at Framingham State were surveyed by a subcommittee of TEAC about the key attributes they believed should be reflected by the Framework. The subcommittee reviewed the data, collected through SurveyMonkey, and also held focus groups with faculty, staff and students. In February 2012, the subcommittee chair presented a written report of the results of the survey and focus groups, along with a draft Conceptual Framework representing the consensus of input from stakeholders to the TEAC. Additional information was shared in March 2012. After a period of comment and review, TEAC voted to adopt the key elements of the Conceptual Framework on April 18, 2012. After receiving feedback from NCATE in November 2012 regarding the Conceptual Framework, suggested changes also were incorporated.

4.1 Overview of the Unit's Conceptual Framework

The Conceptual Framework articulates the overall goal of the Education Unit as *the preparation of exemplary educators who are knowledgeable, skillful, caring, inclusive, ethical and professional*. The six key terms are inextricably connected to the Framingham State University core values of academic excellence, ethical citizenship, personal and professional growth, global stewardship, public purpose and commitment, and an inclusive and collaborative community (see 4.2).

Framingham State University prepares educators who are:

Knowledgeable ...
... possessing a breadth and depth of knowledge in the subjects that they teach and in a range of other disciplines comprising the liberal arts, sciences and technology. They have a clear understanding of how students develop and learn, and of factors that can enhance or inhibit the process.

    and Skillful...
    ...in preparing, implementing and assessing instruction.

Caring...
...having a deep respect for their students and families, and a commitment to high expectations for all students.

and Inclusive...

...having a global perspective that respects individuals regardless of ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, and sexual orientation; and

... collaborating with colleagues and community in order to promote the welfare and success of all students.

Ethical...
...fulfilling their responsibilities with integrity, honesty, caring, enthusiasm and commitment.

and Professional...

... in meeting the highest standards of accomplishment in their practice and pursuit of continuous development for themselves and their students.

The Conceptual Framework Model

The Conceptual Framework Model depicts the six key terms - *Knowledgeable*, *Skillful*, *Caring*, *Inclusive*, *Ethical* and *Professional* - as interdependent, yet individually essential attributes that both contribute to and emanate from *Exemplary Educators*. This intertwined process is expressed graphically in a model that was created for the Education Unit by students and faculty in the Framingham State University Visual Arts Department and with assistance of the University's Communications Office. This logo was presented to TEAC on April 18, 2012.

**The Conceptual Framework Model -
Conceptual Framework Model (Figure 1)**

4.2 Vision and Mission of the Institution and the Education Unit

Framingham State University Mission Statement

Framingham State University prepares students for a productive life, enhanced by learning and leadership that will contribute to the culturally diverse world of the twenty first century.

Founded by Horace Mann in 1839 as America's first public teachers' college, Framingham State University today offers undergraduate and graduate programs encompassing the arts and sciences and professional studies.

Committed to excellence, the Framingham State University learning community comprises teacher-scholars, librarians, students, and staff who promote free inquiry, the respectful exchange of ideas, ethical conduct, and the belief that diversity in its many forms is essential to the educational experience. In an environment that supports active, collaborative learning, students work closely with faculty to engage significant bodies of knowledge and develop their ability to gather and evaluate information, communicate effectively, think critically and creatively, reason quantitatively, and apply information and emerging technologies.

At Framingham State University teaching is the primary role of faculty, who engage in their disciplines through instruction, scholarship, and service on campus and in their professional communities. The University serves as an important educational and cultural center in the MetroWest region of Massachusetts.

A Framingham State University education cultivates thoughtful, responsible local and global citizens, prepares students for a career, and positions them for success.[1]

The revised Framingham State University mission statement was formally approved by the All College Committee during the spring 2010.

Framingham State University Core Values

The following shared core values direct our thinking, planning, actions, and initiatives:
• *Academic Excellence*: We strive to inspire a culture informed by the joy and work of learning, in which curiosity, discovery, innovation, and excellence are the driving forces in everything we do.
• *Ethical Citizenship*: We seek to foster a culture of ethics, integrity and respect, such that it creates the fertile ground that motivates our work and work ethic.
• *Personal and Professional Growth:* We aspire to create a nurturing culture where all thrive and are supported in their own paths toward lifelong growth and leadership in personal and professional ways.
• *Global Stewardship:* We endeavor to advance global understanding, empathy and stewardship for people and the environment, embracing diversity and a sense of community in both local and global settings.
• *Public Purpose and Commitment:* We strive to construct a community that is committed to public purpose, informed action and service.
• *Inclusive and Collaborative Community:* We seek to encourage a supportive, diverse, collaborative and cohesive environment in which we learn from each other through informed, clear, and open communication.

Framingham State University Vision Statement

Our vision is to create a vibrant and innovative educational environment that is dedicated to academic excellence, ethical citizenship, personal and professional growth, global stewardship, and public purpose and commitment through an inclusive and collaborative community.

The Education Unit – Mission and Vision

The Education Unit at Framingham State University strives to prepare its students for one of the worthiest and noblest of careers, the teaching profession. In order to achieve high standards of excellence members of the Education Unit encourage the development of educators who are knowledgeable, skillful, caring, inclusive, ethical and professional. The philosophy, goals and purposes of the Education Unit complement the wider mission and vision of the University. They are consonant with professional standards established by the Commonwealth of Massachusetts as requisite for approval of programs to prepare candidates for initial or professional licensure and for reciprocal licensure through the Interstate Certification Compact. They also are designed to meet or align to national standards, including the standards of the National Council for Accreditation of Teacher Education, standards of specialized professional associations, and the Five Core Propositions of the National Board for Professional Teaching Standards.

4.3 Philosophy, Purposes and Goals of the Education Unit

Framingham State University has the distinction of being the first state normal school in the United States. It was founded in 1839, at the initiative of the Secretary of the Massachusetts Board of Education, Horace Mann.[2] Cyrus Peirce, a teacher from Nantucket who was considered to hold the highest qualifications, was recruited to serve as the principal. A primary goal of the institution was to prepare qualified teachers to work in the common schools, the precursor of the contemporary public school system. It was a broad-minded undertaking, one aimed at strengthening the educational experiences of children.

The school opened during the summer of 1839, with an initial enrollment of three women. By 1870, however, eighteen states had at least one normal school. A total of thirty-nine state normal schools were located in New England, the mid-Atlantic states, the Midwest, and California. By the early twentieth century, there were 180 normal schools in states throughout the North, South, East, and West.[3] Not only did the state normal schools become a dominant force in teacher preparation, they were attended at unprecedented rates at the mid-point of the nineteenth century.[4] They increasingly provided access to higher education for students, largely women, of different socio-economic backgrounds, races and ethnicities.

The first students at Framingham studied broad academic content and diverse philosophies. They learned various pedagogical practices and gained teaching experience in model schools. In Prussia, from which some of the features of the state normal school evolved, model schools were utilized. They were described as places where teachers learned to execute most things, teach using a variety of discipline, govern the class, learn about children and work with them accordingly. As noted in the first annual report of the Massachusetts Board of Education in 1838, the course of studies was to effect two objects. "First, the attainment of a more thorough and systematic acquaintance with the branches usually taught in the common schools, and an adequate foundation in other parts of knowledge highly useful to the skillful teacher; and secondly the art of imparting instruction to the youthful mind, which will be taught in its principles, and illustrated by opportunity for practice, by means of a model school."[5] In all areas, the first students were encouraged by their principal, Cyrus Peirce, to "live to the truth." They were encouraged to hold strong ethical ideals during a time of significant social reforms. This was an idea which the students embraced and actualized in their teaching. It was part of the normal school impulse.

The philosophy and ideals that were espoused by the original Framingham founders continue to be embraced by the FSU teacher education programs, as articulated in our conceptual framework. Candidates are provided with a strong knowledge base in both academic and professional knowledge, as well as in the "art of imparting instruction." Candidates learn the "art of imparting instruction to the youthful mind" by studying child development and learning best practices and current research on teaching and learning. Candidates have the "opportunity to practice" in a range of sequenced field studies (Field Study 1, 2, and 3) and in their practicum experiences. As in the past, our candidates are expected to maintain and model strong ethical ideals.

At the same time the education faculty at Framingham State University, embrace the goals for our candidates which reflect the current knowledge and skills needed by teachers, including fluency and proficiency in the use of technology, an ability to work with diverse groups of students, and the support of a global perspective. The art of teaching also has evolved to recognize the role of caring and compassion as a catalyst for student learning, as well as the need for teachers to more closely monitor student learning and modify instructional techniques for different learning styles and needs.

4.4 Knowledge Bases that Support the Conceptual Framework

Exemplary Educators at Framingham State University are Knowledgeable

Educators prepared by Framingham State University have a grounding in the historical, philosophical, psychological, sociological, anthropological, and legal foundations of education.[6] They possess a comprehensive knowledge of the content of the subjects that they teach, a depth and breadth of understanding of the liberal arts and sciences, and facility in making interdisciplinary connections.[7] Program completers have a thorough awareness of the professional, national, state, local and institutional standards pertinent to their respective fields.[8] They recognize the fundamental role that technology occupies in learning and maintaining state-of-the-art awareness and capability in the use of the rapidly advancing technological dimensions of teaching, learning and professional growth.[9]

Are well grounded in the foundations of professional education

Educators prepared by Framingham State University are well grounded in the foundations of education. They have a solid understanding of the history of schooling in the United States, of the diverse educational philosophies and theories which shape teaching and learning, and of the social and economic circumstances of schools and school communities.[10] They understand how formal teacher education evolved from the nineteenth century normal schools. They recognize the pivotal role which their own university undertook with this regard, as the first state normal school in the United States. Eric Bredo (2005), former President of the American Educational Studies Association, has suggested that social foundations courses, in particular, provide students with opportunities to consider and constructively re-conceptualize educational theories, institutions and practices. Foundations courses involve "interpretive, critical, and constructive roles."[11] Through a careful, balanced and thorough approach to the understanding of the foundations of U.S. education, aspiring educators at Framingham State are prepared for the realities of the classroom

Have a comprehensive knowledge of the subject matter that will teach

Educators prepared at Framingham State University also are knowledgeable of the subject matters they teach and of the knowledge expected for their role. They have a strong comprehension of state curriculum standards, an outcome of twentieth and twenty-first century

federal and state level reforms. As a result of the Education Reform Act of 1993 focused on outcomes based education, the Massachusetts Curriculum Frameworks were developed to provide K-12 curriculum standards for English Language Arts, Foreign Languages, Mathematics, Comprehensive Health, History and Social Science, Science and Technology/Engineering, English Language Proficiency, and Vocational Technical Education. In July of 2010, the Commonwealth of Massachusetts adopted the Common Core, which provides a single set of educational standards for kindergarten through 12th grade in English language arts and mathematics. These standards which are adopted voluntarily by states have been infused into the Massachusetts Curriculum Frameworks.[12] As a result of having both a strong knowledge base in subject matter and competency in state teaching standards, educators are able to cultivate knowledge which prepares their own students to lead successful lives. Students are better prepared for the workforce, make informed decisions and are able to successfully participate in a global society. Advanced licensure programs at Framingham State University deepen the content knowledge of educators and convey professional knowledge.

Apply a broad and deep understanding of the liberal arts and sciences to their teaching, and make interdisciplinary connections based on that knowledge

Daniel Mulcahy (2009) has suggested that there are many definitions and purposes of a liberal education; it is multifaceted, varied and entails diverse developments.[13] One purpose is to promote personal and intellectual learning through study of history, literature, foreign languages, science, mathematics, philosophy, art, and music to name a few subjects. Another is to share the vast expanse of human understanding. Undergraduate educators prepared at Framingham State University complete general education requirements, providing a solid foundation in a liberal education. They also pursue an academic major, in addition to a coordinate major or minor in Education related to a licensure field. As a result of their general education and academic major coursework, educators are able to bring a breadth and depth of interdisciplinary knowledge to the profession, and make interdisciplinary connections in their teaching as well. Post-baccalaureate and graduate educators prepared at Framingham State University are subject to rigorous admission requirements which include the prerequisites for undergraduate preparation in the liberal arts.

Understand the role and use of technology in education

The early years of the twenty-first century have witnessed the rapid advancement of information and communication technology. Lima, Chaib and Churchill (2011) have suggested that "its pervasive use in work and daily life have dramatically changed the way we live; the way businesses are conducted; and the way knowledge is constructed, distributed, challenged and improved upon."[14] An unprecedented growth in the markets of hardware, software, Internet sales and related technological equipment, likewise, has occurred. As a result, schools have integrated technology into the classrooms through the use of computers, computer programs and simulations, interactive white boards, and networking applications.[15] Educators prepared at Framingham State University are acquainted with the role and use of technology in education. In Massachusetts competency in the area of educational technology also is required for licensure.

Exemplary Educators at Framingham State University are Skillful

Educators prepared by Framingham State University are skilled in promoting optimal learning for every student. They have a thorough understanding of the learning process and the array of resources, materials, methods and techniques that can be employed in meeting the variety of student needs. They understand that teaching is a multifaceted practice. They are reflective. In describing reflective educators, Corcoran and Leahy (2003) suggest that they are "reflecting on their practice...constantly and rationally selecting a given option or course of action with a careful analysis of the possible consequences of those decisions and judgments on student learning."[16] Educators prepared at Framingham State University also are visionary and active in designing, implementing and assessing educational interventions. They are able to differentiate instruction to meet diverse learning needs and styles.[17]

Are skillful in planning, preparing, and organizing resources for instruction

Educators prepared by Framingham State University are highly skilled in planning, preparing, and organizing resources necessary for promoting optimal learning for all of their students.[18] They strive to fulfill the highest professional, national, state, local and institutional standards in their teaching.[19] They are adept at accurately determining the learning requirements of every student such as prior knowledge or misconceptions, experiences, interests, strengths and weaknesses, and linking clear and measureable goals and objectives to these needs. As applicable to their program, they use information derived from Individualized Education Programs, 504 plans, and language proficiency assessments to develop strategies for integrating and accommodating students in general education classes. They capably select from a variety of evidence-based instructional strategies and activities, and utilize principles of effective classroom management and universal design to create safe, productive, and inclusive learning environments.[20] They recognize that universal design provides a starting point for developing a framework of instruction to maximize the learning of all students, as shared by Sheryl Burgstahler (2009).[21] In reflecting on the use of diverse instructional strategies in teaching, Kelly Hedrick (2012) has written that "all teachers need to have a diversified instructional toolbox filled with various models and strategies for organizing instruction...They know the strategy and they know when to use it to maximize student success."[22] Using these strategies helps one's students move toward worthy outcomes.

Are skillful in implementing instruction

Educators prepared by Framingham State University have the ability to implement instruction in a manner that effectively meets the different needs of their students.[23] They are adept at promoting best teaching practices, such as inquiry-based learning and cooperative learning. Paul Nagel (2008) has suggested that by modeling cooperative learning strategies to aspiring educators, they are exposed to the essential elements of the strategy including positive interdependence; face-to-face interaction; individual and group accountability; interpersonal skills; and group processing, which is useful when they assume classrooms of their own.[24] Gradual Release of Responsibility, a method of teaching which is framed around the process of devolving responsibility in the learning process from the teacher to the independence of the learner, also is introduced. This model of instruction, developed by Pearson and Gallagher and based on the ideas of Lev Vgotsky, moves teachers from explicit modeling to guided practice and then to activities which position students to become independent learners.

Are skillful in assessing instruction

Assessment can be one of the greatest challenges which teachers face in contemporary context. Nancy Gallavan and Ellen Kottler (2009) have suggested that not only must teachers prepare students for high stakes testing, they also must develop valid and reliable classroom assessments.[25] Educators prepared by Framingham State University are skilled in the utilization of a variety of formal and informal assessment techniques to evaluate and improve the quality of their instruction. They employ assessment in every aspect of the teaching-learning process, capably gauging student readiness and prior knowledge, establishing goals and objectives, and evaluating the effectiveness of interventions.[26] They are skilled in utilizing reflection, action research, and vision in assessing instructional effectiveness. They relate ongoing examination of data to the success of interventions as an important source for the development of clearly measureable strategies, goals and objectives for future instruction. They keep abreast of current research supporting best educational assessment practices.[27]

Are skillful in using technology and media in instruction

Educators prepared by Framingham State University also are skilled in the use of appropriate technology and media to enhance instruction, learning, communication, and professional growth. The research is widespread with regard to how technology and media may be used in the classroom with these regards. Sheenah Vaidyanathan (2012), for example, has considered how creativity and innovation is fostered in the classroom through technology.[28] Educational researchers Michael Russell, Damian Bebell and Jennifer Higgins (2004) have explored the learning dynamics of students who are placed in classrooms in which a laptop is assigned to each student.[29] Suzanna Panter (2009), likewise, has written about the importance of teaching school children to be safe while using the Internet.[30] Educators prepared at Framingham State University demonstrate proficiency in employing current technological tools and media in planning, implementing, assessing, recording, and reporting learning activities and growth.[31]

Are skillful in differentiating instruction to accommodate individual learning needs and styles

Educators prepared by Framingham State University are able to differentiate instruction to meet the diverse learning needs and styles of students. In 2011, approximately 49.4 million children were enrolled in public elementary and secondary schools in the United States. The private school enrollment was 5.3 million.[32] Understandably there is an enormous amount of variation in the learning needs, developmental levels, and learning styles in every classroom throughout the United States. In any given classroom, one will find vast differences in the educational proficiencies of students. In response to these circumstances, educators have embraced the practice of differentiated instruction. Michael Petrilli (2011) has written that "the notion is that one teacher instructs a diverse group of kids, but manages to reach each one at precisely the appropriate level."[33] Educators prepared at Framingham State learn to provide students with different avenues to acquire content, to process and construct ideas. They learn to develop teaching materials and adaptations to lesson plans so that all students within a classroom can learn effectively, regardless of differences in ability or learning styles.[34]

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Exemplary Educators at Framingham State University Are Caring

Educators prepared by Framingham State University are concerned with the holistic success of every student. They promote learning environments that emphasize care, respect, equity, motivation and responsibility.

Are caring and compassionate

In approaching teaching with a strong ethic of care, Nel Noddings (2010) has suggested that educators are more likely to listen attentively and understand the expressed needs of the cared-for, with emphasis placed on relations and relationships.[35] In support of teachers' demonstration of care in the school setting, educational philosopher Jane Roland Martin (1995) has described new curricular paradigms which are guided by family-like affections and where students feel like they belong.[36] Martin suggests that it is critical for teachers to express interest in students' lives in and out of school, and to encourage them to put forth full effort as a key to achievement. Daniel Mulcahy and Ronnie Casella (2005) also have suggested that caring can be linked to identity formation, and helps to create bonds through which students experience connections to humanity.[37] Educators prepared at Framingham State University respect and have an interest in their students as learners deserving of a full measure of care, fairness, compassion, capability, and organization from their teachers.[38] Educators prepared at Framingham State University recognize the importance of caring relationships as a vehicle for fostering student motivation, engagement, self-esteem, and respect.

Maintain high expectations for all students and treat all students fairly

The Massachusetts Professional Standards for Teachers under the standard of "Promotes Equity" requires assessment of aspiring teachers in encouraging all students to believe that effort is key to achievement.[39] Educators prepared by Framingham State University have high expectations for the success of every student.[40]They believe that all learners are capable of continuous growth and should receive instruction appropriate for achieving at their highest level.[41] They are proficient in recognizing and accommodating variations in student learning styles, interests, capabilities, and backgrounds using best practices.[42] They regard each learner as unique and deserving of a voice in the classroom. Drawing from caring relationships with students and knowledge of child development, they know how to set parameters of acceptable behavior, establish effective routines, and implement appropriate intervention procedures that promote productive learning.[43]

Exemplary Educators at Framingham State University Are Inclusive

Possess a global perspective

Yong Zhao (2008) has suggested that globalization is likely to turn the world into a global village where geographical distance matters little, and our lives are affected by and impact people and places across the world."[44] Living in a global world brings forward an understanding of the interconnectedness and interdependence of peoples. Educators prepared by Framingham State University recognize the importance of preparing students for living and working effectively and productively in an increasingly globalized world. They possess a comprehensive awareness of the profound relationship that human beings have in a global world, with one

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another and their environment. They promote a sense of global stewardship that upholds fundamental principles of understanding, freedom, justice, democracy, equality and civic responsibility within and beyond the parameters of the classroom and school hours. This perspective transcends geographical, political, linguistic and ethnic constraints that inhibit the free and harmonious exchange of ideas, people, goods, and information across the globe.[45]

Affirm, respect and accommodate inclusion and diversity

Educators prepared by Framingham State University affirm and respect the diversity of students and make accommodations to insure inclusion of all students in school activities and learning. They recognize how diversity impacts teaching and learning, and comprehend the ways that educational structures reflect mainstream cultural values. They understand and affirm diversity in school pedagogy, communication, and in school-family-community partnerships. They seek opportunities to bridge connections between students' life experiences, heritage and historical backgrounds to content and school structures. They have a thorough awareness of strategies, curriculum, materials, and assessment approaches appropriate for including diverse learners in the realms of special education. They have a thorough understanding, for example, of the circumstances connected with second language acquisition. They recognize that English Language Learners are a diverse group. As described by Judith Rance-Roney (2011), some are new immigrants whereas others are long-term English Language Learners who have confronted challenges with academic literacy.[46] Eliana Rojas and Timothy Reagan (2003), reflecting on linguistic human rights, have recognized that "language is at the heart of the educational experience, as well as at the heart of social life."[47] It is a critical feature of students' learning continuum, which is appreciated by educators prepared at Framingham State University. Multiple intelligences, varied learning styles, ethnic, racial, religious and gender identities and expressions also are considered in the inclusion of diverse learners. Educators prepared at Framingham State University understand how their own backgrounds and experiences influence their attitudes, values, and biases.[48] William Ayers (2009) has suggested that ultimately education is geared toward an ideal which is that "every human being is of infinite and incalculable value; each a unique intellectual, emotional, physical, spiritual, moral and creative force...equal in dignity and rights."[49] This ideal is understood by educators prepared at Framingham State University; education is about opening minds and doors in a shared world.

Collaborate with colleagues, families and the community

Educators prepared by Framingham State University recognize that teaching is not a solo act. They solicit, appreciate and employ the valuable contributions that various members of the school share. They understand, as articulated by Linda Darling-Hammond and Diane Friedlaender (2008), that "collaboration has a positive influence on teacher morale."[50] Educators prepared at Framingham State University also recognize that families and the civic community are integral partners in the teaching-learning process and promote ongoing communication, collaboration, collegiality, and cooperation with these stakeholders.[51] Joyce Epstein and Mavis Sanders (2006), strong advocates of school, family, community partnerships, have compellingly written about the needs for aspiring teachers for preparation in this critical area.[52] They draw attention to new federal policies which require schools to implement practices which involve families in their children's educational experiences. These policies also require every "school, district, and state department of education to communicate effectively about students' achievement test scores and the quality of teachers and schools."[53] Epstein and Mavis conclude

that the time is right to address school, family and community partnerships as a fundamental issue in educator preparation, a practice which is supported at Framingham State University.

Employ practices of Universal Design

Educators prepared by Framingham State University are skilled in employing principles and practices of universal design in education (UDE) and learning (UDL).[54] UDE involves the creation of welcoming, accessible, and usable educational settings that incorporate physical spaces, technology, instruction, and services that are inclusive of all the school's constituencies - students, families, staff, and visitors of every age, ability, and physical disability. UDL applies the universal design concept to the creation of learning access through curricula and instructional approaches that effectively accommodate the learning profiles of each student in the class. In the process it promotes inclusion and growth through the removal of curriculum and methodological barriers that inhibit the ability of individual students to learn and develop with their classmates in regular classroom settings.[55]

Exemplary Educators at Framingham State University are Ethical

Know and practice the ethical standards for their professional and specific discipline.

Educators prepared by Framingham State University fulfill the highest professional and ethical standards.[56] The nuances of classrooms are layered with professional and ethical knowledge which is central to the conceptualization of teaching as a profession, which educators prepared at Framingham State University understand. They appreciate that ethics is highly complex. Yet they also understand, as articulated by Elizabeth Campbell (2006), that the "principles relating to virtues such as honesty, justice, fairness, care, empathy, integrity, courage, respect, and responsibility should guide conduct and interpersonal relations."[57] They are familiar with the premises put forward by the National Education Association in its Code of Ethics. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all.[58] Educators prepared at Framingham State accept the responsibility to adhere to the highest ethical standards.

Exemplify the integrity, honesty, and fairness that they seek to realize in their students.

Educators prepared by Framingham State University are distinguished educators who exemplify the level of integrity, honesty, fairness, intellectual curiosity, scholarship, commitment and excellence that they seek to realize in their students. They are well-rounded professionals who enjoy competence in their respective fields of study, supported by a solid balance of theoretical and practical knowledge in a host of other realms.

Exemplary Educators at Framingham State University are Professional

Are reflective, visionary and active professionals

Educators prepared by Framingham State University are reflective, visionary and active professionals, who think critically, are open to feedback, and flexible in dealing with conflict and

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change. They are leaders in the education profession who recognize the importance of enthusiastically keeping at its frontiers through life-long learning and professional development. They maintain a breadth and depth of understanding, a positive outlook, a sense of humor, a degree of humility, and a recognition of the profound influence that a teacher has on the lives of students. Jonathan Kozol (2008) has written that "the best of teachers are not merely the technicians of proficiency; they are also ministers of innocence, practitioners of tender expectations." [59] These ideas are embraced at Framingham State University.

Are *accomplished educators and continuous learners*

Educators prepared by Framingham State University are accomplished educators who know how to motivate students to learn, and enthusiastically continue the never-ending pursuit of improved methods, curriculum, and subject matter for engaging their interests. They are proficient in modeling best instructional practices such as universal design, cooperative, collaborative, and inquiry-based learning. They are experienced with standards-based practice and compliant with federal, state and local mandates.   Educators prepared by Framingham State University also are continuous learners who are able to adapt their philosophy, instructional strategies, materials and methods to the different educational environments and diverse student populations that they encounter.

 Are educational engineers

Educators prepared by Framingham State University view themselves as educational engineers who collegially examine the instructional challenges that are confronted. They seek consistent and complete explanations of phenomena. They look for educational relationships between variables, as discussed by Anderson (1961).[60] They draw on research and "make practical applications of knowledge gained" from this type of investigation. (Lutz, 1980).[61] They assess the results of interventions on the basis of data, and capably design new strategies as deemed appropriate.

Are champions of children

Educators prepared by Framingham State University are "champions of children" who have a deep respect and interest in students as learners who deserve a full measure of fairness, compassion, capability, and organization from their teachers. They recognize the importance of supporting their students' self-esteem, motivation, and respect for others. Their instruction is grounded in research-based best practices appropriate for the individual needs of every student. They are engaged in transactional listening, a constructive process described by John Dewey in which participants, the contents of their communications, and even the very vocabularies they adopt are all constructed or reconstructed through conversational give-and-take. (Waks, 2011)[62] Educators prepared at Framingham State University eagerly collaborate with all stakeholders in the learning process, and know when and where to seek additional help, information, and services on behalf of their students. Sonia Nieto (2003), in reflecting on the question of what keeps experienced teachers going, has suggested that they understand the joys, frustrations and rewards of teaching. They identify with the work of teaching and speak of it with hope and connected possibility, as intellectual work and democratic practice. They understand that teachers have the ability to shape futures.[63] Educators prepared by

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Framingham State University are consummate professionals who eloquently articulate the goals, purposes, practices and promise of education.

4.5 Alignment of Conceptual Framework to Professional, State, and Institutional Standards

4.5.1 Alignment of Conceptual Framework to Institutional Standards

Conceptual Framework: *Exemplary Educators at Framingham State University Are...*	Framingham State University Mission Statement and Core Values (see pages 8-10)
Knowledgeable	1st core value: Academic Excellence Mission statement, 3rd paragraph: "… students work closely with faculty to engage significant bodies of knowledge and develop their ability to gather and evaluate information."
Skillful	Mission statement, 3rd paragraph: "… students ... develop their ability to ... communicate effectively, think critically and creatively, reason quantitatively, and apply information and emerging technologies. "
Caring	2nd core value: Ethical Citizenship 4th core value: Global Stewardship
Inclusive	4th core value: Global Stewardship 6th core value: Inclusive and Collaborative Community
Ethical	2nd core value: Ethical Citizenship
Professional	3rd core value: Personal and Professional Growth

4.5.2 Candidate Proficiencies and their Alignment to Professional and State Standards

The 21 candidate proficiencies identified under the six themes of the conceptual framework align to professional and state standards, as documented below.

Framingham State University Candidate Proficiency	State Standards MA Professional Standards for Teachers*	National Standards (NBPTS** and NCATE Standard 1***)
Exemplary Educators at Framingham State University are Knowledgeable		
Are well grounded in the foundations of professional education	All Standards	NBPTS Proposition 1, 4, 5 NCATE Standards 1a, 1e
Have a comprehensive knowledge of the subject matter that they will teach	Standard A.1, A.4, B.2(c)	NBPTS Proposition 2 NCATE Standards 1a, 1e
Apply a broad and deep understanding of the liberal arts and sciences to their teaching, and make interdisciplinary connections based on that knowledge	Standard A.1, A.4, B2(c)	NBPTS Proposition 2 NCATE Standards 1a, 1b
Understand the role and use of technology in education	Standard A.7, B2(f)	NCATE Standards 1c, 1e
Exemplary Educators at Framingham State University are Skillful		
Are skillful in planning, preparing, and organizing resources for instruction	Standards A.1, A.3, A.4, A.5, A.6, A.7	NBPTS Proposition 3 NCATE Standards 1b and 1c
Are skillful in implementing instruction	All of Standard B	NBPTS Proposition 2 NCATE Standards 1b, 1c
Are skillful in assessing instruction	Standards A.2, B.3, B.4	NBPTS Proposition 3
Are skillful in using technology and media in instruction	Standard B.2(f)	NCATE Standards 1c, 1e
Are skillful in differentiating instruction to accommodate individual learning needs and styles	Standards A.8, B.3(c), D.2, D.3	NBPTS Proposition 2 NCATE Standards 1c, 1f
Exemplary Educators at Framingham State University Are Caring		
Are caring and compassionate	Standard C.3	NBPTS Proposition 1 NCATE Standard 1g
Maintain high expectations for all students and treat all students fairly	All of Standard B; Standard D.1, D.2	NBPTS Propositions 1 and 3 NCATE Standard 1g
Exemplary Educators at Framingham State University Are Inclusive		
Possess a global perspective	Standard D.4	NCATE Standard 1c
Affirm, respect and accommodate inclusion and diversity	A.8, All of Standard D	NBPTS Propositions 1, 2 and 3 NCATE Standard 1c, 1f, 1g

Framingham State University Candidate Proficiency	State Standards MA Professional Standards for Teachers*	National Standards (NBPTS** and NCATE Standard 1***)
Collaborate with colleagues, families and the community	Standards E.4, E.5	NBPTS Proposition 5 NCATE Standard 1g
Employ practices of Universal Design	A.8, Standard B.2(c)	NBPTS Proposition 1 and 3 NCATE Standard 1d
Exemplary Educators at Framingham State University are Ethical		
Know and practice the ethical standards for their professional and specific discipline.	Standards E.1, E.2, E.7	NBPTS Propositions 3, 4 NCATE Standard 1c, 1g
They exemplify the integrity, honesty, and fairness that they seek to realize in their students.	Standard E.1	NBPTS Proposition 4 NCATE Standard 1g
Exemplary Educators at Framingham State University are Professional		
Are reflective, visionary and active professionals	Standard E.6	NBPTS Proposition 4 NCATE Standard 1c. 1e
Are accomplished educators and continuous learners	Standard E.3	NBPTS Proposition 4 NCATE Standard 1g
Are educational engineers	Standards A.2, E.4. E.6	NBPTS Propositions 3, 5 NCATE Standards 1d, 1f, 1g
Are champions of children	All Standards	NBPTS Proposition 1 NCATE Standard 1g

* MA Professional Standards
Standard A – Plans Curriculum and Instruction; Standard B – Delivers Effective Instruction; Standard C – Manages Classroom Climate and Operation; Standard D – Promotes Equity; Standard E – Meets Professional Responsibilities

**NBPTS Core Propositions (2011 revision)
Proposition 1: Teachers are Committed to Students and Their Learning; Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects; Proposition 3: Teachers Are Responsible for Managing and Monitoring Student Learning; Proposition 4: Teachers Think Systematically about their Practice and Learn from Experience; Proposition 5: Teachers Are Members of Learning Communities

***NCATE Standard 1. *Note: Section III.B.1 of NCATE's Specialty Areas Studies Board Policies requires that specialized professional association (SPA) standards adopted by NCATE for use in the accreditation process "must be clearly aligned with NCATE Unit Standard 1, which requires candidates to demonstrate 'the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.' "*
http://www.ncate.org/tabid/173/Default.aspx#policies
NCATE Standard 1a: Content Knowledge for Teacher Candidates; Standard 1b: Pedagogical Content Knowledge and Skills for Teacher Candidates; Standard 1c: Professional and Pedagogical Knowledge and Skills for Teaching Candidates; Standard 1d: Student Learning for Teacher Candidates; Standard 1e: Knowledge and Skills for Other School Professionals; Standard 1f: Student Learning for Other School Professionals; Standard 1g: Professional Dispositions for All Candidates

4.6 Description of the Assessment System

4.6.1 Transition Points and Key Assessments

The tables below delineate transition points and key assessments for undergraduate programs, post baccalaureate teacher licensure (PBTL) programs, professional license (advanced teaching) programs, and programs for Other School Professionals. Key assessments are coded to the Conceptual Framework proficiencies that they measure.

Table 4.6.1.a   Undergraduate Programs

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Undergraduate Admission Requirements and Credentials

Freshman applicants must have successfully completed the following minimum college-preparatory academic units and requirements upon high school graduation:
- 4 years of English
- 3 years of Mathematics (Algebra I, II, & Geometry)*
  Beginning in 2016, 4 years of Mathematics will be required
- 3 years of Science (including at least 2 years of laboratory science)
- 2 years of Social Science
- 2 years of Foreign Language (or voc-tech substitution or chapter 766 substitution)
- 2 years of College Preparatory Electives

Freshman applicants must submit the following in order to be considered for admission:
1. signed and completed application
2. application fee or fee waiver
3. official high school transcript with grades at least through the end of junior year, plus a senior year course schedule
4. official SAT Reasoning Test or Official ACT plus Writing is required
5. completed High School Transcript Request Form (applicants who are currently in high school)
6. TOEFL - Test of English as a Foreign Language- score report
   (all applicants who participated in ESL courses during their secondary school education or whose secondary school instruction was not primarily in English)
7. a résumé or summary of activities since leaving high school (applicants who are not currently in high school)
8. college transcripts, if applicable
9. Advanced Placement Exam scores, if applicable

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Requirements Matrix
Baccalaureate Early Childhood, PreK-2, Elementary, 1-6

Pre-Candidacy to Program	Admission to Candidacy Entry to Field Study II / Entry to Licensure Track	Entry to Field Study III	Entry to practicum	Successful Practicum Completion	Endorsement for License
• Sophomore status (8 course credits) • Field Study I application submitted	• Filed Study II application submitted • 16 course credits/junior status • Successful completion of EDUC 200 with Field Study I (36 field hours) & Professional Attributes Scale • Successful completion of PSYC 200 • 2.80 overall GPA • 2.8 in EDUC 200 and PSYC 200 • Passing score on MTEL 01 CLST • CORI* in host district	• Field Study III application submitted • Junior status • Successful completion of EDUC 320 or EDUC 322 (includes Field Study II and Professional Attributes Scale) • 2.80 overall GPA • 2.80 GPA in all EDUC courses and PSYC 200 • CORI in host district	• Student Teaching Application submitted • 24 course credits/senior status • Successful completion of EDUC 374 and 376 OR EDUC 341 and 346 (with Field Study III) • Successful completion of all program assessments including the Professional Attributes Scale • 2.80 overall GPA • 2.80 GPA in all EDUC courses and PSYC 200 • Passing score on MTEL 090 (Foundations of Reading) • Passing score on MTEL 002 Early Childhood (ECC) OR MTEL 003 General Curriculum (ELC) – both Math and Multi-Subject subtests • CORI in host district	• Meets or exceeds standards on the State's PPA as rated by the Program Supervisor and Supervising Practitioner. • Satisfactory completion of the practicum evidence notebook as assessed by the Program Supervisor • Successful completion of the Practicum and Practicum Seminar. • Successful completion of all program assessments including the Teacher Work Sample and Professional Attributes Scale.	• Meets all graduation and major requirements set by FSU. • Meets all requirements for Education Coordinate Major. • Meets all course, assessment, and field requirements for Initial licensure

* Candidates must meet the Criminal Offender Records Information (CORI) requirements (http://www.doe.mass.edu/lawsregs/advisory/cori.html) set by local school districts in order to complete all pre-practicum and practicum field work.

Requirements Matrix
Baccalaureate Secondary / Subject

Pre-Candidacy to Program	Admission to Candidacy Entry to Field Study II / Entry to Licensure Track	Entry to practicum	Successful Practicum Completion	Endorsement for License
• Sophomore status (8 course credits) • Field Study I application submitted	• Field Study II application submitted • 16 course credits/ junior status • approval of subject area department • successful completion of EDUC 200 with Field Study I (36 field hours) and Professional Attributes Scale • successful completion of PSYC 200 • 2.80 overall GPA • 2.8 in EDUC 200 and PSYC 200 • passing score on MTEL 01 CLST • CORI in host district	• Student Teaching application submitted • 24 course credits / senior status • Successful completion of EDUC 31* Professional Preparation with Field Study II and Professional Attributes Scale • 2.80 overall GPA • 2.80 GPA in all EDUC courses and PSYC 200 • All general education requirements met • Passing score on appropriate MTEL subject test • CORI in host district	• Meets or exceeds standards on the State's PPA as rated by the Program Supervisor and Supervising Practitioner. • Satisfactory completion of the practicum evidence notebook as assessed by the Program Supervisor. • Successful completion of the Practicum and Practicum Seminar. • Satisfactory completion of all program assessments including the Teacher Work Sample and Professional Attributes Scale.	• Meets all graduation and major requirements set by FSU. • Meets all requirements for Education minor • Meets all course, assessment, and field requirements for Initial licensure

*Biology 5-8 & 8-12; Chemistry 8-12; Earth Science 5-8; English 5-8 & 8-12; History 5-8 & 8-12; Mathematics 5-8 & 8-12; French 5-12; Spanish 5-12; Visual Art PreK-8 & 5-12

Table 4.6.1.b   Post Baccalaureate Programs (initial teaching license)

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Post Baccalaureate Teacher Licensure Admission Requirements and Credentials

PBTL applicants must submit the following in order to be considered for admission:
1. signed and completed application
2. application fee
3. two letters of recommendation, along with Letter of Recommendation Form, in sealed envelopes
4. documentation of passing scores for MTEL 001 Communication and Literacy Skills Reading and Writing subtests
5. official transcripts in sealed envelopes from each college or university attended as an undergraduate or graduate student
6. 600-1,000 word statement of purpose

PBTL applicants must meet the following admission requirements:

- 2.80 undergraduate GPA
- baccalaureate degree
- undergo subject-area transcript analysis
- portfolio review (visual arts)

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Requirements Matrix

Post Baccalaureate Early Childhood, PreK-2 , Elementary, 1-6

Pre-Candidacy to Program	Admission to Candidacy Entry to Field Study II / Entry to Licensure Track	Entry to Field Study III	Entry to practicum	Successful Practicum Completion	Endorsement for License
• PBTL application submitted to Graduate Office • Field Study I application submitted • Completion of or enrollment in PBTL 910 or PBTL 992	• Admission to PBTL program accepted: requires Baccalaureate degree from accredited college or university with 2.80 GPA and passing score on MTEL 01 CLST • Field Study II application submitted • Successful completion of PBTL 910 Education Foundations or equivalent • Successful completion of PBTL 992 Learning and Human Development or equivalent • 2.80 GPA in PBTL courses • PBTL 001 Field Study I (36 field hours) or equivalent and favorable evaluation, if not completing concurrently with Field Study II • Satisfactory completion of all program assessments including Professional Attributes Scale • CORI in host district	• Field Study III application submitted • Successful completion of EDUC 320 or EDUC 322 (includes Field Study II and Professional Attributes Scale) • Other courses required by PBTL admissions committee • 2.80 GPA in all EDUC and PBTL courses • CORI in host district	• Student Teaching application submitted • successful completion of EDUC 374 and 376 OR EDUC 341 and 346 (with Field Study III) • Satisfactory completion of all program assessments including Professional Attributes Scale. • 2.80 GPA in all EDUC and PBTL courses • Passing score on MTEL 090 (Foundations of Reading) • Passing score on MTEL 002 Early Childhood (ECC) OR MTEL 003 General Curriculum (ELC) – both Math and Multi-Subject subtests • CORI in host district	• Meets or exceeds standards on the State's PPA as rated by the Program Supervisor and Supervising Practitioner. • Satisfactory completion of the practicum evidence notebook as assessed by the Program Supervisor. • Successful completion of the Practicum and Practicum Seminar. • Satisfactory completion of all program assessments including the Teacher Work Sample and Professional Attributes Scale.	• Meets all PBTL requirements set by FSU. • Meets course and field requirements for Initial licensure.

Requirements Matrix
Post Baccalaureate Secondary / Subject

Pre-Candidacy to Program	Admission to Candidacy Entry to Field Study II / Entry to Licensure Track	Entry to practicum	Successful Practicum Completion	Endorsement for License
• PBTL application submitted to Graduate Office • Field Study I application submitted • Completion of or enrollment in PBTL 910 or PBTL 992	• Admission to PBTL program accepted: requires Baccalaureate degree from accredited college or university with 2.80 GPA and passing score on MTEL 01 CLST • Field Study II application submitted • Successful completion of PBTL 910 Education Foundations or equivalent • Successful completion of PBTL 992 Learning and Human Development or equivalent • 2.80 GPA in PBTL courses • PBTL 001 Field Study I (36 field hours) or equivalent and favorable evaluation, if not completing concurrently with Field Study II • Satisfactory completion of all program assessments including Professional Attributes Scale • CORI in host district • Approval of subject area department	• Student Teaching Application submitted • Successful completion of EDUC 31* Professional Preparation with Field Study II and Professional Attributes Scale • 2.80 GPA in all EDUC and PBTL courses • Successful completion of other courses required by subject area department and PBTL admissions committee • Passing score appropriate MTEL subject test • CORI in host district	• Meets or exceeds standards on the State's PPA as rated by the Program Supervisor and Supervising Practitioner. • Satisfactory completion of the practicum evidence notebook as assessed by the Program Supervisor. • Successful completion of the Practicum and Practicum Seminar. • Satisfactory completion of all program assessments including the Teacher Work Sample and Professional Attributes Scale.	• Meets all PBTL requirements set by FSU. • Meets course and field requirements for Initial licensure.

Table 4.6.1.c   **Advanced Teaching Programs (professional license, some lead to initial license)**

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Master of Education Admission Requirements and Credentials

Master of Education applicants must have successfully completed the following minimum requirements:

- a baccalaureate degree from a regionally accredited college or university
- undergraduate minimum GPA required

Master of Education applicants must submit the following in order to be considered for admission:

- an official test score report of the <u>Graduate Record Examination General Test</u> or the <u>Miller Analogies Test</u>
- a copy of the appropriate (same content area) Initial (or above) License, if applicable
- signed and completed application
- application fee
- an official MTEL score report for required exams, if applicable
- two letters of recommendation, along with Letter of Recommendation Form, in sealed envelopes sent directly to FSU
- official transcripts in sealed envelopes from each college or university attended as an undergraduate or graduate student
- 300-word personal statement
- interview with subject department chair or program coordinator, upon request
- additional materials upon request
- Foreign transcripts must be evaluated by a Credit Evaluation service and translated into English
- TOEFL - Test of English as a Foreign Language- score report, if appropriate

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Master of Education Matrix

Entry to Practicum for Those Pursuing Initial License (Candidacy)	Successful Practicum Completion	Endorsement for Initial and Professional License Exit of Program of Study

• Successful completion of all required courses, including three core education courses, with a minimum average grade of B or better:
  o EDUC 991 Philosophy of Ed and Teaching Practice
  o EDUC 998 Language Development
  o EDUC 999 Research and Evaluation
• Passing score on appropriate MTEL, if applicable
• CORI in host district
• Approval of practicum site by program advisor and Dean at least 3 months prior
	• Meets or exceeds standards on the State's PPA as rated by the Program Supervisor and Supervising Practitioner.
	• Satisfactory completion of the practicum evidence notebook as assessed by the Program Supervisor
	• Successful completion of the Practicum Seminar
	• Satisfactory completion of all program assessments including the Professional Attributes Scale
		• Successful completion of all program requirements set by FSU.
		• Successful completion of practicum, if applicable.
		• Passing evaluation of comprehensive exam
		• Meets course and field requirements for appropriate (Initial or Professional) license.

4.6.2 Description of Key Assessments Identified under 4.6.1 Tables

Comprehensive Exam for Master of Education Programs – The comprehensive exam is taken in the final transition point for the program.

Grade Point Average (GPA) - The average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted.

Massachusetts Test for Educator Licensure (MTEL) - The Massachusetts Tests for Educator Licensure program was initiated by the Massachusetts Department of Elementary and Secondary Education in 1998 as part of a statewide education reform initiative for educators seeking pre-kindergarten to grade 12 licenses. The MTEL program includes tests of communication and literacy skills as well as tests of subject matter knowledge. The tests are designed to ensure that Massachusetts educators can communicate adequately with students, parents/guardians, and other educators and that they are knowledgeable in the subject matter of the license sought.

Pre-service Performance Assessment (PPA) – The Massachusetts Pre-service Performance Assessment form is designed for formative and summative evaluation of pre-service teacher candidates. The five main areas of the Pre-service Performance Assessment include 1) Planning Curriculum and Instruction, 2) Delivering Effective Instruction, 3) Manages Classroom Climate and Operations, 4) Promotes Equity, and 5) Professional Responsibilities. It also includes license specific questions.

Professional Attribute Scale –Assessment used to measure and monitor candidate dispositions and professionalism; evaluation is completed in Field Study I, II and III and at the end of student teaching.

Teacher Work Sample (TWS) – A Teacher Work Sample is a unit of study developed by students which engages them in assessing their students' growth and learning. Teacher Work Samples include contextual factors, learning goals, an assessment plan, design for instruction, instructional decision-making, analysis of student learning, self-evaluation and reflection.

Unit Plan – A comprehensive assessment that requires teaching candidates to plan a unit of study in their teaching field. The plan is customized to meet standards of the state and specific professional associations.

4.6.3 Process for Assuring Unit Assessments are Fair, Accurate, Consistent and Free of Bias

The Education Department uses the following strategies to ensure fairness, accuracy, consistency, and avoidance of bias throughout its assessment system:

- The Unit ensures that assessment measures are linked to the Unit's conceptual framework, the state's Professional Standards for Teachers, and national SPA standards.

Key assessments used for national program recognition embed the relevant SPA standards in the assessment instrument and the rubric. The state-mandated practicum evaluation (the Pre-service Performance Assessment or PPA) is aligned to state standards, conceptual framework proficiencies, as well as relevant SPA standards.

- Educators prepared at Framingham State University are informed of all of the requirements of their programs when they initially meet with their education advisor. The advisor discusses sequencing and choice of courses, GPA requirements, and other requirements such as background clearance, transition points in the program, clinical protocols, etc. All of the assessment measures that are used at each transition point are described in the field study and student teaching handbooks.

- Educators prepared at Framingham State University are allowed multiple opportunities to revise and resubmit key assessments. Many if not most key assessments, such as lesson and unit plans, and the teacher work sample, are completed over the semester with time devoted to individual conferences or peer feedback as candidates progress through the assignment. Faculty share or display models of exemplary assessments with candidates so they have concrete examples of the kind of product they are striving for. Finally, as is noted in all SPA reports, candidates are required to redo or revise any section of a key assessment which does not meet criteria at the Acceptable level upon first review. Faculty are also required to score each item on the rubric; scoring options such as of "not observed" or "not applicable" are intentionally unavailable to evaluators.

- As suggested above, opportunities for remediation are critical to our assessment system. During practicum, student teachers are given written and verbal feedback at each observation by the university supervisor, and are expected to improve performance in indicated areas. Student teachers are given a midpoint and final evaluation, with the expectation that a remediation plan is developed to address any deficiencies noted in the midpoint evaluation. The Attributes Scale, a dispositions form that is completed by the supervising practitioner after each Field Study phase, is considered formative with results discussed with candidates throughout their program.

- One of the first actions taken by Framingham State University, upon declaring its intention to seek NCATE candidacy, was to contract with LiveText in order to manage its data collection and reporting system. Because in LiveText faculty use the rubric directly as a scoring tool, this has elevated both the importance of rubrics in assessment as well as necessitated the need to construct rubrics with clear descriptions and differentiations of candidate performance. The Inter-Rater Reliability function of LiveText allows faculty to monitor rubric functionality by examining data on the consistency of faculty scoring. Faculty review these data each semester, and apply results to rubric revisions and/or additional faculty training on the rubrics and scoring norms.

- Rubrics used to assess students' performance on key assessments are shared with them before the rubrics are used (e.g., unit plan, student teacher observation, teacher work sample). Thus, educators prepared at Framingham State know what is expected of them, what they will be evaluated on, and the level of proficiency associated with each scoring decision, as well as the remediation that must be performed for any unsatisfactory scores.

- All faculty members, university supervisors and supervising practitioners who assess candidates using designated rubrics are trained in the use of the rubrics to ensure consistency of scoring.

- Data are triangulated wherever possible to ensure the reliability of findings in individual assessments. For example, faculty may compare GPAs in content courses with

candidates' ability to develop quality lesson and unit plans, as well as scores on applying content knowledge in teaching lessons, which is assessed in the practicum. Faculty also track similar proficiencies measured across assessments, such as ability to integrate technology in lesson design as well as the delivery of instruction.

4.6.4 System for Handling Candidates Who Have Not Met Unit Expectations

As part of the preparation for an initial accreditation review, assessments were revised not only for SPA standards alignment and greater precision of the rubrics, but also to ensure that all assessments clearly indicate the consequences of less than acceptable scores. As noted in 4.6.3, opportunities as well as the requirement for remediation exist for all key assessments. Educators prepared at Framingham State University who do not successfully complete a key assessment may be given an Incomplete in the course in which the assessment is taken, or may simply make an arrangement with the instructor to complete or revise the assessment at a later point. Similarly, the Professional Attributes Scale, which is intended to measure dispositions in field experiences, indicates that candidates receiving an unacceptable rating must be reviewed by the FSU Professional Standards Committee, a committee of faculty, staff and community members (local school principals), to develop an action plan. Finally, any educator prepared at Framingham State University who does not meet a standard on the final student teaching evaluation cannot be recommended for licensure. Overall, the system works very well. Consistent monitoring of candidate dispositions as well as performance in coursework has the result of "encouraging" students who are not likely to be successful as teachers to recognize that early enough to change their major to something better matched to their talents and skills.

4.6.5 Plan for Evaluating Unit Operations

The Unit engages in assessment and review of unit operations, as well as in assessment of educators prepared at Framingham State.

Public School Partner Surveys and Face to Face Collaborative Conversations

Electronic public school partner surveys are administered on an annual basis, typically during the spring semester or early summer. The surveys explore questions related to preparing teachers who are proficient in content knowledge, pedagogical knowledge and professional dispositions. Surveys examine public school administrators' perceptions of the skills needed of pre-practicum and practicum supervisors. Questions related to employment are considered. Data are reviewed annually at a meeting of the Teacher Education Advisory Council, typically during the fall semester.

Face to face "Collaborative Conversations" with public school partners occur on an annual basis during the spring semester. Early Childhood, Elementary and Secondary pre-practicum and practicum supervisors, as well as public school principals, are invited to Framingham State for these conversations. The conversations explore ways that Framingham State University faculty and its partners can work together to strengthen its teacher preparation programs. The

"Collaborative Conversations" initially were held during both the fall and spring semesters and were smaller, separated groups of Early Childhood, Elementary and Secondary Education pre-practicum and practicum supervisors. As a result of discussions originated in the Teacher Education Advisory Council, it was decided to hold the meeting annually as one large group during the spring semester. At the meeting, participants review program assessment data, discuss focus questions and engage in some cross-licensure discussions. This larger meeting includes a dinner.

Exit Surveys

Hard copy exit surveys are administered to graduating seniors by the Office of Institutional Research during the week of commencement. Survey questions explore satisfaction with faculty, advising, major preparation, future employment and higher education plans. The data are reviewed annually in a meeting of the Teacher Education Advisory Council, typically during the fall semester.

Graduate Surveys

The Office of Institutional Research distributes six-month out and three-year out surveys of Framingham State University alumni. After the survey data are collected, the results are aggregated by students' program of study. Survey questions explore major/minor, perceived levels of student engagement, current place of employment and position, post graduate pursuits in higher education, perceptions related to networking and employment preparation, and other. The results of these surveys are reviewed annually during the spring semester at either a meeting of the Teacher Education Advisory Council or at the annual University faculty retreat.

Trend Data

Trend data related to unit enrollment (numbers, demographics, enrollment patterns across programs); faculty (numbers and demographics); budget, as well as inventorying needs and upgrades that impact budget requests; and student:faculty ratios are reviewed annually at either a meeting of the Teacher Education Advisory Council or at the University faculty retreat. In preparing for these discussions, input is sought from the Office of Institutional Research. Subsequent planning meetings may be arranged with the University's Enrollment Office.

Faculty course evaluations are completed each semester in compliance with the terms outlined in the contract of the Massachusetts State College Association (MSCA). These are reviewed individually by faculty members, their department chair and by their peer evaluation committee (required for tenure and promotion).

Acceptance/Denial Rates by Program Area

Numbers of students denied/admitted to teacher education, as well as reasons for denial, and rates of acceptance/denial by program area are reviewed on an annual basis. Retention also is
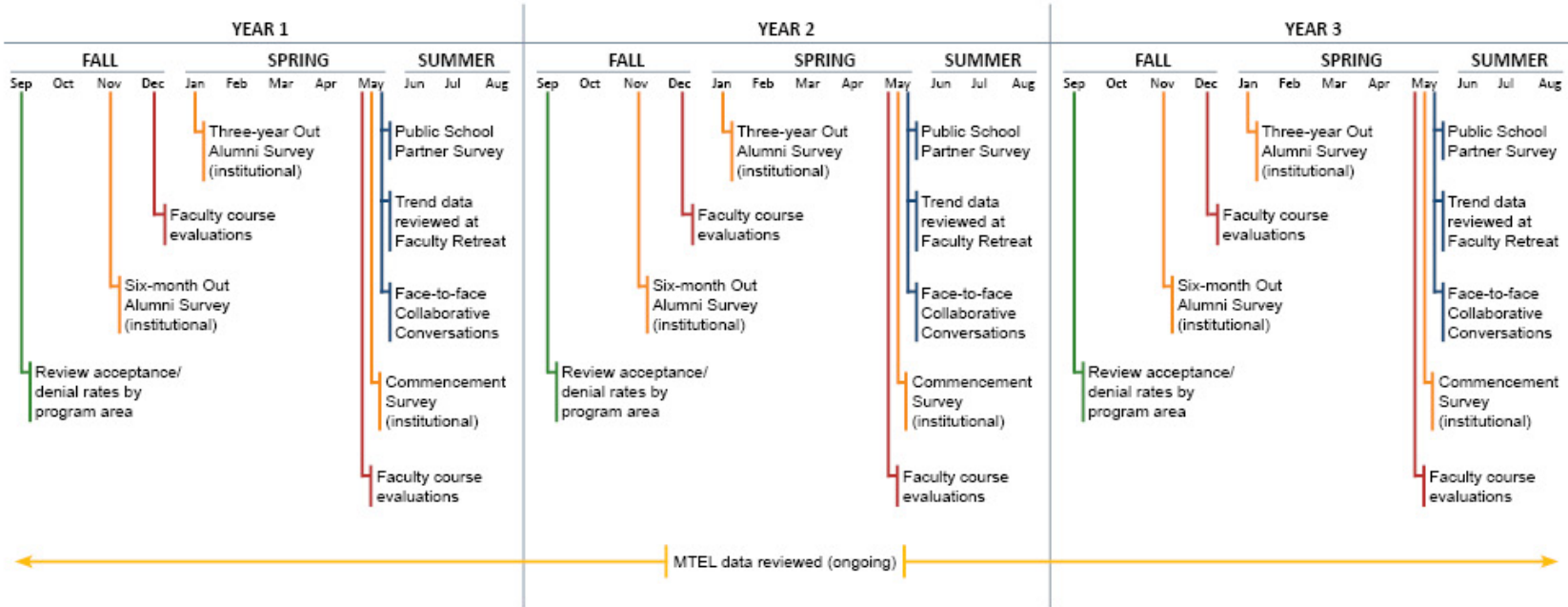
monitored, as well as reasons for which pre-candidates or candidates leave the program before the practicum semester. The Education Unit's Professional Standards Committee meets during both the fall and spring semesters and discusses general trends for reasons why pre-candidates and candidates leave the program, as well as the circumstances of individual students.

MTEL Data

Candidates' pass rates on the MTEL, including the number who retake the exam are examined on an on-going basis. Data are examined at the level of the individual student, by program and by licensure test. Free preparation workshops for the MTEL exams are planned and offered each semester for students. Data help with the planning of the preparation workshops. The exams also are expensive and best plans must be in place for students to be prepared to pass them. In addition, students must pass all required MTEL exams before the practicum experience.

The timeline on the following page is a three year overview of how Framingham State University reviews and assesses the operations of the Unit.

Education Department Assessment and Review Timeline
as of: *May 29, 2013*

	YEAR 1			YEAR 2			YEAR 3	
	FALL	SPRING	SUMMER	FALL	SPRING	SUMMER	FALL	SPRING	SUMMER

YEAR 1

FALL — Sep Oct Nov Dec
SPRING — Jan Feb Mar Apr May
SUMMER — Jun Jul Aug

Three-year Out Alumni Survey (institutional)

Faculty course evaluations

Public School Partner Survey

Trend data reviewed at Faculty Retreat

Six-month Out Alumni Survey (institutional)

Face-to-face Collaborative Conversations

Review acceptance/ denial rates by program area

Commencement Survey (institutional)

Faculty course evaluations

YEAR 2

FALL — Sep Oct Nov Dec
SPRING — Jan Feb Mar Apr May
SUMMER — Jun Jul Aug

Three-year Out Alumni Survey (institutional)

Faculty course evaluations

Public School Partner Survey

Trend data reviewed at Faculty Retreat

Six-month Out Alumni Survey (institutional)

Face-to-face Collaborative Conversations

Review acceptance/ denial rates by program area

Commencement Survey (institutional)

Faculty course evaluations

YEAR 3

FALL — Sep Oct Nov Dec
SPRING — Jan Feb Mar Apr May
SUMMER — Jun Jul Aug

Three-year Out Alumni Survey (institutional)

Faculty course evaluations

Public School Partner Survey

Trend data reviewed at Faculty Retreat

Six-month Out Alumni Survey (institutional)

Face-to-face Collaborative Conversations

Review acceptance/ denial rates by program area

Commencement Survey (institutional)

Faculty course evaluations

← MTEL data reviewed (ongoing) →

Framingham State University

4.6.6 Summary of Candidate Performance on Assessments Conducted for Admission into Programs

The average high school GPA for undergraduate students entering Framingham State University with a coordinate major in Education in the fall of 2011 was a 3.13. The average composite SAT score for this group was a 996.55. The total number of applications for entering undergraduate first-year students in Early Childhood and Elementary Education in 2011 was 615. Of these students, 398 were accepted and 217 were denied admission. The total number of applications for transfer students in Early Childhood and Elementary Education in 2011 was 106. Of these students, 55 were accepted and 51 were denied admission. In the fall of 2012, the total number of applications for entering undergraduate first-year students in Early Childhood and Elementary Education was 697. Of these students, 404 were accepted and 293 were denied admission. The total number of applications for transfer students in Early Childhood and Elementary Education in the fall of 2012 was 93. Of these students, 49 were accepted and 44 were denied admission.

Admission requirements for students entering the PBTL program include a minimum GPA of 2.8. All students who enter the PBTL programs must pass the MTEL 001 prior to admission. This is the Communication and Literacy skills examination.

For the fall 2011, Framingham State University accepted 132 of the 212 (62.26%) students who applied for admission into a Master of Education program. Rejected student admission into M.Ed. programs related to requirements not being met, as well as withdrawals and deferrals before acceptance was awarded.

4.6.7 Summary of a Sample of Candidate Performance at Exit

Undergraduate and post-baccalaureate students seeking initial licensure through Framingham State University must complete the Massachusetts Pre-service Performance Assessment (PPA) for Practicum or Practicum Equivalent at exit. Students develop data statements which they utilize as evidence of meeting the PPA indicators. The PPA is reviewed by the student, university supervisor and public school supervising practitioner prior to exiting the practicum or practicum equivalent experience. The practicum or practicum equivalent typically occurs at the end of the students' program of study. Students must meet or exceed all standards of the PPA to be eligible for licensure. Of the 143 students who completed the PPA during the 2011-2012 academic year, 142 students met the standards. Please see a sample of a completed Massachusetts Pre-service Performance Assessment for Practicum or Practicum Equivalent. It follows as Appendix A. The final page, which lists the final rating of this sample student, was not included.

Graduate students seeking initial or professional licensure through Framingham State University are required to complete a comprehensive examination at exit. The format of the comprehensive examination varies according to the program of study. Students who pursue the Master of Education Degree in Art Education, for example, develop an art portfolio and provide a showcase of materials. Other programs of study require a written or oral comprehensive exam. Some programs of study require both an oral comprehensive exam and a portfolio. Starting in September 2012, all students who complete the comprehensive examination will be assessed using a common, general rubric. During the 2011-2012 academic year, 154 students undertook a comprehensive exam at the exit of their programs of study. One hundred and fifty-two of these students passed the examination.

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