

Conceptual Framework
Revised, August 13, 2003

CONCORDIA COLLEGE

NEW YORK

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Introduction

At the time of the preparation of this document, the Teacher Education Program at Concordia College can best be described as being in a period of transition. By all standards Concordia itself is a small college with an enrollment of slightly less than 600 students. Of these approximately 100 consider themselves to be enrolled in the education program. In a small college, changes in even a single faculty position can have tremendous repercussions. At Concordia, the fall 2002 semester saw a teacher education department in which two-thirds of the professors were new to the college and to New York.

During the 2001-02 academic year the department consisted of two full-time professors whose primary responsibility was in the area of teacher education. Shortly after 9/11 one of these professors announced her intention to retire at the end of the academic year. Fortunately the ensuing search resulted in the hiring of two new professors, one with expertise in Childhood Education and the other with experience in Middle Childhood and Adolescence Education. However, the only individual who remained in the department through the summer of 2002 was the department chair. A part-time office manager was hired in July 2002, and the new professors were taken through an orientation to the college's teacher education program and the New York State Learning Standards and regulations in August.

Developing a mission statement and philosophy that reflects the shared vision of all constituent members should involve all of those members and should not be the work of a single person working in isolation. There was a real tension between the desirability of developing a philosophy in a reasonable, deliberate fashion and the reality of the deadlines imposed by the New York State Commissioner's Regulations which require accreditation by an Acceptable professional education accrediting association by Dec. 31, 2004. Therefore, even though the chair had a personal vision for the direction of the department, the actual work of developing a new mission statement and goals was postponed until the new professors were on campus.

These facts are being shared, not with the purpose of making excuses for what may appear to be superficial treatment in this document, but rather to point out that Concordia's teacher education mission statement, statement of goals, and philosophy - and the accompanying program reviews - are truly works in process. The members of the teacher education faculty are reviewing existing practices, articulating new policies, and improving assessment procedures. As this work continues, the statements of mission, goals, and philosophy will be used as guides, but they are also subject to revision as needed. The thinking of the department is in the future, rather than the past or present, tense.

The Vision and Mission of the Institution and Unit

The Teacher Education Program at Concordia College cannot be considered outside the context of the total college B its purposes, objectives, and mission. The following appears in the Introduction to the current Concordia Faculty Handbook.

Concordia College, a member of the Concordia University System of The Lutheran Church B Missouri Synod, has the responsibility of helping to meet the educational needs of that church in this region of the country, including the metropolitan New York community and other east coast urban centers. To fulfil this responsibility, Concordia=s faculty and Board of Regents adopted the following mission statement.

Concordia College, New York, a college of the Lutheran Church B Missouri Synod, engages and nurtures a diverse student body in a Christ-centered, value-oriented liberal arts education for lives of service to church and community.

In order to implement Concordia=s mission statement, the following objectives were adopted by the college=s Academic Policy Committee and reported to the faculty in April 1987.

Through its curricular programs Concordia seeks to:

1. provide a stimulating academic environment in which faculty members are able to teach effectively and students are encouraged to grow spiritually, intellectually, physically, and emotionally.
2. insure that each of its graduates has
 1. grown in an understanding of the Christian faith and the application of its values as they relate to an intelligent and creative participation in the many facets of contemporary society,
 2. acquired a broad educational background in the liberal arts tradition; developed the ability to appreciate, evaluate, and use this knowledge of the world of humankind and of the world=s culture; and grow in the ability to understand and use the various modes of communication which are available for sharing knowledge and values;
 3. developed knowledge, understanding and skills in a specific area that can lead to competence in a vocation ans/or in further educational pursuits; and

- d. developed attitudes that lead to continuing formal and self-directed learning, result in openness to new ideas, and allow personal adaptability;
3. provide programs and experiences that allow non-degree students to satisfy intellectual and professional goals within the framework of a Christian academic community;
4. provide programs and experiences that prepare professionals for ministry in the church. (Concordia Faculty Handbook, Section 1.2).

The mission statement and goals serve as a point of reference for all academic programs at Concordia. The emphases on a liberal-arts knowledge base, vocational preparation, and application of values makes for a natural fit for the Education Department withing the College as a whole.

Vision and Mission of the Unit

The following Mission Statement was adopted by the Education Department in October 2002.

The Education Department of Concordia College, New York, cultivates a Christ-centered, value-oriented environment in which teacher education candidates are prepared for lives of service by means of a program which is firmly grounded in the liberal arts, pedagogical training, and field experience. Candidates are equipped with the knowledge, skills, and values necessary to make them professional educators who function as life-long scholars, competent problem-solvers, and servant-leaders.

Throughout Concordia=s history, first as a junior college and later as a four-year college, teacher education has been considered to be a mission-critical@ program. Thus it should not be surprising that the Education Department=s Mission Statement would echo the following three themes which are prominent in the Mission Statement of the college.

An Environment That Is Christ-Centered and Value-Oriented

The Department=s commitment to a Christ-centered, value-oriented environment goes beyond the requirement of three religion courses in religion in the Concordia Distinctive, the college=s general education core. By showing concern and respect for candidates, by leading those candidates to assume responsibility for their educational program and professional plans, and by demonstrating a reverence for life that makes possible an integration of faith and values into daily living, Concordia professors provide a model which incorporates dispositions of a master teacher.

A Program That Is Grounded in the Liberal Arts

The academic requirements in Concordia's teacher education programs include the college's general education core and additional professional support courses which provide all candidates with a well-rounded foundation in the liberal arts. In addition all candidates complete a 30- or 36-credit concentration in an discipline of their choice.

A Goal of Preparing Candidates for Lives of Service

At this time approximately twenty percent of the teacher education candidates are planning to enter the teaching ministry in the schools of The Lutheran Church-Missouri Synod. The rest are preparing to teach in public, private, or other parochial schools. Thus the Education Department of Concordia College prepares its candidates for lives of service to church and community.

The Mission Statement also presents the three threads which were used to develop the goals of the department. These are:

- § the teacher as life-long scholar,
- § the teacher as competent problem solver, and
- § the teacher as servant-leader.

These three threads are discussed in detail in sections 4.2 and 4.3.

Developing a Shared Vision

Although the current form of the Education Department's Mission Statement was not formally adopted until the fall 2002 semester, the process of identifying the goals of the department began with the preparation of materials for the required re-registration of all New York teacher education programs in 2000. The re-registration process required collaboration of the education faculty with each of the liberal arts departments. As the existing liberal arts concentrations were revised to meet new state standards and as new concentrations were developed, virtually every Concordia professor was asked to consider which academic experiences were most important to the development of a teacher candidate.

Goals for field experiences and pedagogical training were articulated during the same time period as members of the Concordia education faculty met with representatives from The Chapel School, a PreK-8 Lutheran school, located across the street from the Concordia campus. The goal was to explore the possibility of establishing The Chapel School as

Concordia=s Professional Development School. The PDS charter was signed on June 14, 2001, and includes the following Mission Statement.

Concord of Excellence, a partnership of Concordia College and Chapel School, cultivates a Christ-centered, value-oriented environment which inspires our community to grow in professional and personal excellence.

Further meetings were held with superintendents of selected school districts in Westchester County, during the spring semester 2001, and with representatives of the liberal arts departments, during the spring semester 2002, to discuss the educational program at Concordia and to allow these individuals to provide input. Finally the education department met during October, 2002, to finalize the wording for the mission statement and goals.

During the Spring 2003 semester, further discussions of the mission statement and department goals are planned. The department has already met with the college=s liberal arts departments and with representatives of the faculty and administration of the professional development school. Groups who will be involved in these discussions include the education candidates, the entire faculty and staff of the professional development schools, adjunct professors, clinical faculty who supervise student teachers, and classroom teachers who work with student teachers and field workers.

Precondition 4.2: The Unit=s Philosophy, Purposes and Goals

I. The Unit=s Philosophy

The following paragraphs lay out the philosophical principles that have driven recent revisions in the Concordia teacher education program. They are organized around the following three questions.

1. What are the purposes of education?
2. What should be taught?
3. What is the vision of the Department of Education for Concordia candidates as they become professional educators?

Purposes of Education

The model which has driven much of the program development at Concordia, both inside and outside of the Department of Education, comes from the Biblical description of the childhood development of Jesus, reported by St. Luke. *And Jesus increased in wisdom and stature, and in favor with God and men.* (Luke 2:52, New King James Version). The college=s vision is based on the belief that each individual is a child of God and therefore part of God=s creation. Good stewardship of this creation mandates the development of each person=s unique, God-given gifts and talents, taking into account the individual=s intellectual, physical, spiritual, and emotional growth. Thus the college seeks to educate the *whole* person. The college=s Department of Education recognizes a two-fold responsibility as it works with prospective teachers. The candidates are not only students themselves and thus in need of nurturing in their own development, but they are also future professional educators, who will one day be focusing on the intellectual, physical, spiritual, and emotional growth of the children and adolescents in their care.

A second consideration in the development of the Concordia curriculum comes from the writings of Martin Luther. Nearly all of Luther=s writings on education were organized around what, in his opinion, were the two primary reasons for the establishment of education institutions. These were the welfare of the church and the needs of the state (Painter, n. d.). Taking Luther=s directives into the present time, Concordia College=s mission statement states that the college *nurtures and engages a ... student body ... for lives of service to church and community* (Concordia Catalog, 2002-04). The Department of Education follows this mission by preparing future professional educators for public, private, and parochial schools.

What Should Be Taught

As the requirements for Concordia=s teacher education program were revised to meet recent changes in the New York State Commissioner=s Regulations, the following principles, as well as our understanding of Luke 2:52, served as guidelines for the intellectual, physical, spiritual and

emotional growth of our teacher education candidates. This development comes from a combination of coursework, field experiences, and mentoring by faculty in the education department and also by cooperating classroom teachers and school administrators.

Intellectual Development (Wisdom)

Teacher education candidates are best served, both personally and professionally, when they acquire knowledge and a general view of the major fields of learning and of human achievements; gain understanding of fundamental principles, concepts, and methodologies; and become acquainted with the means by which humankind has achieved its present position in the environment. For this reason the teacher education program, as well as other programs at Concordia, includes a strong emphasis on the liberal arts.

In addition to this liberal arts base, the academic preparation of teacher education candidates must include a background in sound educational practices and theories. Candidates should be well-grounded in the history and philosophies of education, theories of learning, needs of a diverse body of learners, and assessment techniques. Their knowledge base should include the background and skills needed to design developmentally appropriate learning activities, to use a variety of curriculum models and instructional strategies, and to utilize educational technology in an appropriate manner.

Physical Development (Stature)

In order to meet the physical challenges of daily interaction with students, teacher education candidates must be aware of the basic concepts of physical fitness and wellness. For this reason Concordia candidates complete courses which acquaint them with a basic knowledge of exercise, nutrition, and a healthy lifestyle. The candidates will have the knowledge to maintain their own physical well-being and to serve as a model for their students.

Not only should teacher candidates be concerned with their own personal health and wellbeing, but they should be aware of the impact that physical wellness has on the development of the students in their care. Teachers should have the knowledge necessary to help their students make healthy nutritional and lifestyle choices, to design developmentally appropriate physical activities, and to recognize when a student may in need of medical treatment. Concordia candidates complete coursework which integrates student activities in movement, music, and art. They are also required to complete a seminar on child abuse recognition and reporting.

As a college of The Lutheran Church-Missouri Synod, Concordia requires that all its students complete a series of courses which serve as an introduction to religion, philosophy, and Biblical studies. This background serves as a basis for a life of service and for ethical behavior in both personal and professional living.

Recognizing that students are part of God's creation, teacher education candidates should learn to respect and value the diversity found in the students, parents, and colleagues that they will meet during their professional careers. Diversity comes from a number of factors, including learning styles, gender, race, ethnicity, economic status, lifestyle choices, and disabilities. Candidates should become aware of the impact that this diversity has on the learning process and on interactions both inside and outside of the classroom and should come to value the richness that this diversity brings to their classroom.

Emotional Development (Favor with Men)

As Concordia's teacher education candidates move through their four-year program, ideally they will begin to view themselves as professionals. As professionals, the candidates should demonstrate responsibility and reliability in their classes on campus and in their field experiences. Candidates must be willing to ask for assistance and feedback and be able to receive and assess feedback from students, peers, and supervisors. They must demonstrate the maturity to balance their professional and personal lives so that their classroom activities are not adversely affected by events outside of school.

Candidates must also learn to understand the impact of emotional development on the students' learning. Regardless of appearance or circumstances, students should be treated with care and compassion, and classroom management strategies must be both fair and effective.

Candidates must develop communication skills, both written and oral, which will allow them to articulate their vision for education to colleagues, parents, and others involved in the education process. Collaborative activities will give the candidates experience and skills needed to build relationships that will support a positive and effective educational environment.

Finally, candidates should exhibit confidence in their ability to provide a meaningful learning environment for their students. Successful field experiences should leave the candidates feeling competent to meet the challenges of the teaching profession.

Our Vision of Concordia Candidates as They Become Professional Educators

The Mission Statement of Concordia's teacher education department concludes with the statement that the program's candidates will be equipped to become teachers who are (1) life-long scholars, (2) competent problem-solvers, and (3) servant leaders. These three descriptors served as a framework for the department's goals (see p. 11) and continue to serve as threads which connect the various requirements of Concordia's program.

The Teacher as Life-Long Scholar

The prescribed curriculum for Concordia candidates includes a foundation in the liberal arts, as well as a series of education and behavioral sciences courses designed to meet New York State Education Department regulations for programs leading to initial teaching certificates. In New York, teacher education candidates who earn an initial teaching certificate as a result of their undergraduate work are required to earn a master's degree within three years in order to qualify for a permanent certificate. Even though school districts are required to provide professional development experiences for permanently certified teachers, there may be a danger that candidates will view completing a master's degree as the end of their own education. Candidates must realize that a teacher's education does not and should not end with the awarding of a diploma.

In a time of an explosive increase in information and constant development of new technologies, the changing demands on schools and teachers make it imperative that educators be willing to continue their professional education past the degrees required for certification. Collison and Sherrill (1994) describe the need of educators to reach a state where one is not fearfully hanging on to the known and comfortable while refusing to change, but neither is one overwhelmed by innovations with no secure foundation (p. 4). This can be accomplished through professional development opportunities provided by local school districts, additional academic study, and membership in professional associations. Concordia candidates are introduced to the opportunities and materials available to teachers in the field through class assignments and opportunities to attend conferences.

The Teacher as Competent Problem Solver

The days of a teacher are, for the most part, far from monotonous. Daily challenges arise as a result of the subject matter, the students, the school environment, and realities outside of the classroom. To some, these challenges are what make the career of a teacher so fascinating. The resolution of these challenging situations requires behavior on the part of the teacher which is original and creative, for no two situations are exactly the same, and what worked last year may or may not be effective again.

The concept of a teacher as problem-solver addresses the success that an educator may have when faced with the daily challenges of teaching. Borrowing from the literature of mathematics

education (Polya, 1973), a *problem* is defined to be a question or situation which requires a novel or non-routine reaction on the part of the solver. Thus, a problem is not necessarily a negative situation. It is, however, a circumstance that presents a challenge which has not been encountered previously in exactly the same way.

Problem solving is considered to be a process in which a person uses previously acquired knowledge in an attempt to resolve a novel situation. In the process of mathematical problem solving, it is possible that a person may discover mathematics which is new, at least to the problem solver. In much the same way, teachers who are problem solvers continue to build a repertoire of strategies to reach even the most reluctant student or difficult teaching situation.

The literature of problem solving identifies a number of characteristics of successful problem solvers. These include an adequate knowledge base, favorable dispositions or attitudes, positive beliefs, basic skills, and metacognition or reflective practice (Krutetskii, 1968/1976; Mandler, 1989; Maier & Seligman, 1976; Simon, 1981; Flavell, 1976). These five characteristics provide the framework for the department's vision of the teacher as competent problem solver.

The Teacher as Servant Leader

The concept of a servant-leader has its roots in the business world and became popularized through the writings of Greenleaf (1977). A concise definition is difficult to find, but two descriptions, found in the writings of Fryar (2001) and Hunter (1998) help explain two servant-leader characteristics which are also descriptive of an effective teacher.

Fryar writes, "Servant leaders work to help others succeed. They work for their people" (p. 30). One of the essential qualities of a competent educator is holding the belief that all students can learn. Teachers who are servant-leaders will acknowledge that they must take the responsibility for their students' education. Rather than passing the blame off on parents or poor working conditions, servant-leader/teachers will do whatever they can to foster student success.

Servant leaders are those who can mobilize others through their authority and personal influence, rather than through power or coercion (Hunter, p. 30). A teacher who is a servant leader will feel free to allow the students to see themselves as active participants in their own education. Taking the role of a servant leader will also foster collaborative relationships with parents, administrators, and others who can positively support the education of students.

The authority of a servant leader is derived in part from an attitude of respect and genuine caring for all who are involved in the education process. As a Christian institution Concordia strives to engage and nurture a diverse student body in a Christ-centered, value-oriented, liberal arts

education for lives of service to church and community. (Concordia's Mission Statement, 1987). Concordia professors profess Martin Luther's definition of a Christian vocation as including whatever career an individual chooses to pursue. The Concordia Education

II. Purposes and Goals

During the Fall 2002 semester the Concordia teacher education faculty developed the following mission statement.

The Education Department of Concordia College, New York, cultivates a Christ-centered, value-oriented environment in which teacher education candidates are prepared for lives of service by means of a program which is firmly grounded in the liberal arts, pedagogical training, and field experience. Candidates are equipped with the knowledge, skills, and values necessary to make them professional educators who are life-long scholars, competent problem-solvers, and servant leaders.

From this mission statement the department identified the following goals for Concordia candidates.

Teachers who are **life-long scholars** use their undergraduate education as a foundation for acquiring new knowledge and skills throughout their professional lifetime.

In particular, Concordia candidates:

- § complete and implement an integrated academic curriculum which provides both a broad foundation in the liberal arts and a specialty in at least one content area.
- § are able to stay abreast of current educational practices and developments as part of their personal professional growth.
- § continue their formal professional growth through graduate study and/or other professional development opportunities.

Teachers who are **competent problem solvers** are prepared to meet the daily challenges of the classroom, the school, and the community.

In particular, Concordia candidates:

have a *knowledge base* which facilitates productive planning and implementation. These candidates:

- § understand the central concepts of the discipline(s) in which they will be teaching.

- § are knowledgeable in the areas of theories of learning; curriculum; social, historical, and philosophical foundations of education; formal and

informal assessment techniques; needs of a diverse body of learners; and instructional resources.

- § know, understand, and use the major concepts of health, human movement, and physical activity to foster enhanced quality of life for their students.

demonstrate *dispositions* which allow for effective classroom strategies. These candidates:

- § implement developmentally appropriate practices.
- § respect and support diversity in educational settings.
- § model ethical behavior in their professional and personal lives.
- § demonstrate responsibility, reliability, and professionalism as they go about their duties.
- § demonstrate a caring attitude and compassion toward the students in their care.
- § implement practices that demonstrate and understanding of the importance of physical, emotional, social, and spiritual health and wellness to the overall development of the child.

hold *beliefs* about themselves and their students which will enhance their success as classroom practitioners. These candidates

- § see themselves as competent professionals.
- § believe in each student=s ability to learn, irrespective of learning style, gender, race, ethnicity, religion, economic status, or disabilities.

demonstrate *skills* which will positively impact the learning of children. These candidates:

- § implement developmentally appropriate practices.
- § demonstrate the ability to plan and implement a developmentally appropriate curriculum..
- § use a variety of curriculum models.
- § use a variety of models of instruction.
- § use communication techniques effectively.
- § are competent in the use of educational technology.
- § use formal, informal, and performance-based assessment techniques effectively.
- § utilize effective methods of discipline and classroom management.

are *reflective practitioners*. These candidates:

- § use a variety of techniques to personally assess their impact on the students= learning.

- § use the results of assessment activities to improve their professional practice.

Teachers who are **servant leaders** are able to mobilize children, colleagues, parents/guardians, and others in the community as participants in the learning process in order to work toward shared aspirations.

In particular, Concordia candidates:

- § respect all participants in the education process, regardless of learning style, gender, race, ethnicity, religion, economic status, or disabilities.
- § commit themselves to the welfare of those whom they teach and those whom they serve.
- § develop a vision for learning, communicate that vision to others involved in the learning process, and create a culture and programs that support that vision.
- § build collaborative relationships with students, colleagues, administrators, parents/guardians, social agencies, professional organizations, and others who can be instrumental in supporting the educational vision.

III. The Role of the Concordia Department of Education

The faculty members of Concordia's Department of Education are firmly committed to the responsibility of modeling best practices as they conduct their classes, meet with candidates as part of the advisement process, and interact with others in the educational community. This commitment necessitates that all members of the department commit themselves to meeting the goals set for the candidates, namely that they model the characteristics of the teacher as life-long scholar, competent problem-solver, and servant leader. Courses and field experiences are designed as deliberate demonstration of the pedagogical procedures @ (Goodlad, 1991, p. 291) that the candidates will themselves be expected to use as student teachers and as professional educators.

Precondition 4.3: Knowledge Bases

In a recent publication of the Association for Supervision and Curriculum Development, Robert J. Marzano (2003) claims that, "All researchers agree that the impact of decisions made by individual teachers is far greater than the impact of decisions made at the school level" (p. 71). Marzano cites a study done by Wright, Horn, and Sanders (1997) where it was noted that "[t]he most important factor affecting student learning is the teacher. ... The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes" (p. 63). In its effort to prepare effective teachers, Concordia's teacher education department has adopted the following mission statement.

The Education Department of Concordia College, New York, cultivates a Christ-centered, value-oriented environment in which teacher education candidates are prepared for lives of service by means of a program which is firmly grounded in the liberal arts, pedagogical training, and field experience. Candidates are equipped with the knowledge, skills, and values necessary to make them professional educators who are life-long scholars, competent problem-solvers, and servant leaders.

The goals of the department, which appear in Precondition 4.2 of this document (pp. 11-13), were developed from the three concepts listed in the last sentence of the mission statement. As the department continues to develop and refine its own practices, the unifying threads are the images of (1) the teacher as *life-long scholar*, (2) the teacher as *competent problem solver*, and (3) the teacher as *servant leader*.

The Teacher as Life-Long Scholar

Few would argue against the need for teacher candidates to be firmly grounded in the liberal arts (Murray & Porter, 1996). The foundation for Concordia's liberal arts curriculum is the Concordia Distinctive, which includes a collection of seven integrated learning courses in communications, history and social sciences, humanities, religion and science. Beyond that, the liberal arts requirements for Concordia candidates have been selected to meet the commissioner's regulations of the New York State Department of Education. Candidates must also complete a thirty- or thirty-six credit concentration in one of the liberal art content areas as well as a professional sequence culminating with student teaching. Upon completing one of Concordia's teacher education degree programs, the candidate has met the academic requirements for an initial teaching certificate in New York.

The New York State Education Department (NYSED) Commissioner's Regulations require each candidate to "complete a study that prepares candidates with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression, communication,

information retrieval, concepts in history and social sciences; humanities, a language other than English, scientific and mathematical processes and written analysis and expression@ [52.21(b)(2)(ii)(a)].

Factual knowledge is not sufficient for the teacher education candidate. Goodlad (1994), in the seventh of nineteen postulates describing the necessary components for an exemplary teacher education program, states, "Programs for the education of educators, whether elementary or secondary, must carry the responsibility to ensure that all candidates progressing through them possess or acquire the literacy and critical-thinking abilities associated with the concept of an educated person" (p. 82). This implies that the candidate will come to understand the structure of the discipline(s) being studied, as well as the methods of inquiry appropriate for that discipline.

Griffin (1999) reports that the beliefs that (1) the knowledge required to teach children is so minimal that it can easily be contained in a four-year undergraduate program and that (2) the continuing professional development of teachers is unimportant are fairly wide-spread. However, just as other professionals must stay abreast of new developments in their fields, teachers must continue their development through graduate study, formal inservice training, and membership activities of professional associations. In fact, Sosniak (1999) claims that there is no reason to assume that a teacher candidate's education needs to be complete at the beginning of the individual's professional career. In distinguishing between a "worker-teacher" (one who does little beyond minimal requirements) and a "professional educator", Wong & Wong (1998) claim that "the professional educator is constantly on an endless journey of looking for new and better ideas, new information, and improved skills to succeed with students" (p. 296). Stronge (2002) adds that "Effective teachers ... model to their students that education and learning are valuable by taking classes and participating in professional development, conferences, and inservice training" (p. 20).

Some of this knowledge can be obtained through professional development opportunities provided by local school districts. However, teachers should also be encouraged to join professional organizations and to read the literature which accompanies that membership. Concordia candidates are expected to read and react to materials published by professional associations, such as the Association for Supervision and Curriculum Development and the National Council of Teachers of Mathematics, and to consider taking advantage of student membership rates. The Lutheran Education Association, a professional organization for Lutheran teachers, offers free student memberships to candidates who intend to enter the teaching ministry of The Lutheran Church-Missouri Synod.

The Teacher as Competent Problem Solver

As was indicated in section 4.2 (p. 10), five characteristics of successful problem solvers are an adequate knowledge base, favorable dispositions or attitudes, positive beliefs, basic skills, and metacognition or reflective practice.. These five characteristics provide the framework for the department=s vision of the teacher as competent problem solver.

Knowledge Base

Without the necessary knowledge, teacher education candidates would be ill-prepared to serve the children in their care. The Concordia Department of Education has identified three necessary components of the knowledge base of the effective teacher. The first consists of an understanding of the central concepts of the discipline(s) in which the individual will be teaching. The second includes knowledge of the theories, historical foundations, and current practices of the educational profession. The third component deals with the areas of health, wellness, and enhanced quality of life of the students.

The content knowledge base of the effective teacher must go beyond mere knowledge of the basic concepts, facts, and algorithms of the discipline(s) being taught. In order to plan lessons that are sequential and interactive, the teacher must be familiar with the organizational structure, as well as methods of inquiry, of the discipline(s) (Goodlad, 1994; Kennedy, n.d.; Stronge, 2002). This requirement applies to the elementary teacher, as well as the high school instructor, since, as Kennedy points out, sometimes the most challenging questions are posed by the youngest children. When it is truly more appropriate for students to find answers for their own questions, the effective teacher will be able to guide the students= own research and assist them to develop a useful cognitive map of the subject (Darling-Hammond, 1999).

Although the effective teacher does not necessarily need the depth of content knowledge required of a professional in a given field, the nature of the teacher=s knowledge must be different. First of all, an effective teacher will be able to relate the facts and skills of a discipline to other disciplines and to the students= lives outside the classroom. For example, Murray and Porter (1996) point out that individuals with majors in mathematics are hard pressed to find a practical (and mathematically correct) situation which would require a computation such as $1\frac{2}{3} \div \frac{1}{4}$. Yet this skill is needed if division of fractions is to have any meaning to children.

Secondly, unlike that of a professional in a given discipline, the knowledge of a teacher must be explicit and self-conscious. For example, professional writers have a tacit understanding of the concept of agreement of subjects and verbs and are able to write grammatically correct sentences without much thought. In contrast, an effective teacher must be able to verbalize, explain, and demonstrate the concept of agreement of subject and verb to children (Kennedy, n.d.).

Although content knowledge in itself is not always associated with student achievement, research indicates that pedagogical knowledge is (Marzano, 2003; Darling-Hammond, 2000, 2001).

In order to serve their students, Concordia candidates must have a knowledge of the needs of a diverse body of learners. This sources of diversity include race, gender, ethnicity, socioeconomic background, language, special needs, and learning styles (Dulcette, Sewell, & Shapiro, 1996). In addition, the effective teacher will possess knowledge of the theories of education that have evolved through the ages and that are prevalent today (Clabaugh & Rozycki, 1996). With this knowledge effective teachers will be able to balance the positives and negatives of each theory and to make informed decisions in their own classrooms. A knowledge of instructional resources must include technological skills, facility with both print and electronic media, and awareness of the existence and benefits of hands-on materials. Finally, effective teachers must answer to national, state, and local authorities and therefore must be knowledgeable with respect to curricular requirements and to methods of assessment.

One area of knowledge that is often omitted from discussions of teacher education is the need for classroom teachers to know, understand, and use the major concepts of health, human, movement, and physical activity to foster enhanced quality of life for their students. Often these issues are turned over to the physical education department and the school nurse. However, reading Kozol's (1991) accounts of education in severely impoverished neighborhoods leaves a memorable impression of the effects of poor hygiene and lack of safe playgrounds on the learning of children. According to Dauer and Pangranzi (1989), "Physical education should teach children principles of human wellness. This necessitates cooperation with classroom teachers and an understanding of the total curriculum. The concept of human wellness is broader than the concept of good health and relates to developing a total life-style that promotes well-being" (p. 1). Concordia candidates are required to complete a course on fitness and wellness, as well as two half-semester activity courses. Early Childhood and Childhood Education candidates also complete an education course which focuses on integrating physical activity into the curriculum.

Dispositions

For purposes of this discussion, *dispositions* are related to an individual's feelings or opinions about a person or object, an idea, or an activity. Having a disposition *toward* something indicates a tendency on the part of the individual to act in a positive manner. In addition to knowledge of what could be taught and how it should be taught, teachers who are effective problem solvers must possess a disposition or willingness to work with students, administrators, and others in a manner that demonstrates caring, compassion and respect. This disposition will lead the teacher to identify best practices in their relationships with students and with other adults and then to put these practices into use.

Bruner (1966, p. 1) began his work *Toward a Theory of Instruction* with the words, "Instruction is, after all, an effort to assist or to shape growth. ... And a theory of instruction ... is in effect a theory of how growth and development are assisted by diverse means." Concordia candidates learn about the developmental theories of Bruner (1966, 1978), Piaget (1952, 1959) and Vygotsky (1934/1986) in their required psychology courses. A candidate who is a competent problem solver will be willing to try new activities, based on these theories, which will allow children to actively construct knowledge in methods which will make sense to them at their level of development.

For example, a candidate who is familiar with Bruner's (1966) enactive, iconic, and symbolic representations will realize that even high school students may benefit from using manipulatives to explore quadratic expressions. Similarly a candidate familiar with Piaget (1952, 1959) will realize that adolescents who have not yet reached the formal operations stage will have some difficulty with abstract thought (Gere, 1985).

Disposition to Respect and Support Diversity

Teaching a class composed of students who differ in learning style, gender, race, ethnicity, religion, economic status or exceptionality is another situation which requires the teacher to be a competent problem solver and which calls for respect for all individuals. Research has shown that students bring negative misconceptions about those who are different from themselves to the classroom and that these attitudes are damaging to both the targets and the perpetrators of the negativity (Banks, 1989). It is imperative that teachers and teacher education candidates model positive dispositions towards all types of students and refrain from assuming that "different" groups are somehow "deficient" (Villegas & Lucas, 2002).

Disposition to Model Ethical Behavior

Few, if any, would argue against the fact that teachers and teacher education candidates should model ethical behavior. However, determining exactly what is ethical can sometimes become a problem in itself (Strike & Soltis, 1985). Ethical decisions must be guided by an individual's moral principles and sense of right and wrong. Concordia candidates study Christian doctrine and the Scriptures, but even these can be put to the test when a candidate must weigh the necessity of following a moral principle (for example, cheating is wrong and must result in a failing grade) against the consequences that may result from arbitrary application of that principle (the student who cheated may lose a scholarship). Case studies describing situations such as this one are discussed during classes in the professional sequence and in the student teaching seminar.

Disposition to Demonstrate Responsibility, Reliability, and Professionalism

Responsibility, reliability, and professionalism are dispositions that relate not only to the teacher candidate=s relationships with students but also to the candidate=s dealing with colleagues, administrators, parents, and others in the community. Effective teachers will assume responsibility for the progress of students in their classes and will see performance reviews as a chance to improve their success in the classroom. Effective teachers will also perform duties required by the school and the school district in which they teach, whether it be turning attendance reports in on time or working with other teachers on a district-wide curriculum. Effective teachers also exude a positive air of professionalism as they communicate with students, colleagues, administrators, parents, and others. (Stronge, 2002; Wong & Wong, 1998).

Disposition to Demonstrate Care and Compassion

Although the concept of being a caring individual may seem to be a simple one, descriptions of a caring teacher include a wide range of qualities. Some define *caring* as bring out the best in students through encouragement and positive feed-back Others include such attributes as gentleness, warmth, understanding, and a genuine love of children (Stronge, 2002). Noddings (1999) includes a willingness to adapt lessons to make them more accessible and interesting to the students. She also adds, [teachers who establish caring relationships] Aare respectful toward students, have fair rules that they do not apply rigidly, create safe emotional environments, and give personal attention to students who need it@ (Noddings, 1999, p. 208).

Whatever it is specific qualities or actions that identify a person as caring, the person who cares is attentive or receptive to the person being cared for and allows her/his own needs and purposes to recede, at least temporarily, to the background. The need for teachers with these qualities is evident. In today=s economic and technological realities, interaction with a caring, concerned adult is often what students need most and unfortunately is all too often unavailable (Perry, 2003). A teacher who demonstrates a caring disposition can fill what could otherwise be a devastating void in a young person=s life.

Summary

Each of the above dispositions can be traced to the themes described earlier in the philosophy of Concordia=s Department of Education. All practices implemented by Concordia candidates and, for that matter, by Concordia professors must necessarily flow from an understanding of the interdependence of physical, emotional, social, and spiritual health and wellbeing. Keeping this principle as the primary rationale for one=s actions will lead naturally to dispositions which lead to effective classroom strategies.

Beliefs

In contrast to attitudes or dispositions, which are opinions or tendencies, beliefs are cognitive in nature. Teacher education candidate may have beliefs about certain academic subjects, about themselves as professionals, or about the students that they meet in their field experiences. Beliefs, to the individual, are facts. They may or may not be true, but the individual generally regards them as more than opinions. Examples of beliefs may be, "I'm really good at science." or "Calculators should not be allowed in the classroom." The beliefs considered here concern the candidates' views of themselves as professionals and of the ability of their students' ability to learn. Positive beliefs in both areas are necessary for teachers who are competent problem solvers.

Teachers who view themselves as competent professionals will approach the challenges of working with students, parents, and administrators expecting a positive outcome. During their undergraduate preparation, teacher education candidates must move from a view of themselves as merely students to a sense of themselves as professional educators (Goodlad, 1994 ; Stengle & Tom, 1996). Their focus should shift from a preoccupation with themselves and their own preferences to a focus on others - the students and their needs and preferences. Wong & Wong (1998) deplore the fact that many teachers tend to see themselves as "just teachers." Teacher candidates must also move away from a narrow view of their education as just learning a set of technical skills, appropriate for just "getting the job done." Instead, teacher candidates should be encouraged to see themselves as leaders, ready to take on new responsibilities and strive for high standards.

A teacher's firm belief in each student's ability to learn, irrespective of learning style, gender, race, ethnicity, religion, economic status or disabilities, will lead that teacher to persevere in efforts with children who might otherwise be forgotten or ignored. Zeichner and Hoeft (1996) point out that the lack of success among some groups of students is less a result of inferior teaching methods than it is of a teacher's generally negative beliefs and low expectations concerning those students' ability to learn. Mager (1968) describes the fear and anxiety that result from such teacher-held beliefs as "universal aversives", which may cause the students to avoid learning altogether. In order to avoid this situation, it has been suggested that teacher education candidates be exposed to diverse groups of learners through direct field experience and through reading assignments and class discussions (Persell, 1989; Schultz, 1989; Zeichner & Hoeft, 1996).

Skills

Once teacher candidates have the prerequisite knowledge base and the disposition to implement appropriate and effective strategies to solve classroom problems, they must also develop an arsenal of skills to meet challenges on a daily basis. The Interstate New Teacher Assessment and Support Consortium (INTASC) principles serve as a framework for the discussion of these skills, beginning with the first principle, "The professional educator understands the central concepts,

tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

A basic skill for developing meaningful class sessions is the preparation of lesson plans. The Concordia Department of Education has adopted a modified version of the Hunter/Russell Lesson Plan for use in its professional sequence (Hunter, 1982). Additional skills which have been identified as goals for the Concordia teacher education candidate are grouped into six categories: implementation of developmentally appropriate activities, implementation of varied instructional strategies; use of effective communication; use of technology, use of effective methods of assessment, and utilization of effective classroom management methods.

Implementation of Developmentally Appropriate Activities

Concordia candidates take a number of developmental and educational psychology courses in which they encounter the theories of Bruner (1966, 1986), Erikson (1963), Gagné (1970), Piaget (1952, 1959), Vygotsky (1934/1986), and others. They become acquainted with the implications that these theories have for teaching during the professional sequence of the education major. However, it is unlikely that these experiences will fully prepare them to be teachers who are competent problem solvers. The ability to plan and implement activities, lessons, and curricula that are developmentally appropriate is best developed by a coordinated interaction between theory and practice.

Flavell (1977) points out, "During the period of childhood, a human being is best construed as a device that is programmed to undergo marked changes over time. It is built to develop, and develop it will if given any reasonable opportunity to do so" (p. 232). INTASC Principle #2 points out that "the professional educator understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development."

Teacher education candidates must learn first-hand how children think and behave, what interests them and what they already know, what might cause problems at particular ages, and how to support the children's further growth (Darling-Hammond, 1999). In addition to the required education and psychology courses, Concordia candidates also spent time with children during their preprofessional practicum and field work activities. The purpose is to give the candidates a basis for determining what activities are developmentally appropriate for a given age group.

Implementation of Varied Instructional Strategies

INTASC Principle #4 states that "the professional educator understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. Closely related is Principle #3, which states that "the professional educator understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners." The need for varied strategies for these diverse learners comes from several sources, including gender, exceptionality, ethnicity, and

economic status. In each case teacher education candidates will find that they need to step beyond their personal preferred learning style and focus instead on the students in their care.

The need for these varied strategies comes, in part, from the nature of the subject matter itself. Darling-Hammond (1999) points out that different objectives of learning will call for different types of instruction. In the fine arts, for example, the learning required for the recognition and appreciation of a painting or composition is different from that which is necessary for actually producing a painting or performing a composition.

The student's prior experience with a topic or skill may require different types of experiences. For example, in order to make learning of abstract topics meaningful, Bruner (1966) recommends introduction by enactive, iconic, and symbolic modes, in that order. Dienes (in Post, 1988) has suggested in his Perceptual Variability Principle that children be exposed to a concept by using a variety of physical contexts. Negative past experiences may be overcome by designing activities which build on the student's interests. Lessons may have to be modified to meet student's prior knowledge of a subject in order to either prevent the boredom of repeating familiar information or the frustration of seeing new material without having mastered prerequisite competencies.

In addition to the requirements of the subject matter, varied modes of instruction are primarily mandated by differences in the students themselves. As noted earlier, these differences may be the result of any number of factors, including culture, ethnicity, language, gender, family situations, and prior schooling. Villegas and Lucas (2002) argue that the traditional transmission style of teaching penalizes all students because it limits the development of problem solving and critical thinking, but it is particularly detrimental to students who are not the atypical white, middle-class child. These authors call for teachers to create situations where students develop interactions within what Vygotsky (1934/1986) calls the learner's zone of proximal development, in which the student carries out activities with the assistance of a knowledgeable other, a peer or an adult. Villegas and Lucas also advocate finding problems that are of interest to the students themselves so that they can apply their personal prior knowledge to a novel situation.

Gardner's (1983) theory of multiple intelligences suggests that teachers plan their lessons and curricula by developing activities which address each of the identified intelligences. Armstrong (1994) suggests that teachers can accomplish this in a manner that fits their personal teaching style and philosophy and that meeting the challenge consists in translating the material to be taught into different modes of expression, including music, pictures, and movement.

Once again, the theories behind all of these requirements for varied modes of instruction, along with ideas and suggestions for actual lessons, are presented to Concordia candidates in their professional sequence courses. However, the inspiration needed to design the lessons and the curricula comes from actual interaction with students, initially in pre-professional field experiences, and will grow throughout the candidate's career through professional growth activities, advanced study, and continued interaction with children.

Effective Communication

INTASC Principle #6 states that A[t]he professional educator uses knowledge of effective verbal, nonverbal, and media-communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. According to Stronge (2002), students taught by teachers with higher verbal ability do better and learn more than students taught by teachers with lower verbal skills and vocabulary. Similar relationships are reported by Darling-Hammond (2000, 2001). Concordia teacher education candidates are required to complete three communications courses as part of the Concordia Distinctive. The communications courses present the study and practice of organizing ideas and expository modes of expression, including emphasis on oral presentation, writing skills, ... and technology skills (Concordia Catalog, 2002-04, p. 147). Concordia candidates refine their written communication skills throughout the professional sequence and their oral communication skills during their field experiences. Videotaping is a component of the microteaching lab, and, through this medium, candidates can observe themselves and others and evaluate their own communication skills.

Technology

Facility with computers and Internet research has the benefit of connecting students with sources of information outside of the textbook (Darling-Hammond, 1999). Courses in the Concordia Distinctive seek to develop and integrate technological literacy (Concordia Catalog, 2002-04, p. 38). Through these courses, as well as through courses in the professional sequence, teacher education candidates become familiar with Internet research, power-point presentations, and educational software.

Computers allow students to pose and solve more difficult problems of their own choosing. Research has shown that students may be more likely to collaborate with each other when involved in computer projects than they are in other classroom tasks (Cazden, 1985).

Assessment Techniques

INTASC Principle #8 states that [t]he professional educator understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. The idea of using assessment to improve student learning is not particularly new (Bloom, 1971). However, recent emphasis on using assessments to promote accountability has perhaps taken attention away from using various types of assessments to guide student development (Guskey, 2003).

Assessments provide information for both student and teacher, but they should not mark the end of the learning process. Concordia teacher education candidates experience assessment, followed by corrective instruction and a second chance as part of the college's Writing Across the Curriculum program. Professors who teach in Designated Writing Process Courses are trained in

the steps of prewriting, composing, editing, and revising (Fulwiler, 1987) so that writing assignments become opportunities for learning.

As part of the preparation for the NCATE review, members of the Department of Education are developing new techniques for authentic performance assessment. These assessment activities will go beyond paper-and-pencil tests in order to be more closely aligned with the situations that the candidates will encounter during their professional career. As part of the assessment, candidates will be involved in developing assessment rubrics and will see how the tasks are connected with the Learning Standards of the New York State Education Department and professional organizations, such as the Association of Childhood Education, International, and the National Association of Teachers of Mathematics. By allowing the candidates to be active participants in the assessment process, two objectives are met. First of all, the candidates become aware of their own development as students (Zessoules & Gardner, 1991). Secondly, the candidates learn to see assessment as more than a justification for assigning grades or for advancing from one grade to the next and as a tool that they can take to their own classroom (Darling-Hammond, Ancess, & Falk, 1995).

Classroom Management

Much has been written about the issues related to classroom management (Marzano, 2003; Stronge, 2002; Wong & Wong, 1998; Doyle, 1986; Brubaker, 1970). Doyle (1986) defined *classroom management* as the actions and strategies teachers use to solve the problem of order in classrooms (p. 397). Marzano (2003) defines classroom management as the confluence of teacher actions in four distinct areas: (1) establishing and enforcing rules and procedures; (2) carrying out disciplinary actions, (3) maintaining effective teacher and student relationships, and (4) maintaining an appropriate mental set for management (p. 88-89).

Concordia candidates learn about classroom management techniques through a combination of modeling by Concordia professors, study of specific procedures (such as those presented in Wong & Wong, 1998), and consideration of the stages in the moral development of children (Kohlberg, 1981; Piaget, 1948). Since Concordia is a college of The Lutheran Church-Missouri Synod, Concordia candidates are also presented with a Christian perspective on moral development (Henkelmann, 1993).

Reflective Practice

INTASC Principle #9 states that [t]he professional educator is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally. Schoenfeld (1985) has noted that

One of the hallmarks of good problem solvers= control behavior is that while they are in the midst of working [on] problems, such individuals seem to maintain an internal dialogue

regarding the way that their solutions evolve. Plans are not simply made, they are evaluated and contrasted with other possible plans. New pieces of information are sought by then challenged as to potential utility. Solutions are monitored and assessed on-line, and signs of trouble suggest that current approaches might be terminated and others considered. (p. 140)

It is true that Schoenfeld was describing the role of metacognition, or the knowledge of one's own cognitive processes (Flavell, 1976, p. 232) during the process of mathematical problem solving. However, the strategies described - planning, evaluating, challenging, monitoring, assessing, and possibly terminating - may well be part of the reflective process employed by the teacher in the role of competent problem solver.

Teachers must monitor their approaches to the challenges of the classroom. A healthy skepticism about his or her own assumptions about children and how they learn will enable the teacher to constantly assess the success of classroom experiences and to modify instructional approaches as necessary (Schön, 1983; Zeichner, 1993). In order to do this, a teacher must be able to make connections between educational theory and classroom practice, to examine assessment results critically, and to make mid-course changes. Tools which may help include informal journal writing, discussions with colleagues, and professional growth activities.

Sprinthall, Reiman, and Thies-Sprinthall (1996) report that a teacher's tendency toward reflective judgment increases with both age and education. College seniors are still likely to make decisions based on impulse as much as logic. However reflective activities can be encouraged. Concordia teacher education candidates are required to keep reflective journals for courses in both the liberal arts curriculum and the professional sequence. During the student teaching semester, the candidate's portfolio is to contain daily reflective entries. Other opportunities for reflection come during meetings with the classroom cooperating teacher and the college supervisor, and also in the weekly student teaching seminars.

The Teacher as Servant Leader

A concise definition of *servant-leader* is difficult to find since much of the literature consists of examples (Autry, 2001) and allegories (Greenleaf, 1987; Hunter 1998). Fryar (2001) points out that the essence of a servant-leader does not come from personal traits (for example, being compassionate) or actions (setting goals) although it is true that a servant-leader may exhibit these traits and actions. Fryar has compiled a list of over 50 descriptors of servant-leaders from the literature and has summarized them into five categories (Fryar, 2003, pp. 12-13). These are rewritten here as descriptors of the servant-leader/teacher.

Servant-leader/teachers place a premium on service to the students in their care. These teachers have a vision for the direction of their classes, but they are also willing and eager to help students set and attain their own personal goals. Servant-leader/teachers want to serve in such a way that

their classrooms and school thrive for the good of all students and colleagues and for society in general.

Servant-leader/teachers want each student to live a life of significance and purpose. These teachers use their knowledge, skills, and beliefs to communicate their vision in a manner that will energize their students. Servant-leader/teachers focus their students' efforts on worthwhile goals and affirm the students' efforts as they strive to reach those goals.

Servant-leader/teachers value the freedom and dignity of the individual, whether that person is a student, a parent, a colleague, an administrator, or another member of the community. These teachers rank motivation over forced compliance. When dealing with discipline issues, these teachers focus on the behavior and not the individual. Their students are encouraged to take responsibility for their actions and to develop self-discipline as they strive to meet their goals. Parents and others are seen as partners in the business of leading students to lives of significance.

Servant-leader/teachers want their students to develop their gifts and abilities to the fullest possible extent. These teachers appreciate the diversity in their classroom because they realize that the collective contributions from all students will ultimately strengthen the entire class. Servant-leader/teachers may take risks in empowering their students, but these teachers know that this will bring fulfillment to each individual.

Servant-leader/teachers desire wholeness and growth for their students and themselves. These teachers recognize the interdependence of an individual's intellectual, emotional, physical and spiritual states and value their own wellbeing as well as that of their students.

The professors in Concordia's Department of Education have adopted the concept of the servant leader as one that they intend to model in their relationships with teacher education candidates, colleagues, and others in the education community. Concordia candidates will see first hand what it means to lead and, at the same time, to serve and that these two activities are not necessarily contradictory.

Precondition 4.4

Candidate proficiencies are aligned with the expectations in professional, state, and institutional standards.

Three documents are provided in support of this section.

1. The Goals for the Concordia Department of Education in outline format as they are referenced in the two crosswalks of documents 2 & 3.28
2. A crosswalk comparing the Goals of the Concordia Department of Education with the standards of INTASC and ACEI. The ACEI standards can be found on the website www.acei.org.31
3. A crosswalk comparing the Goals of the Concordia Department of Education with the New York State Education Department Standards for Teacher Education Program Registration. The crosswalk contains the Standards governing the General Education Core, the Content Core and the Pedagogical Core. The NYSED Standards can be found on the website www.nysed.gov.38

Because of the timing of New York State program re-registrations in 2000, Concordia is required to submit program reviews to the ACEI and the NCTM. Our Childhood Education Program and our Early Childhood, Childhood, and Adolescence mathematics concentrations are aligned with the standards of the ACEI and the NCTM respectively.

The Goals of
The Department of Education
Concordia College

1. Teachers who are **life-long scholars** use their undergraduate education as a foundation for acquiring new knowledge and skills throughout their professional lifetime.

In particular, Concordia candidates:

1. complete and implement an integrated academic curriculum which provides both a broad foundation in the liberal arts and a specialty in at least one content area.
2. are able to stay abreast of current educational practices and developments as part of their personal professional growth.
3. continue their formal professional growth through graduate study and/or other professional development opportunities.

2. Teachers who are **competent problem solvers** are prepared to meet the daily challenges of the classroom, the school, and the community.

In particular, Concordia candidates:

1. have a *knowledge base* which facilitates productive planning and implementation. These candidates:
 1. understand the central concepts of the discipline(s) in which they will be teaching.
 2. are knowledgeable in the areas of theories of learning; curriculum; social, historical, and philosophical foundations of education; formal and informal assessment techniques; needs of a diverse body of learners; and instructional resources.
 3. know, understand, and use the major concepts of health, human movement, and physical activity to foster enhanced quality of life for their students.
2. demonstrate *dispositions* which allow for effective classroom strategies. These candidates:
 1. implement developmentally appropriate practices.
 2. respect and support diversity in educational settings.
 3. model ethical behavior in their professional and personal lives.
 4. demonstrate responsibility, reliability, and professionalism as they go about their duties.

5. demonstrate a caring attitude and compassion toward the students in their care.
6. implement practices that demonstrate an understanding of the importance of physical, emotional, social, and spiritual health and wellness to the overall development of the child.
3. hold *beliefs* about themselves and their students which will enhance their success as classroom practitioners. These candidates
 1. see themselves as competent professionals.
 2. believe in each student's ability to learn, irrespective of learning style, gender, race, ethnicity, religion, economic status, or disabilities.
4. demonstrate *skills* which will positively impact the learning of children. These candidates:
 1. implement developmentally appropriate practices.
 2. demonstrate the ability to plan and implement a developmentally appropriate curriculum.
 3. use a variety of curriculum models.
 4. use a variety of models of instruction.
 5. use communication techniques effectively.
 6. are competent in the use of educational technology.
 7. use formal, informal, and performance-based assessment techniques effectively.
 8. utilize effective methods of discipline and classroom management.
5. are *reflective practitioners*. These candidates:
 1. use a variety of techniques to personally assess their impact on the students' learning.
 2. use the results of assessment activities to improve their professional practice.
3. Teachers who are **servant leaders** are able to mobilize children, colleagues, parents/guardians, and others in the community as participants in the learning process in order to work toward shared aspirations.

In particular, Concordia candidates:

1. respect all participants in the education process, regardless of learning style, gender, race, ethnicity, religion, economic status, or disabilities.
2. commit themselves to the welfare of those whom they teach and those whom they serve.

3. develop a vision for learning, communicate that vision to others involved in the learning process, and create a culture and programs that support that vision.
4. build collaborative relationships with students, colleagues, administrators, parents/guardians, social agencies, professional organizations, and others who can be instrumental in supporting the educational vision.

**CROSSWALK FOR INTASC STANDARDS, THE CONCORDIA GOALS,
AND ACEI STANDARDS (as listed on their website)**

INTASC	Concordia	ACEI
<p>(1) The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>Concordia candidates:</p> <p>A. 1. complete and implement an integrated academic curriculum which provides both a broad foundation in the liberal arts and a specialty in at least one content area.</p> <p>B. 1. have a <i>knowledge base</i> which facilitates productive planning and implementation. These candidates:</p> <p style="padding-left: 20px;">a. understand the central concepts of the discipline(s) in which they will be teaching.</p> <p>B. 4. demonstrate <i>skills</i> which will positively impact the learning of children. These candidates:</p> <p style="padding-left: 20px;">c. use a variety of curriculum models.</p> <p style="padding-left: 20px;">§ use a variety of models of instruction.</p> <p style="padding-left: 20px;">§ use communication techniques effectively.</p>	<p>2 a-i</p>
<p>(2) The teacher candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p>	<p>Concordia candidates:</p> <p>B. 1. have a <i>knowledge base</i> which facilitates productive planning and implementation. These candidates:</p> <p style="padding-left: 20px;">b. are knowledgeable in the areas of theories of learning; curriculum; ... , and instructional resources.</p>	<p>1, 3a</p>

	<ul style="list-style-type: none"> c. know, understand, and use the major concepts of health, human movement, and physical activity to foster enhanced quality of life for their students. <p>B. 2. demonstrate <i>dispositions</i> which allow for effective classroom strategies. These candidates:</p> <ul style="list-style-type: none"> a. implement developmentally appropriate practices. f. implement practices that demonstrate and understanding of the importance of physical, emotional, social, and spiritual health and wellness to the overall development of the child. <p>B. 4. demonstrate <i>skills</i> which will positively impact the learning of children. These candidates:</p> <ul style="list-style-type: none"> 1. implement developmentally appropriate practices. 2. demonstrate the ability to plan and implement a developmentally appropriate curriculum. 	
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	<p>Concordia candidates:</p> <p>B. 4. demonstrate <i>skills</i> which will positively impact the learning of children. These candidates:</p> <ol style="list-style-type: none"> 3. implement developmentally appropriate practices. 4. demonstrate the ability to plan and implement a developmentally appropriate curriculum. 	
<p>(3) The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>Concordia candidates:</p> <p>B.1. have a <i>knowledge base</i> which facilitates productive planning and implementation. These candidates:</p> <ol style="list-style-type: none"> b. are knowledgeable in the area(s) of ... needs of a diverse body of learners; <p>B. 2. demonstrate <i>dispositions</i> which allow for effective classroom strategies. These candidates:</p> <ol style="list-style-type: none"> b. respect and support diversity in educational settings. <p>B. 3. hold <i>beliefs</i> about themselves and their students which will enhance their success as classroom practitioners. These candidates</p> <ol style="list-style-type: none"> 1. believe in each student=s ability to learn, irrespective of learning style, gender, race, ethnicity, religion, economic status, or disabilities. <p>C. 1. respect all participants in the</p>	<p>3 b</p>

	education process, regardless of learning style, gender, race, ethnicity, religion, economic status, or disabilities.	
(4) The teacher candidate understands and uses a variety of instructional strategies to encourage students= development of critical thinking, problem solving, and performance skills.	Concordia candidates: B. 4. demonstrate <i>skills</i> which will positively impact the learning of children. These candidates: 5. use a variety of curriculum models. 6. use a variety of models of instruction.	3c
(5) The teacher candidate uses 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.	Concordia candidates: B. 2. demonstrate <i>dispositions</i> which allow for effective classroom strategies. These candidates: e. demonstrate a caring attitude and compassion toward the students in their care. B. 4. demonstrate <i>skills</i> which will positively impact the learning of children. These candidates: 4. utilize effective methods of discipline and classroom management.	3 d
(6) The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	Concordia candidates: B. 4. demonstrate <i>skills</i> which will positively impact the learning of children. These candidates: 7. use communication techniques effectively. 8. are competent in the use of educational technology. 9. utilize effective methods of	3 e

	discipline and classroom management.	
(7) The teacher candidate plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.	Concordia candidates: B. 4. demonstrate <i>skills</i> which will positively impact the learning of children. These candidates: 2. demonstrate the ability to plan and implement a developmentally appropriate curriculum.	3 a
(8) The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	Concordia candidates: B. 1. have a <i>knowledge base</i> which facilitates productive planning and implementation. These candidates: b. are knowledgeable in the area(s) of ... formal and informal assessment techniques; B. 4. demonstrate <i>skills</i> which will positively impact the learning of children. These candidates: 9. use formal, informal, and performance-based assessment techniques effectively.	4
(9) The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow	Concordia candidates: A. 2. are able to stay abreast of current educational practices and developments as part of their personal professional growth. 3. continue their formal professional growth through	5 a & b

<p>professionally.</p>	<p>graduate study and/or other professional development opportunities.</p> <p>B. 5. These candidates:</p> <ol style="list-style-type: none"> 1. use a variety of techniques to personally assess their impact on the students= learning. b. use the results of assessment activities to improve their professional practice. 	
<p>(10) The teacher candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students= learning and well being.</p>	<p>Concordia candidates:</p> <p>B. 2. demonstrate <i>dispositions</i> which allow for effective classroom strategies. These candidates:</p> <ol style="list-style-type: none"> 3. model ethical behavior in their professional and personal lives. 4. demonstrate responsibility, reliability, and professionalism as they go about their duties. <p>B. 3. hold <i>beliefs</i> about themselves and their students which will enhance their success as classroom practitioners. These candidates</p> <ol style="list-style-type: none"> a. see themselves as competent professionals. <p>C. 2. commit themselves to the welfare of those whom they teach and those whom they serve.</p> <ol style="list-style-type: none"> 3. develop a vision for learning, communicate that vision to others involved in the learning process, and create a culture 	<p>5 c & d</p>

	<p>and programs that support that vision.</p> <p>4. build collaborative relationships with students, colleagues, administrators, parents/guardians, social agencies, professional organizations, and others who can be instrumental in supporting the educational vision</p>	
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**CROSSWALK FOR NEW YORK STATE EDUCATION DEPARTMENT
STANDARDS FOR PROGRAM REGISTRATION AND
THE CONCORDIA GOALS**

NYSED	Concordia
<p>52.21(b)(2)(ii) <u>Standards for programs leading to an initial certificate</u></p> <p>(a) General education core in the liberal arts and sciences. The program shall include a requirement that the candidate complete study that prepares candidates with</p>	<p>Concordia candidates:</p> <p>A. 1. complete and implement an integrated academic curriculum which provides both a broad foundation in the liberal arts and a specialty in at least one</p>

<p>knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.</p> <p>(b) Content core. The program shall include a requirement that the candidate complete study in the subject(s) to be taught which shall prepare candidates with the knowledge base to teach the subject(s), in accordance with the State Learning Standards for students, as prescribed in Part 100 of this Title, and shall prepare candidates for refining and expanding that knowledge base.</p>	<p>content area.</p> <p>B. 1. have a <i>knowledge base</i> which facilitates productive planning and implementation. These candidates:</p> <ol style="list-style-type: none"> a. understand the central concepts of the discipline(s) in which they will be teaching.
<p>(c) Pedagogical core. The program shall include a requirement that the candidate complete study in a pedagogical core that provides the candidate with the pedagogical knowledge, understanding, and skills as set forth in subclause (1) of this clause...</p> <p>(1) Pedagogical knowledge, understanding, and skills. The program shall provide study that will permit candidates to obtain the following pedagogical knowledge, understanding, and skills:</p> <p>(i) human developmental processes and variations,</p>	<p>Concordia candidates:</p> <p>B. 1. have a <i>knowledge base</i> which facilitates productive planning and implementation. These candidates:</p> <ol style="list-style-type: none"> b. are knowledgeable in the areas of theories of learning; curriculum; ... , and instructional resources. <p>B. 2. demonstrate <i>dispositions</i> which allow for effective classroom strategies. These candidates:</p> <ol style="list-style-type: none"> a. implement developmentally appropriate practices. <p>B. 4. demonstrate <i>skills</i> which will positively impact the learning of children. These candidates:</p> <ol style="list-style-type: none"> 5. implement developmentally appropriate practices. 6. demonstrate the ability to plan and implement a developmentally appropriate curriculum.
<p>(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student=s highest level of learning in</p>	<p>Concordia candidates:</p> <p>B. 4. demonstrate <i>skills</i> which will positively impact the learning of children. These candidates:</p> <ol style="list-style-type: none"> 6. use a variety of curriculum

<p>preparation for productive work, citizenship in a democracy, and continuing growth;</p>	<p>models.</p> <ol style="list-style-type: none"> 7. use a variety of models of instruction. 8. use communication techniques effectively. 1. utilize effective methods of discipline and classroom management. <p>C. 3. develop a vision for learning, communicate that vision to others involved in the learning process, and create a culture and programs that support that vision.</p>
<p>(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior -- and skill in identifying strengths, individualizing instruction, and collaborating with others to prepare students with disabilities and special needs to their highest levels of academic achievement and independence;</p>	<p>Concordia candidates:</p> <ol style="list-style-type: none"> B. 1. have a <i>knowledge base</i> which facilitates productive planning and implementation. These candidates: <ol style="list-style-type: none"> b. are knowledgeable in the areas of ... needs of a diverse body of learners; B. 2. demonstrate <i>dispositions</i> which allow for effective classroom strategies. These candidates: <ol style="list-style-type: none"> e. demonstrate a caring attitude and compassion toward the students in their care. B. 3. hold <i>beliefs</i> about themselves and their students which will enhance their success as classroom practitioners. These candidates <ol style="list-style-type: none"> 2. believe in each student=s ability to learn, irrespective of learning style, ..., or disabilities. C. 1. respect all participants in the education process, regardless of learning style, ..., or disabilities.
<p>(iv) language acquisition and literacy development by native English speakers and</p>	<p>Concordia candidates:</p>

<p>students who are English language learners -- and skill in developing the listening, speaking, reading, and writing skills of all students,</p>	<p>B. 1. have a <i>knowledge base</i> which facilitates productive planning and implementation. These candidates: b. are knowledgeable in the areas of ... needs of a diverse body of learners;</p> <p>B. 3. hold <i>beliefs</i> about themselves and their students which will enhance their success as classroom practitioners. These candidates 3. believe in each student=s ability to learn, irrespective of ...race, ethnicity,</p>
<p>(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;</p>	<p>Concordia candidates:</p> <p>B. 4. demonstrate <i>skills</i> which will positively impact the learning of children. These candidates: 7. use a variety of curriculum models. 8. use a variety of models of instruction.</p>
<p>(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning;</p>	<p>B. 4. demonstrate <i>skills</i> which will positively impact the learning of children. These candidates: 9. use communication techniques effectively. 9. are competent in the use of educational technology.</p>
<p>(vii) formal and informal methods of assessing student learning and the means of analyzing one=s own teaching practice -- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;</p>	<p>Concordia candidates:</p> <p>B. 1. have a <i>knowledge base</i> which facilitates productive planning and implementation. These candidates: b. are knowledgeable in the area(s) of ... formal and informal assessment techniques;</p> <p>B. 4. demonstrate <i>skills</i> which will positively impact the learning of children. These candidates: 10. use formal, informal, and performance-based assessment techniques effectively.</p>

	<p>B. 5. These candidates:</p> <ol style="list-style-type: none"> 1. use a variety of techniques to personally assess their impact on the students= learning. b. use the results of assessment activities assessmentactivities to improve their professional practice.
<p>(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning -- and skill in fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts;</p>	<p>Concordia candidates:</p> <ol style="list-style-type: none"> B. 1. have a <i>knowledge base</i> which facilitates productive planning and implementation. These candidates : <ol style="list-style-type: none"> b. are knowledgeable in the area(s) of ... social, historical, and philosophical foundations of education; C. 4. build collaborative relationships with students, colleagues, administrators, parents/guardians, social agencies, professional organizations, and others who can be instrumental in supporting the educational vision
<p>(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy</p>	<p>Concordia candidates:</p> <ol style="list-style-type: none"> A. 2. are able to stay abreast of current educational practices and developments as part of their personal professional growth. 3. continue their formal professional growth through graduate study and/or other professional development opportunities.
<p>(x) means for identifying and reporting suspected child abuse and maltreatment, which shall include at least two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment, in accordance with the requirements of section 3004 of the Education Law; and</p> <p>xi) means for instructing students for the purpose of preventing child abduction, in</p>	<p><u>Concordia candidates:</u></p> <ol style="list-style-type: none"> B. 1. have a <i>knowledge base</i> which facilitates productive planning and implementation. These candidates: <ol style="list-style-type: none"> c. know, understand, and use the major concepts of health, human movement, and physical activity to foster enhanced quality of life for their students.

<p>accordance with Education Law section 803-a; preventing alcohol, tobacco and other drug abuse, in accordance with Education Law section 804; providing safety education, in accordance with Education Law section 806; and providing instruction in fire and arson prevention, in accordance with Education Law section 808.</p>	<p>B. 2. demonstrate <i>dispositions</i> which allow for effective classroom strategies. These candidates:</p> <ul style="list-style-type: none"> 5. model ethical behavior in their professional and personal lives. 5. demonstrate responsibility, reliability, and professionalism as they go about their duties. f. implement practices that demonstrate and understanding of the importance of physical, emotional, social, and spiritual health and wellness to the overall development of the child. <p>C. 2. commit themselves to the welfare of those whom they teach and those whom they serve.</p>
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