Conceptual Framework

The conceptual framework(s) establishes the shared vision for a unit’s efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

**Teachers as Facilitators of Student Success**

“The teacher who pursues moral and professional excellence intervenes purposefully to facilitate student learning in a prescribed direction.”

Change and diversity are terms characterizing Asbury College’s Education Department. Change in content, process, and attitude are essential for any academic program pursuing excellence in the fulfillment of the institution’s mission statement. This ability to change naturally leads to setting high standards and expectations for training and developing leaders pursuing a life of community service within any school district. Diversity is reflected in understanding those contextual conditions governing change and the Education Department’s ability to respond and remain open to innovative ideas of educator preparation. The heart of the unit’s ideological perspective has been greatly influenced through observing, comparing, classifying, measuring, interpreting evidence, and experimenting. From these processes, student-turned professional educators become successful because teachers have discovered the tools needed to instill within them a personal desire for moral and professional excellence. This promotes student preparation within a specified conceptual framework. The following document will discuss the ongoing development of the Education Unit’s undergraduate and graduate program conceptual frameworks, provide an overview of each of the frameworks’ underpinnings, and respond directly to specific indicators or structural elements in each (see Tables CF. 1 and CF. 3)

**Overview – Initial Program**

The conceptual framework presents the corporate vision for the Asbury College Education Department’s efforts in preparing educator’s to constructively work in P-12 schools. The ideological perspective of the Education Department is framed by two predominant elements, change (in content, process, and attitude) and diversity (the degree of openness and adaptability toward educationally innovative ideas). These are the instruments used to teach the department’s core value, i.e., “Teacher’s as Facilitator’s of Student Success”. (Refer to Figure CF. 1) In all nature and
functioning of the department, this ideology is presented until students begin to understand and own the ideology for themselves as they mature in their advancement from student to professional educator.
Teacher as Facilitator of Student Success

Christian Service Model

“...And it was He who called some to be teachers...” — Ephesians 4:11b

Legend of Teacher Standards

I  Design/plan instruction and learning climates
II  Create a learning climate
III  Introduce/implement/manage instruction
IV  Assess learning and communicate results
V  Reflect and evaluate
VI  Collaborate
VII  Evaluate his/her overall performance
VIII  Demonstrate sufficient content knowledge
IX  Uses technology
X  Discerns moral and ethical problems
XI  Commits & demonstrates a Christ-like disposition

“...to prepare God's people for works of service, so that the body of Christ may be built up...” — Ephesians 4:12
Because of Kentucky education reform efforts, Asbury’s Education Unit selected a standards-based, performance-driven teacher preparation model (Figure CF. 2). The department applications of this model are annually reviewed and revised as necessary at the Fall and Spring Retreats. The core value threads of the institution run through not only the Education Unit but also are mirrored within the program’s conceptual framework. The framework, then, helps channel the unit’s thinking relative to preparation, purpose, policy, practice, and assessment. Additionally, the Continuous Assessment Model (Figure CF. 3) provides the mechanism for integrating the conceptual framework throughout the unit’s instructional delivery system.

The Education Unit’s conceptual framework (Conceptual Framework NCATE File 2.9) utilized various research constructs in its development, resulting in three facilitative knowledges: declarative, procedural, conditional. These three knowledges, with the foundational support of cognitive constructivist theory, support the curriculum development and the instructional delivery of the educator preparation process. Declarative knowledge (Table CF. 2) provides the foundational information that explicates the professional field of teaching. Candidates gain understanding in the role of the teacher, of the system of education, of the legal parameters of the educator, in the knowledge of the development of the “whole student” and with initial practical experiences in the schools (Level I-Field Experiences). Procedural knowledge supports the integration of content preparation and pedagogical skills. The preservice professional experiences the combination of more indepth content preparation, the application of methods to specific areas of discipline for instruction, and extended field experiences (Level II-Field Experiences). Conditional knowledge emphasizes the integration of teaching skill and artistry with the decision making process of the educator. The professional semester (Level III-Clinical Experience) provides multiple experiences in which the preservice educator must “think on one’s feet” and offer decisions that focus on what is morally right and appropriate for each student to be successful in the classroom. These knowledge strands highlights the initial program’s research base and supports the development of a “facilitating” educator who demonstrates appropriate content knowledge, applies methodology with consideration of the various learning abilities of the students, and focuses on educational components to ensure school success for all children.

The integration of the conceptual framework into the initial program via conceptual indicators is revealed in Table CF. 1. The Education Unit’s vision is research based and is grounded on multi-faceted training program consisting of personal, professional, and spiritual development patterns. This vision unifies the department and is reflected in the institutional and educational missions statements and values, behavior expectations, social responsibilities, spiritual vitality and Gate 4 assessment. The professional commitments and dispositions within the Education Unit align with Kentucky’s New Teacher Standards. You will also see a commitment
to diversity as faculty challenge stereotypical attitudes in the classroom that ultimately encourages cultural understanding and sensitivity. The significance of diversity is reflected in the department’s Cultural Diversity Action Plan. Notice, too, the Education Unit’s commitment to technology. Presently, a baseline regarding current faculty integration of technology within all classes has been
Table I
Conceptual Framework of the Initial Program of Teacher Preparation at Asbury College

Relationship of the Three Facilitative Knowledges and the Three Functions of Program Delivery in Teacher Preparation

<table>
<thead>
<tr>
<th>Preparation Function</th>
<th>Declarative Knowledge</th>
<th>Declarative + Procedural Knowledge</th>
<th>Declarative + Procedural + Conditional Knowledge</th>
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Gate 1

Gate 2

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Gate 3

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Gate 4

Student Teaching AND Portfolio
Asbury College
Initial Standards-Based Teacher Preparation Model

Institutional Mission

Department Mission

Conceptual Framework

Declarative, procedural, conditional knowledge

New Teacher Standards

Continuous Performance Assessment

Student Data ↔ PORTFOLIO → Program Data

Curriculum of Professional Knowledge

Professional Partnership System

Performance Measures
Content Measures
Projects
Exhibitions
Structured Interviewing
Structured Observation
Microteaching
Field Experiences
On-Demand Tasks
Student Teaching

Processes
Instructional Methodology
Conceptual Formation
Application of Teaching Content Presentation
Cooperative Learning
Interactive Formats

Products
Banker & Lowe, 1997
Asbury College
Department of Education
Teacher as facilitator of student success

Initial Preparation Continuous Assessment: A Gating Procedure

Preparation Function--------->Preparation & Formation Function--------->Application Function-------->

GATE 1
Port of Entry

GATE 2
Admission to Teacher Education
Sophomore or Junior Year

GATE 3
Admission to Student Teaching
End of Junior and First Semester of Senior Year

GATE 4
Program Exit
Completion of All Education Requirements

Declarative Knowledge ------------------------>
Declarative & Procedural Knowledge ------------------------>
Declarative, Procedural & Conditional Knowledge ------------------------>
established and is annually reviewed. Overall, the preparation process is validated through the evaluation of candidate competence levels compared to Kentucky New Teacher Standards and by relationships to the professional partnership system and public educators.

**Initial Program**

**Historical Overview.** The development of the initial program’s conceptual framework and model, *Teachers as Facilitators of Student Success*, has been a progressive process in the Education Unit (Figure CF. 1). The education reform
efforts in Kentucky led the Education Unit to adopt a standards-based, performance-driven model of teacher preparation. Since the Education Unit’s 1994 collaborative development of the conceptual framework, four major revisions (1997, 1999, 2000, 2001) have occurred. Each revision of the conceptual framework has enhanced the underlying principles of the Standards-Based Preparation Program (Figure CF. 2) and strengthened the facilitative principles of educator preparation. The conceptual framework reflects the institution’s and the program’s philosophical base and provides an overarching context for guiding the unit’s decisions related to preparation, purpose, policy, practice, and assessment. The conceptual framework supports the mission of the institution as well as the mission of the Education Unit through use of the facilitative model of teacher preparation.

The Continuous Assessment Model (Figure CF. 3) provides the mechanism for integrating the conceptual framework throughout the unit’s instructional delivery system. This assessment system generates candidate and program performance data for assuring the integrity of the unit’s preparation process. Within this model of performance-based educator preparation, the Kentucky’s New Teacher Standards provide the benchmarks for evaluating candidate competencies and determining the quality of program components. As a result, all program requirements, performance competencies, and portfolio components align with Kentucky’s New Teacher Standards.

The design of the teacher preparation program and the intent of the Education Unit are to produce educators who can support and facilitate student success. Embedding the conceptual framework throughout the preparation program directly impacts the program’s performance assessment system. The integration of the conceptual framework in all initial program components is illustrated in Table CF. 1 and is explained in the following section.

Initial Program Indicators (as referenced in Table CF. 1)

**Shared Vision.** The Education Unit contends that the development of a facilitating teacher is dependent upon a multi-faceted training program that consists of personal, professional, and spiritual development patterns. The Education Unit’s philosophy and vision of the preparation of educators is demonstrated through evidences like course syllabi, mission statements of the institution and department, as well as the department theme (see Table CF. 1 for details). The theme of the undergraduate preparation program, “Teachers as facilitators of student success,” represents the dynamic components of the Education Unit. This theme embraces:

- A social and cognitive constructivist theory of learning (nature of learning and role of the learner)
- Facilitation of learning and emphasis on student success
- A curriculum that reflects a world-wide view
• Facilitation of diverse learning through the microcosm of the school/classroom
• A Christian context

Various evidences, referenced in Table CF. 1, indicate the Educational Unit’s extensive efforts to solicit from and inform various communities such as faculty, students, and cooperating teachers about the shared vision reflected in the conceptual framework. Annually, a review of the conceptual framework occurs as part of the total unit’s assessment plan. Significant changes to the unit’s conceptual framework are noted on the Department Timeline (Exhibit File 0.1).
Coherence. The conceptual framework, as shown by multiple evidences referenced in Table CF. 1, exhibits coherence throughout the various program components. A distinguishing mark of a Christian community is that its members commit to a set of basic guidelines that are considered essential to maintain the spirit and health of the community. The thread of coherence exemplified by dispositions, for example, is woven throughout the Education Department’s curriculum, practical experiences, and assessment. This thread is seen in learning elements like the institutional and educational missions statements and values, behavioral expectations, social responsibilities, spiritual vitality, and Gate 4 assessment (Fourth Checkpoint: Exit from Program).

Professional Commitments and Dispositions. The expectation for professional commitments and dispositions is standards-based and aligned with Kentucky’s New Teacher Standards and Asbury’s institutional and unit mission distinctives. The Education Department uses Kentucky’s New Teacher Standards to channel the thought and action of young educators. The Education Unit has added a standard that addresses six dispositions reflective of a Christian educator. This facilitative process of preparation, formation, and application (refer to the Performance Standards-Asbury Standard XI in Appendix A) provides the opportunity for the student/graduate to become a teacher as facilitator of student success.

Commitment to Diversity. Asbury College is a cosmopolitan institution with students attending from approximately 43 states and 9 foreign countries representing numerous denominations. The global mission of the institution was reaffirmed by the Board of Trustees (October, 2001) with their recommendation that Asbury’s President “establish a strategy to achieve the vision for increased diversity on Asbury’s campus and report progress back to the Board at an appropriate time, understanding the urgency for increased diversity within the Asbury community”. A diverse school/classroom environment is valued for its potential to challenge stereotypical attitudes and stimulate greater cultural understanding and sensitivity. Faculty, staff and students participate in educational, athletic, missionary, relief activity and multi-national experiences, like the Olympics, throughout the world. The campus community joins together three times a week in required chapel featuring speakers from diverse cultures, nationalities and experiences. Diversity continues to be a high priority in the Education Department. Initially, it is embraced in the conceptual framework. The Department’s Cultural Diversity Action Committee has finalized a Cultural Diversity Action Plan that addresses: student and faculty recruitment, curriculum integration, and increased urban field experiences. Additionally, public school partners from diverse cultures are used in some form of the partnership through adjunct instructional faculty, field experiences, clinical practice, and/or Gate 4 assessment.

Commitment to Technology. The liberal arts preparation that is designed to produce quality educators in the twenty-first century serves as a critical foundation for the
professional training at Asbury College. Building on this general knowledge foundation, the focus on technology instruction, assessment, and professional productivity accentuate the preparation of future educators. Integration of technology components into the professional education curriculum began during the 97-98 academic year. This integration was followed by a state-mandated technology standard as part of the New Teacher Standards. Currently, a baseline regarding current faculty integration of technology within all classes has been established and is annually reviewed. Students and faculty are expected to attain a level of proficiency or competence in hardware and software technologies like word processing, spreadsheet, database, TV production, Web Page creation, PowerPoint, and the use of the internet.

Training and access to education-related electronic resources, as well as high-tech classrooms, are available to faculty and students. These resources and skills are used in all professional education classes.

Candidate Proficiencies Aligned with Professional State Standards. The Continuous Performance Assessment System (Figure CF. 3), a four-level gating procedure, serves as the mechanism for integrating the facilitative knowledge themes (Table CF. 2) of the conceptual framework throughout the preparation program. As a measure of program accountability, the continuous assessment process creates the mechanism for evaluating candidates’ competence levels compared to prescribed performance standards like the Kentucky New Teacher Standards. Performance assessment provides feedback to facilitate validation of candidate competency and is monitored through the portfolio process. This same process provides useful data to inform the validity of the preparation program. Portfolio products are integrated throughout the professional core and content courses of the curriculum. Faculty instruction incorporates a variety of methodologies and performance tasks, resulting in specific portfolio products. All courses, portfolio products, and other performance tasks are linked to standards of teaching competence. This preparation process is corroborated by the vital connections to the professional partnership system and the key role of the public educators.

Advanced Program

Overview

Continuity is maintained between the initial and advanced programs as they share a common vision for developing professionals based on the attitude of servant leadership. The theme of the undergraduate program expands in the graduate program to, “Facilitators of Student Success and Professional Community,” and the theme is built on the facilitative model. The educational unit, using this model, will prepare educators for engaging in particular educational contexts, foster the moral and ethical roots of educational inquiry and thought, include content-specific and
pedagogical knowledge, professional competence, and Christian caring. The purpose of this graduate program is to develop facilitators in the education community and extend their influence of professional expertise.

Historically, a graduate program was proposed by the Education Department in 1997. Upon program approval, inaugural graduate courses were offered in 2000, and the first-year progress review was conducted in June, 2001 by a four-member SACS team.

Several elements characterize the Graduate Education Program. Research based, its theme promotes the construction of expert knowledge through three facilitative knowledge strands: contextual (based on cognitive theory that all knowledge is situated in and grows out of the contexts of its use (Brown, Collins, & Duguid, 1989), conceptual (based on Conceptual Change Theory which responds to the dissonance between an individual’s own views and beliefs about emerging visions of teaching and learning (Posner, Strike, Hewson, and Hertzong, 1982), and professional (captures the interactive nature of a person’s knowledge and results in innovative responses to professional practice (Feiman-Nemser and Remillard, 1996), Table CF. 4). The purpose here is to enable students to become leaders and facilitators of professional community. The department is unified around a professional curriculum reflecting a solid foundation embodying Christian values and the spirit of community. Therefore, professional commitments and dispositions are standards-based, are aligned with Kentucky’s Experienced Teacher Standards, and are based on moral, professional, and academic excellence, servant leadership skills, and a commitment to a lifetime of learning in support of the profession, society, family, and the Church. At Asbury College, the concept of community impacts every area of educational life, including the Graduate Program. It seeks to foster respect, acceptance, and support for differences of gender, race, national origin, age, mental and physical ability, technology, religious denomination, and ethnic culture. Because culture has been dramatically changed by technology, faculty aggressively integrate technology into all graduate curricula by developing annually-updated department plans to create and maintain teachers with both general and application-technological knowledge. Importantly, candidate proficiencies are aligned with professional state standards. All course, portfolio products, and additional performance tasks are linked to standards (professional program standards for curriculum, state education performance standards, and institutional standards) identifying what effective experienced professional should know and be able to do at the conclusion of their advanced training. The Education Unit is bound to an assessment process that includes both formative and summative evaluation as measures of accountability.

Being a facilitating professional is at the heart of the Graduate Education Program. Grounded in Asbury’s mission, this program is committed to excellence, and it promotes the moral and ethical roots of educational inquiry and thought, content-
specific and pedagogical knowledge, professional competence, and Christian caring. These elements intentionally focus on preparation for facilitating learning and reflect the institution’s commitment to develop the professional for engaging in specific educational contexts. With an intentional curriculum design and pervasive facilitative model, the Graduate Education Program is driven to produce professionals who, through their leadership and scholarship, can support and facilitate educational community. This next section will discuss the ongoing development of the Education Unit’s graduate program conceptual framework and then briefly review its structural elements (see Table CF. 3).

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Table CF. 3 – Advanced Program Indicators
Historical Overview. The Graduate Education program, in support of Asbury’s mission, believes in the development of an educator as a facilitating professional. In keeping with the institutional commitment to evangelical Christianity in the Wesleyan-holiness tradition, basic tenets of the advanced program are the cherished preservation of our moral and ethical roots of educational inquiry and thought, promotion of content-specific and pedagogical knowledge, professional competence, and Christian caring with an intentional focus on preparation for educational leadership. The purpose of advanced studies is to develop facilitators in the education community and extend their influence of professional expertise.

The Education Department presented a proposal for the graduate program in 1997. The Department’s commitment to ongoing review and collaborative effort resulted in the creation of a conceptual framework and continuous assessment model for the advanced program. A Director of Graduate Education was named, and an additional professional staff position was created to assist the Director. The Department successfully completed each progressive step for approval, and the inaugural graduate courses were offered in the summer session, 2000. In 2001, the Education Department revised the conceptual framework. Asbury College
Table CF. 4

Advanced Program Conceptual Framework
Relationship of the Three Facilitative Knowledges and the Three Functions of Program Delivery in Advanced Programs

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<th>Contextual Knowledge</th>
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<td>Setting the context for professional growth Building upon their experiential knowledge</td>
<td>Conceptual Change Theory Integration Operational Skilled Application</td>
<td>Gate 5 Action Research &amp; Professional Portfolio</td>
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<td>-XI</td>
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<td>Results in</td>
<td>Gate 6 Action Research &amp; Professional Portfolio</td>
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underwent a Substantive Change with SACS as a result of moving to graduate level preparation. The first-year progress review was conducted in June, 2001 by a four-member SACS team.

Advanced Program Indicators (as referenced in Table CF. 3)

**Shared Vision.** To maintain continuity of the Education Unit’s mission, both the initial and advanced programs share a common vision for developing professionals who are servant leaders within the educational community. The intent of the Graduate Education Program is to produce professionals who, through their leadership and scholarship, can support and facilitate educational community. While the Initial Program’s theme embraces the constructivist approach of cognitive theory, (“Teachers as facilitators of student success”), the Graduate Education theme “Facilitators of Student Success & Professional Community” promotes the construction of expert knowledge through three facilitative knowledge strands: contextual, conceptual, professional (Table CF. 4). **Contextual** knowledge presumes the graduate student comes to the program with professional experiences that serve as a context for their understanding. The goal of the program is to use this knowledge as a context for integrating current understandings with best practice. **Conceptual** knowledge presupposes that a person’s personal context is challenged by new perspectives requiring metacognitive skills to problem solve thus enhancing the learner’s conceptual growth as a professional. **Professional** knowledge results in an interactive approach that grows out of contextual and conceptual understanding resulting in professionals who seek to facilitate cusses and build community in every aspect of their professional commitments. The research base supports this constructivist approach by incorporating a professional development model encouraging “expert” growth based upon a design focusing on interpretations and action related to field-based experience and practice-oriented research. In response to the institutional mission, the Graduate Education Program is committed to the integration of educational excellence and spiritual vitality within the professional development model.

The Graduate Education Program is committed to preparing professionals for the schools of today and tomorrow. To accomplish this end, the Graduate Education Program creates a learning environment conducive to individual professional growth while embracing an ever-widening educational partnership with schools and industry, both local and worldwide. Reflecting the institution’s commitment to develop the professional, the graduate instruction targets individual areas of anticipated development and provides models for professional growth and leadership to accommodate specific educational paradigms. Within a framework of moral stewardship and through diverse and exemplary models of teaching, the Graduate Education Program strives to enable its students to become leaders and facilitators of professional community.
With the graduate program in its initial stages of development, various means have been used to share the conceptual framework with a variety of stakeholders. At the time of the original development of the proposed program, a conceptual framework was crafted and reviewed by the graduate committee responsible for developing the program. The education faculty reviewed and refined this initial framework and agreed it represented our vision of the research base that would inform the graduate program. When the proposal to start a graduate program, requiring a move to a new level of program offerings with the Southern Association of Colleges and Schools was made to the faculty the conceptual framework was explained as part of the presentation. A presentation was made to the Asbury College Board of Trustees and the conceptual framework was described as part of the program proposal. As a portion of our needs assessment and local orientation, a presentation was made to the special education faculty at the University of Kentucky. This overview included a review of the conceptual framework that would support our program offerings. A state requirement for program review is to submit our conceptual framework as evidence of a knowledge base that supports the newly proposed program offerings. State wide professional colleagues then review the program offerings. Most importantly, our conceptual framework is being shared with our students in graduate orientation sessions. A routine part of this review process is to request input regarding the conceptual framework to assure understanding and consider need for refinement. On an ongoing basis, interested publics and applicants may review materials which include information on the conceptual framework in locations such as the graduate website, program brochures, and the College Bulletin.

**Coherence.** The Graduate Program is intentional in its commitment to a professional curriculum reflecting a solid foundation embodying Christian values and the spirit of community. In a similar format to the initial preparation program, the advanced program used a standards-based preparation model (Figure CF. 4). The three-phase instructional delivery model (framework, transformation, and performance) combines the knowledge strands, performance expectations, and development of professional expertise that drive this performance-based advanced preparation program. Table CF. 2 reflects the evidences of the integration of the advanced program’s conceptual framework and coherence through elements such as the Graduate Education Handbook, course syllabi/portfolios, and the assessment checkpoints (Gates 5 and 6).

**Commitments and Dispositions.** The expectation for professional commitments and dispositions is standards-based and aligned with Kentucky’s Experienced Teacher Standards. Because the graduate program is built upon undergraduate preparation and is influenced by our Wesleyan-Arminian roots, professional development is based on moral, professional, and academic excellence, servant leadership skills, and a commitment to a lifetime of learning in support of the profession, society, family, and the Church. The Graduate Program’s efforts are directed toward assisting
persons to become degreed in the areas of mild disabilities and instructional technology.

**Commitment to Diversity.** The concept of community at Asbury College is built upon ten foundational principles (Appendix B). One stated principle is the commitment to a respectful and inclusive community. In concert with the institution, the Graduate Program seeks to foster respect, acceptance, and support for differences of gender, race, national origin, age, mental and physical ability, religious denomination, and ethnic culture. Challenging stereotypical attitudes and stimulating increased cultural understanding and sensitivity is a goal of the diverse school/classroom environment. A Cultural Diversity Action Plan has been
Asbury College
Advanced Standards-Based Teacher Preparation Model

Institutional Mission
→
Department Mission
→
Graduate Program

Conceptual Framework

Experienced Teacher Standards & NBPTS Propositions
→
Continuous Performance Assessment

Student Data ← Portfolio → Program Data
Action Research

Curriculum of Professional Knowledge

Processes

Instructional Methodology
Conceptual Formation
Application of Teaching
Content Presentation
Cooperative Learning
Interactive Formats

Products

Performance Measures
Content Measures
Projects
Exhibitions
Structured Interviewing
Structured Observation

• connects Conceptual Framework
• links Standards
• links Performance Measures
• provides Bibliographic
Technology Application
Banker & Lowe, 2001
developed by the Unit to address student and faculty recruitment, curriculum integration, and increased urban field experiences.

**Commitment to Technology.** Faculty aggressively integrate technology into all curricula by developing annually-updated department plans to create and maintain teachers with both general and application-technological knowledge. The objective here is to involve students in a technology-rich learning environment in order to enhance learning and to demonstrate technology use for achieving classroom/organizational goals. Thus, technology is foundational in graduate instruction, assessment, and professional productivity. The integration of technology and education-related electronic resources allows for the creation of a richer reality in the classroom, enabling it to function as a laboratory for learning and discovery. To make students conversant with the full diversity of higher education today, the Graduate Education Program offers graduate students the tools to navigate a diverse and rapidly changing education environment. The integration of technology has literally redesigned the culture of our educational community, resulting in an immediate, lasting impact on graduate students and curriculum. Students will acquire a greater depth and facility in their core curriculum by using a full complement of technology tools, thus preparing them for the learning contexts of today and tomorrow.

**Candidate Proficiencies Aligned with Professional State Standards.** The Graduate Program Continuous Assessment Model, a two-level gating procedure, serves as the mechanism for integrating the facilitative knowledge themes of the conceptual framework throughout the preparation program (Figure CF. 5). It also creates the mechanism for evaluating candidates’ competence levels compared to the prescribed performance standards of the Kentucky Experienced Teacher Standards for Preparation and Certification. All courses, portfolio products, and additional performance tasks are linked to standards identifying what effective experienced professionals should know and be able to do at the conclusion of their advanced training.

The Graduate Program is strongly committed to an assessment process that includes both formative and summative evaluation as measures of accountability. Professional growth of the graduate student is documented throughout the work of the graduate program (formative assessment) while insuring the completion of competencies and standards identified for successful completion of a graduate program (summative assessment). For the program, assessment provides evidence for curricular revision. For the student, assessment provides a record of the candidates’ professional growth through the program of study and produces an end product (the portfolio), research project, and professional competency exam.

**Summary of Conceptual Framework.** The Conceptual Frameworks for both the initial and advanced programs express a dominant theme of “facilitation” and
provide research-based foundations for supporting this cognitive constructivist philosophy. Both frameworks support the Continuous Assessment System and respond to a standards-based unit model. Evidences of the integration of the conceptual framework throughout the curricula for each level of program is located in Standard 1 and candidates dispositions highlight demonstrations of “facilitation.”
Graduate Education Program
Continuous Assessment

Contextual Knowledge

Conceptual Knowledge

Professional Knowledge

Framework Phase

Transformation

Performance

Gate 5

Admission to Specialty Area

Application
GPA 3.0
Interview
Entry portfolio
Prof. Dev. Plan

Gate 6

Exit from Program of Study

Apply f/ certification
GPA 3.0
Competency Exam
Professional Portfolio
Action Research or Project

Admission Requirements

Application
Undergraduate degree
GPA 2.5
GRE/PRAXIS
Transcript
Teaching Certificate

Permission to enroll for 10 hrs. (Common Core)