Peabody College of Vanderbilt University

Conceptual Framework
The conceptual framework for Peabody College of Vanderbilt University describes the unit’s mission, philosophy, goals, institutional standards, and professional dispositions expected of all candidates. It is aligned with the visions and missions of Vanderbilt University and Peabody College. The four key elements of the conceptual framework - Knowledge of Subject Matter, Understanding of Learners and Learning, Conceptions of Practice and Profession, and Beginning Repertoire – serve as touchstones for planning and instruction in teacher preparation course work and field experiences at this private, research-extensive university.

**Vision and Mission of the Institution**

The nature and mission of Vanderbilt University are illustrated in two short statements about the purpose of the university, one from 1873 and the other from 1975. They are as follows:

Commodore Cornelius Vanderbilt, who gave a million dollars to build and endow Vanderbilt University in 1873, expressed the wish that it "contribute to strengthening the ties, which should exist between all geographical sections of our common country."

A little more than a hundred years later, in 1975, the Vanderbilt Board of Trust adopted the following mission statement: 
"We reaffirm our belief in the unique and special contributions that Vanderbilt can make toward meeting the nation's requirements for scholarly teaching, training, investigation, and service, and we reaffirm our conviction that to fulfill its inherited responsibilities, Vanderbilt must relentlessly pursue a lasting future and seek highest quality in its educational undertakings."

Vanderbilt University is a center for scholarly research, informed and creative teaching, and service to the community and society at large. Vanderbilt will uphold the highest standards and be a leader in the
* quest for new knowledge through scholarship,
* dissemination of knowledge through teaching and outreach,
* creative experimentation of ideas and concepts.

In pursuit of these goals, Vanderbilt values most highly
* intellectual freedom that supports open inquiry,
* equality, compassion, and excellence in all endeavors.

**Vision and Mission of the Unit**

The nature, focus, and mission of Peabody College are described in a mission statement adopted in 1990:

Peabody College is Vanderbilt University’s college of education and human development and a national leader among graduate schools of education. The college, embodied in its faculty and students, constitutes a vibrant intellectual community dealing with pressing questions and expanding knowledge about education, including special education; psychology, especially focused on families and children; the development of individuals, organizations, and communities; and education
administration, leadership, and policy. Peabody seeks to educate highly skilled professionals from diverse backgrounds, for organizations both in and out of education, who share a deep concern for the human condition.

As explained in Peabody’s strategic plan (Investing in Learning: Meeting the Challenges of America’s New Century, 2000), Peabody College programs embody the belief that the human condition, both individual and collective, can be bettered through reason and through scholarly inquiry, teaching, and appropriate intervention. Research at Peabody is curiosity-inspired, theory-driven, and mission-oriented—a combination sometimes described as “Jeffersonian Science.” It targets broad social problems that cut across disciplines. Specifically, Peabody’s scholars are devoted to creating fundamental understandings of learning, development, and their social contexts as well as the practices and processes that lead to high quality learning, excellent teaching, and positive developmental outcomes. This scholarship, which advances Dewey’s conception of reflective thought, ultimately enables our college and our graduates to enhance individual lives, transform learning institutions, build human and social capital, formulate sound educational policy, and foster an inclusive society.

Peabody’s teaching mission is aligned with its scholarly inquiry, reflecting the view that research and practice should inform and strengthen each other. Our educational programs, therefore, serve not only as laboratories for our research but also as channels through which the wisdom of real-world practice can inform our thinking and designs. They also serve as the site and means for preparing the leaders who will apply emerging understandings in their work to build human and social capital. Thus, Peabody College is committed to the education of individuals as future leaders, many of who will transform institutions and society.

**Philosophy, Purposes, and Goals of the Unit**

An overarching philosophy of our unit is that practice guides research and research guides practice. This philosophy can be found in our four key dimensions: (1) Knowledge of Subject Matter, (2) Understanding of Learners and Learning, (3) Conceptions of the Practice, and (4) Beginning Repertoire. We strive to develop our candidates in the individual dimensions through course work and field-based experiences, and as candidates progress in the program we expect them to integrate and enact all four dimensions in order to become strong teachers and leaders in their future schools. Although as a unit we embrace the four dimensions, we realize that not all P-12 students learn in the same way. Hence, programs within the unit reflect different perspectives on teaching and learning in relation to the student populations on which they focus. While programs within the Department of Teaching and Learning tend to emphasize constructivist, inquiry-based and situative theories, programs in the Department of Special Education are more aligned with the explicit teaching and behaviorist theories of teaching and learning. The purpose of the professional education unit at Vanderbilt University is to prepare individuals who understand research, implement research-based practices, are reflective learners, and are leaders who will engage in a variety of educational positions in schools and community settings.
Knowledge Base

The knowledge base for our program is supported by standards, research-based practices, and preservice teacher development research. First, all of the unit programs are based on Tennessee Standards, which are closely aligned with INTASC and SPA Standards for each program area. Each program area has been approved by the Tennessee Department of Education for meeting their standards. Second, each of our four dimensions was conceptualized based on research-based practices and research on teacher growth and development. A description of the knowledge base for each dimension is provided below.

Subject Matter Knowledge for Teaching

Effective teachers have a rich understanding of their subject matter. They possess a solid base of conceptual and factual knowledge in the disciplines they plan to teach. This base is complicated by the understanding that disciplines are dynamic fields of inquiry, each with particular structures for investigation, standards of argumentation, and forms of notation and communication. Effective teachers also understand how to organize subject matter and design learning experiences that make the content meaningful and coherent. They envision appropriate learning outcomes (i.e. knowing what mastery of concepts and skills looks like at different points of development), and have the ability to help scaffold student learning toward these outcomes. Along the way, they anticipate student misconceptions and know how to address them. Finally, they are familiar with and able to assess curricular resources available to schools in relationship to these learning outcomes.

To foster this pedagogical content knowledge (Shulman, 1986, 1987), Peabody teacher preparation programs work with teacher candidates to translate disciplinary knowledge into rich and developmentally appropriate learning experiences for students. Subject-specific pedagogy courses ask candidates to rethink their content understandings in terms of “big ideas” or central conceptual structures (Case, 1992). Central conceptual structures coordinate and integrate otherwise discrete conceptual elements in a discipline. They are generative, in that they define a grammar of the discipline, rather than a simple list of things to know—they provide the basis for conjectures about implications and corresponding tests of those conjectures (Schwab, 1978; Wilson & Bertenthal, 2005).

While re-examining core content areas in terms of these central conceptual structures, candidates learn to recognize landmarks in the development of students’ subject matter understanding – as reflected in students’ explanations, errors, etc. At multiple points throughout their coursework and field work, candidates are asked to consider samples of student work (in the form of complex cases or simple artifacts) and to explain how these landmarks relate to typical trajectories of development. These tasks further engage candidates in making conjectures about next instructional steps, i.e., using their knowledge of student reasoning about central concepts in the discipline to design and orchestrate supportive pedagogy.

Candidates learn how to choose, revise, or develop tasks that have high cognitive demand and that elicit reasoning about big ideas. Across programs, candidates learn about
appropriate tools for representing and sharing ideas or data – becoming attuned to
developing among their students representational competence in a given content area
(Brizuela, 2004; Greeno & Hall, 1997; Latour, 1990; Rotman, 2000). Candidates observe
and then practice shaping classroom dialogue to highlight relevant concepts and logical
connections (c.f., Forman, Larrreamendy-Joems, Stein, & Brown, 1998) – for example
juxtaposing student explanations and strategies to generate fruitful comparisons and
contrasts. Finally, as they enter into student teaching, candidates take their first steps in
building classroom communities, literally micro-cultures, where these forms of
reasoning, writing, and speaking are valued and incubated (Lampert, 2001; Yackel &
Cobb, 1996).

**Understanding of Learners and Learning**
The transformation of disciplinary content into rich, engaging, and effective learning
experiences requires knowledge not only of content, but also of learning, learners and
their development (Feiman-Nemser, 2001). Candidates in our programs explore a range
of theoretical perspectives on learning and development and their distinct consequences
for curriculum and pedagogy. Common to these perspectives is a view of learning as a
process of participation that shapes and is shaped by persons, content, and contexts. In
supporting learning as participation, teachers must tap the diversity of students’ interests,
backgrounds, prior knowledge, and communication styles as a resource for students’
engagement with subject matter content (Case & Griffith, 1999; Engle & Conant, 2002;
Gutierrez & Rogoff, 2003).

Hence, we expect our candidates to become adept at learning about learners – drawing on
a variety of tools and strategies for probing student conceptions of content, as well as the
cultural practices and resources students bring to their learning. At multiple points across
programs, candidates pursue tasks requiring that they both investigate students’ linguistic,
social, behavioral, cognitive and cultural histories and repertoires, and plan instruction
based on their insights into learners’ interests, backgrounds, and assets.

The premise that appropriate pedagogical strategies vary with learners’ experiences and
development is manifest in the distinct approaches to learning and instruction that
candidates encounter in General Education and Special Education coursework and
fieldwork. While Special Education courses expose candidates to more behavioral
models, courses in the Department of Teaching and Learning emphasize strategies that
are more dialogic and inquiry oriented. These contrasting approaches exemplify our
belief that no one framework can account for the learning of all students (National
Research Council, 2000). Our goal is for candidates to understand that these approaches
express a continuum of strategies that target particular learning needs. A sophisticated
and flexible teaching repertoire, and the understanding and ability to judge when
particular approaches are appropriate, is required to help all students develop the
foundation for more complex understanding essential to success in secondary and post-
secondary content.

Finally, as noted above, we expect our candidates to recognize typical developmental
pathways or learning trajectories in particular content areas – and to recognize when
learners are not following a common path. Course- and field-based activities ask candidates to draw on their understanding of different learners and learning trajectories to enter into a particular learner’s thinking (as reflected in her talk and work), and to use these insights to inform planning and instruction. These tasks further assess candidates’ ability to draw appropriately on learning theory to support their investigations and analyses of student learning, as well as to plan for instruction.

Developing Conceptions of the Practice and Profession of Teaching

Peabody graduates understand that their roles in supporting student learning extend beyond the classroom to broader communities that include other professionals (in their schools, districts, and state and national organizations), parents, and an array of other stakeholders. In practicum and student teaching seminars and related fieldwork, candidates consider their roles and influence within these contexts, and explore what it means to uphold professional norms of responsibility, advocacy, and confidentiality. Through collaborative projects, as well as membership in professional and service organizations, candidates gain early practice in forging respectful and collaborative relationships with not only students, but also colleagues, parents, and members of the broader community.

Our programs further emphasize that learning to teach is a career-long endeavor. Ongoing critical analysis and revision of one’s practice, and pursuit of other opportunities for learning and renewal, are central to one's role as “teacher” (Feiman-Nemser, 2001; Little, 1999). The pervasive orientation to seeking evidence of student understanding and designing instruction in response to this evidence is an essential element of “learning in and from practice” (Ball and Cohen, 1999). Student teaching seminars build on this theme, offering candidates the vocabulary and habits of mind to seek out and participate in dialog centered on student learning and teaching.

While we hope that our graduates will find schools in which a culture of professional learning exists (e.g., in which teachers work collaboratively and routinely on problems of practice), we recognize that typically such cultures are nascent or non-existent. Many of our candidates will early on need to assume leadership roles – extending invitations to colleagues, seeking out affiliation with local, state, and national groups – to find opportunities to learn and develop. Feedback from principals collected through annual surveys and informal communication suggests that in fact our candidates do assume these roles.

Beginning Repertoire

Wasley, Hampel, and Clark (1997) define a teaching repertoire as “a variety of techniques, skills, and approaches in all dimensions of education – curriculum, instruction and assessment – that teachers have at their fingertips to stimulate the growth of the children with whom they work” (cited in Feiman-Nemser, 2001, p. 1018). As Feiman-Nemser argues, a beginning repertoire includes a limited number of quality curricular materials, models of teaching, and assessment techniques, augmented by a solid understanding of how to choose and use any particular approach.
While exposing candidates to examples of District and State resources, our programs introduce candidates to a carefully chosen set of research-based assessment techniques, instructional strategies, curriculum materials, and classroom management techniques to support their work with students. As mentioned several times above, we expect candidates to learn to select curricular and instructional tools on the basis of their deeper function in supporting student learning – matching tools and approach to a variety of learning goals and needs. In practica and student teaching candidates plan simultaneously for instruction, management and assessment preparing them for the “simultaneity, multidimensionality, and unpredictability” of teaching (Darling-Hammond, 1997).

Candidate proficiencies related to expected knowledge, skills, and professional dispositions

A set of outcomes has been established for all candidates in the unit. These outcomes reflect our expectations in each of our four key dimensions and are outlined below.

**Subject Matter Knowledge for Teaching**
- Candidates understand the content domains as dynamic fields of study, and possess a solid command of subject matter (including major concepts, assumptions, debates, and processes of inquiry) in the disciplines they plan to teach. They make connections across subject areas and identify opportunities for interdisciplinary study.
- Candidates demonstrate the ability to design and organize given subject matter in order to make disciplinary content accessible to students. They recognize landmarks in the development of understanding of core ideas/concepts – as reflected in students’ explanations, errors, etc. – and how these landmarks relate to trajectories of development.

**Understanding Learners and Learning**
- Candidates understand learning as a process of participation that shapes and is shaped by persons, content, and contexts. They seek to identify and learn about students’ linguistic, social, behavioral, cognitive and cultural histories and repertoires – integrating them as resources for teaching and learning, and thus providing each student access to learning. Specifically, candidates plan for learners’ unique strengths, resources, goals and motivations, connecting to the experiences of students and their families.
- Candidates demonstrate the ability to enter into the learner’s thinking/reasoning as reflected in learner’s talk and work, and to use these insights to inform planning and instruction. They envision developmental learning trajectories, and plan learning experiences that support students’ progress along these trajectories. They understand and draw appropriately on learning theory to support their investigations and analyses of student learning and planning for instruction.

**Developing Conceptions of the Practice and Profession of Teaching**
• Candidates understand that teachers support and constrain learning through the conditions and opportunities they make available to students, and that students are active agents who also shape the learning process.

• Candidates recognize that teaching and learning are nested within a broader educational system that includes school and district organizations, families, local communities and government.

• As they work to support children's learning and welfare, candidates understand their roles and influence in different contexts. They develop respectful and collaborative relationships with students, colleagues, parents, and members of the broader community, and act to uphold professional norms of responsibility, advocacy, and confidentiality.

• Candidates understand that learning to teach is a career-long endeavor. Ongoing critical analysis and revision of one’s practice, and pursuit of other opportunities for learning and renewal, are central to one's role as “teacher.”

**Developing an Initial Repertoire in Curriculum, Instruction, Management, and Assessment**

• Candidates can use a carefully chosen set of research-based instructional strategies, curriculum materials, and classroom management techniques to support their work with all students. In planning, candidates select curricular and instructional tools on the basis of their deeper function in supporting learning – matching tools and approach to a variety of learning goals and needs.

• Candidates can use assessment techniques (formal and informal) to collect data on student progress and can interpret these data to inform goal-setting, planning and instruction for all students.

• Candidates demonstrate the abilities both to modify existing materials to support students’ learning of subject matter and to develop new materials. Candidates possess skills to create modifications and accommodations for students who require them.

• Candidates can plan simultaneously for instruction, management and assessment to create an optimal learning environment for all students.

Candidates at Peabody College are also expected to demonstrate the following behaviors that are characteristic of effective educators. Candidates are evaluated on these dispositions by faculty in all teacher education courses at the end of the semester and by university mentors and mentoring teachers at the completion of each field-based experience.

**Attendance:** Candidates are expected to attend all classes and field-based experiences.
Punctuality: Candidates are expected to be to classes and field-based experiences on time.

Professional Appearance: Candidates are expected to maintain a professional appearance while at field-based experiences.

Oral Expression: Candidates are expected to have excellent skills in expressing ideas and to use proper grammar when speaking.

Written Expression: Candidates are expected to produce written work that expresses ideas clearly and effectively, is well organized, and is free of grammatical errors.

Social Understanding: Candidates are expected to exhibit a high level of understanding about what to do or say in order to maintain good relations with others.

Work Habits: Candidates are expected to complete assignments on time, demonstrate proficient work habits, and work independently.

Work Quality: Candidates are expected to complete work that is well thought out and carefully prepared.

Self-Confidence: Candidates are expected to be appropriately self-assured and poised, and to competently handle professional demands.

Interaction with Students: Candidates are expected to initiate opportunities and establish appropriate rapport with students.

Response to Critical Feedback: Candidates are expected to solicit suggestions from others, and to act on feedback from others.

Planning: Candidates are expected to consistently demonstrate effective planning.

Response to Learners: Candidates are expected to consistently accommodate the learning and social needs of their students.

Classroom Management: Candidates are expected to organize and manage the classroom activities to create an optimal learning environment for their students.

Subject Matter Knowledge: Candidates are expected to work to deepen and use understanding of their subject matter.

Response to Multiple Perspectives: Candidates are expected to evaluate multiple perspectives and make well-considered decisions about integration into their perspective.

Collegiality: Candidates are expected to appropriately and effectively collaborate with others.
Ability to Reflect and Improve Performance: Candidates are expected to work to deepen and use understanding of classroom practice and student learning.

**Shared Vision**
The conceptual framework for Peabody College of Vanderbilt University reflects the shared vision of stakeholders from our unit programs (i.e., faculty and candidates), the College of Arts and Sciences, and local school-based educators who participate in the broader educational community. Although the conceptual framework was substantially revised, it encompasses the values that have developed over many decades.

The conceptual framework guides all programs and is represented in course syllabi, websites, handbooks, and field-based evaluation forms. In addition, the conceptual framework guides all candidate assessments.

While we feel our conceptual framework illustrates the current vision, mission, philosophy, purpose, and goals of our teacher education programs, we understand that the field of education is continuously changing. We will continue to solicit feedback from the proper stakeholders and review and revise our conceptual framework as needed to ensure we sustain our high-quality programs.

**Coherence**
All unit programs are currently operating under the four dimensions of our new conceptual framework. The four dimensions are incorporated within curricula, instruction, field-based experiences, and candidate assessments. While each program has incorporated these four dimensions in different ways, we believe that documentation posted in the exhibit room will show coherence among our programs.

**Professional Commitments and Dispositions**
Our framework shows commitment through the candidates’ knowledge of subject matter, understanding of learners and learning, conceptions of the practice, and beginning repertoire. These commitments are seen in our expected candidate outcomes in both course work and field-based experiences. Candidates must also demonstrate commitments identified in program specific standards. We also have a set of dispositions, identified earlier in this document that all candidates must adhere to.

**Commitment to Diversity**
Candidates who graduate from our teacher education programs will provide service at the local, state, national, and international levels. As a unit, we recognize that faculty and candidates must understand and respect difference among individuals and that those differences come in many forms including, but not limited to, race, ethnicity, gender, socioeconomic status, linguistics, cognitive abilities, and life experiences.

The unit’s commitment to diversity is a primary element of our conceptual framework and that commitment is integrated throughout course instruction, assignments, and field-based experiences. Our expected outcomes and dispositions also reflect our strong
commitment to diversity, not only in words, but also in the actions of both our faculty and candidates.

**Commitment to Technology**

Peabody College recognizes the important role technology plays in the learning outcomes of P-12 students and is committed to integrating technology into its programs in several ways. First, all initial licensure candidates are required to demonstrate proficiency in the Tennessee standards that address technology. This demonstration is required at both the conceptual and application levels. Second, candidates in all programs are required to use technology for class assignments, lesson planning, data collection and analysis, class presentations, delivering their lessons during field-based experiences. Third, candidates in most programs are required to videotape themselves teaching lessons and use this tape to critique and reflect on their teaching. Finally, faculty and candidates communicate through email and the Online Academic Knowledge (OAK) webpage.

The unit’s commitment to technology is also demonstrated through infrastructures. The unit has a fully staffed Technology Center whose primary responsibility is to update and maintain technology in classrooms, computer labs, and offices. A majority of the classrooms and conference rooms located at Peabody College are smart technology classrooms.

**Candidate Proficiencies Aligned with Professional and State Standards**

Candidate proficiencies are aligned with institutional, state, and national standards, including standards from specialized program areas. Table 1 shows the alignment of the Tennessee Professional Education Standards and our conceptual framework.
### Alignment Matrix of Tennessee Professional Education Standards and Unit Standards

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<tr>
<th>Tennessee Professional Education Standards</th>
<th>Peabody College Conceptual Framework Standards</th>
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<tr>
<td><strong>Standard 1 – Discipline Taught</strong></td>
<td><strong>Subject Matter Knowledge for Teaching</strong></td>
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| Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter. | • Candidates understand the content domains as dynamic fields of study, and possess a solid command of subject matter (including major concepts, assumptions, debates, and processes of inquiry) in the disciplines they plan to teach. They make connections across subject areas and identify opportunities for interdisciplinary study.  
• Candidates demonstrate the ability to design and organize given subject matter in order to make disciplinary content accessible to students. They recognize landmarks in the development of understanding of core ideas/concepts – as reflected in students’ explanations, errors, etc. – and how these landmarks relate to trajectories of development. |
| **Standard 2- Student Learning and Development.** | **Understanding Learners and Learning**      |
| Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development. | • Candidates understand learning as a process of participation that shapes and is shaped by persons, content, and contexts. They seek to identify and learn about students’ linguistic, social, behavioral, cognitive and cultural histories and repertoires – integrating them as resources for teaching and learning, and thus providing each student access to learning. Specifically, candidates plan for learners’ unique strengths, resources, goals and motivations, connecting to the experiences of students and their families.  
• Candidates demonstrate the ability to enter into the learner’s thinking/reasoning as reflected in learner’s talk and work, and to use these insights to inform planning and instruction. They envision developmental learning trajectories, and plan learning experiences that support students’ progress along these trajectories. They understand and draw appropriately on learning theory to support their investigations and analyses of student learning and planning for instruction. |
| **Standard 3- Diverse Learners.** | **Understanding Learners and Learning**      |
| Candidates understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. | • Candidates understand learning as a process of participation that shapes and is shaped by persons, content, and contexts. They seek to identify and learn about students’ linguistic, social, behavioral, cognitive and cultural histories and repertoires – integrating them as resources for teaching and learning, and thus providing each student access to learning. Specifically, candidates plan for learners’ unique strengths, resources, goals and motivations, connecting to the experiences of students and their families. |
| **Standard 4- Teaching Strategies.** | **Developing an Initial Repertoire in Curriculum, Instruction, Management, and Assessment**      |
| Candidates understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students. | • Candidates can use a carefully chosen set of research-based instructional strategies, curriculum materials, and classroom management techniques to support their work with all students. In planning, candidates select curricular and instructional tools on the basis of their deeper function in supporting learning – matching tools and approach to a variety of learning goals and needs.  
• Candidates demonstrate the abilities both to modify existing materials to support students’ learning of subject matter and to develop new materials. Candidates possess skills to create modifications and accommodations for students who require them. |
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<th>Standard 5- Learning Environment.</th>
<th>Understanding Learners and Learning</th>
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<td>Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</td>
<td>Candidates understand learning as a process of participation that shapes and is shaped by persons, content, and contexts. They seek to identify and learn about students’ linguistic, social, behavioral, cognitive and cultural histories and repertoires – integrating them as resources for teaching and learning, and thus providing each student access to learning. Specifically, candidates plan for learners’ unique strengths, resources, goals and motivations, connecting to the experiences of students and their families.</td>
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<th>Standard 6- Communication.</th>
<th>Understanding Learners and Learning</th>
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<td>Candidates use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.</td>
<td>Candidates understand learning as a process of participation that shapes and is shaped by persons, content, and contexts. They seek to identify and learn about students’ linguistic, social, behavioral, cognitive and cultural histories and repertoires – integrating them as resources for teaching and learning, and thus providing each student access to learning. Specifically, candidates plan for learners’ unique strengths, resources, goals and motivations, connecting to the experiences of students and their families.</td>
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<td>As they work to support children's learning and welfare, candidates understand their roles and influence in different contexts. They develop respectful and collaborative relationships with students, colleagues, parents, and members of the broader community, and act to uphold professional norms of responsibility, advocacy, and confidentiality.</td>
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<td>Candidates can use a carefully chosen set of research-based instructional strategies, curriculum materials, and classroom management techniques to support their work with all students. In planning, candidates select curricular and instructional tools on the basis of their deeper function in supporting learning – matching tools and approach to a variety of learning goals and needs.</td>
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<th>Standard 7- Planning.</th>
<th>Developing an Initial Repertoire in Curriculum, Instruction, Management, and Assessment</th>
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<td>Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</td>
<td>Candidates can use a carefully chosen set of research-based instructional strategies, curriculum materials, and classroom management techniques to support their work with all students. In planning, candidates select curricular and instructional tools on the basis of their deeper function in supporting learning – matching tools and approach to a variety of learning goals and needs.</td>
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<th>Developing an Initial Repertoire in Curriculum, Instruction, Management, and Assessment</th>
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<tr>
<td>Candidates can use assessment techniques (formal and informal) to collect data on student progress and can interpret these data to inform goal-setting, planning and instruction for all students.</td>
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<th>Standard 8- Assessment and Evaluation.</th>
<th>Developing an Initial Repertoire in Curriculum, Instruction, Management, and Assessment</th>
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<tr>
<td>Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner.</td>
<td>Candidates can use assessment techniques (formal and informal) to collect data on student progress and can interpret these data to inform goal-setting, planning and instruction for all students.</td>
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<td>Standard 9- Reflective Practitioner.</td>
<td>Developing Conceptions of the Practice and Profession of Teaching</td>
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<td>Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents and other professionals in the learning community) and who actively seek out opportunities to grow professionally.</td>
<td>Candidates understand that learning to teach is a career-long endeavor. Ongoing critical analysis and revision of one’s practice, and pursuit of other opportunities for learning and renewal, are central to one's role as “teacher.”</td>
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<td><strong>Standard 10- Colleagues, Parents, and Community.</strong></td>
<td>Developing Conceptions of the Practice and Profession of Teaching</td>
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<td>Candidates foster relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being.</td>
<td>Candidates recognize that teaching and learning are nested within a broader educational system that includes school and district organizations, families, local communities and government. As they work to support children's learning and welfare, candidates understand their roles and influence in different contexts. They develop respectful and collaborative relationships with students, colleagues, parents, and members of the broader community, and act to uphold professional norms of responsibility, advocacy, and confidentiality.</td>
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<td><strong>Technology- Standard 11.a.</strong></td>
<td>Developing an Initial Repertoire in Curriculum, Instruction, Management, Technology and Assessment</td>
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<tr>
<td>Candidates use technology and technology based resources to facilitate developmentally appropriate student learning.</td>
<td>Candidates can use a carefully chosen set of research-based instructional strategies, curriculum materials, and classroom management techniques to support their work with all students. In planning, candidates select curricular and instructional tools on the basis of their deeper function in supporting learning – matching tools and approach to a variety of learning goals and needs. Candidates can use assessment techniques (formal and informal) to collect data on student progress and can interpret these data to inform goal-setting, planning and instruction for all students. Candidates demonstrate the abilities both to modify existing materials to support students’ learning of subject matter and to develop new materials. Candidates possess skills to create modifications and accommodations for students who require them. Candidates can plan simultaneously for instruction, management and assessment to create an optimal learning environment for all students.</td>
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<tr>
<td><strong>Technology-Standard 11.b.</strong></td>
<td>Developing Conceptions of the Practice and Profession of Teaching</td>
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<td>Candidates use technology to enhance their professional growth and productivity.</td>
<td>Candidates understand that learning to teach is a career-long endeavor. Ongoing critical analysis and revision of one’s practice, and pursuit of other opportunities for learning and renewal, are central to one's role as “teacher.”</td>
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<td><strong>Technology- Standard 11.c.</strong></td>
<td>Developing an Initial Repertoire in Curriculum, Instruction, Management, Technology and Assessment</td>
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<td>Candidates effectively use and manage all technology available to them and explore uses of emerging resources. They promote the equitable, ethical and legal use of technology resources.</td>
<td>Candidates can use assessment techniques (formal and informal) to collect data on student progress and can interpret these data to inform goal-setting, planning and instruction for all students. Candidates demonstrate the abilities both to modify existing materials to support students’ learning of subject matter and to develop new materials. Candidates possess skills to create modifications and accommodations for students who require them.</td>
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<td>Standard 1 – Discipline Taught</td>
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<td>Standard 2 – Student Learning and Development</td>
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<td>Standard 3 – Diverse Learners</td>
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<td>Standard 4 – Teaching Strategies</td>
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<td>Standard 5 – Learning Environment</td>
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<td>Standard 6 – Communication</td>
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<td>Standard 7 - Planning</td>
<td>4</td>
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<td>Standard 8 – Assessment &amp; Evaluation</td>
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<td>Standard 9 – Reflective Practitioner</td>
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<td>Standard 10 - Colleagues, Parents, and Community</td>
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<td>Standard 11A - Technology</td>
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<td>Standard 11B - Technology</td>
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<td>Standard 11C - Technology</td>
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Summarized description of the unit’s assessment system

Program areas continually assess candidate performance both at course and program levels. At the course level, instructors assess candidate proficiencies through course assignments and dispositions. At the program level, program faculty members assess candidates on 6-8 key program assessments and course and field-based dispositions. Aggregated data of candidate performance are used to evaluate the effectiveness of individual programs and the unit as a whole. This data is used to improve programs and enhance the learning experiences of our candidates. Sample assessments include lesson planning, case study reports of P-12 student learning, classroom management plans, and student teaching evaluations.

Undergraduate teacher education candidates are assessed at five key transition points: admission to the University, Screening I (admittance to teacher education), Screening II (admittance to student teaching), exit from clinical experiences, and follow-up surveys. Undergraduates must meet the criteria to be admitted to Vanderbilt University and are admitted to either the Department of Teaching and Learning or Special Education as freshman. Candidates apply for Screening I during the fall of their junior year. Unit program faculty reviews each candidate’s application to ensure they are on track for meeting the institutional and state standards. Program faculty members also review disposition data for each candidate. Faculty from Arts and Sciences and local educators also participate in the Screening I activities. Candidates apply for Screening II the semester prior to student teaching experience. Again, program faculty review each candidate’s application and disposition data before allowing him or her to student teach. Finally, candidates are evaluated at the end of their student teaching experience prior to being recommended for licensure.

Master’s level candidates seeking licensure are assessed at four key transition points: admission, Screening II, exit from clinical experiences and follow up surveys. Candidates are automatically admitted to the teacher education program upon acceptance into the department. Undergraduate transcripts are reviewed to ensure liberal core courses needed for state licensure have successfully completed. Candidates apply for Screening II the semester prior to student teaching experience. Program faculty review each candidate’s application and disposition data before allowing him or her to student teach. Finally, candidates are evaluated at the end of their student teaching experience prior to being recommended for licensure.

Candidates in the advanced programs and programs for other school personnel are also assessed at four key transition points: admission to the University, midterm evaluation, exit from clinical experience, and follow up surveys.

Using information technologies, data are stored and archived in several places. Admissions to the university data (i.e., ACT, SAT, GRE Scores) are stored on the university’s Access to Academic Information Website (AAI). Faculty input candidate grades on the AAI and candidate GPAs can also be located on this website. The Director of Teacher Licensure maintains a database that tracks candidates progress from Screening
I through recommendation for licensure. Using this database she also tracks the states in which each candidate has applied for licensure. The Director of Teacher Licensure is also responsible for completing the Title II annual report and the NCATE annual report. PRAXIS II data from Educational Testing Services (ETS) and follow-up data from the Educational Benchmarking Inc. (EBI) are sent to the Director of Teacher Licensure electronically. These data are shared with stakeholders, but are currently not housed on the Peabody website.

Data on the 6-8 assessments, disposition data, and data from mentoring teachers and university mentors are stored on the Professional Learning Trajectory (PLT) Website. The website was developed in Fall 2005 by an independent contractor and is housed on the Vanderbilt server. Peabody College chose to develop their own assessment system rather than having candidates purchase a commercial program so that Vanderbilt would own the data. The PLT was first used in Spring 2006. Candidates receive a copy of the Student PLT Handbook via email at the beginning of each semester. Candidates upload required assessments to the PLT and evaluate their field-based site, mentoring teacher, and university mentor using the PLT. Faculty members received a copy of the Faculty PLT Handbook when the PLT was developed and receive updates when any changes are made. Components of the scoring guides are entered into the PLT and faculty score key assessments by providing a score of 1-4 for each component. Faculty also complete disposition forms each semester on candidates enrolled in their teacher education courses.

University mentors use the PLT to enter candidate field-based disposition data and final student teaching summary data. They also complete the field-based site evaluation form on the PLT. Mentoring teachers use the PLT to complete field-based disposition forms, final student teaching summaries, and university mentor evaluations. The PLT is programmed to aggregate data across candidates in a specific program or across all candidates in the college. For example data from a key assessment specific to a program are aggregated among students in that program, but data from a key assessment such as the final student teaching summary are aggregated across candidates in all programs who completed their student teaching that semester.
References


