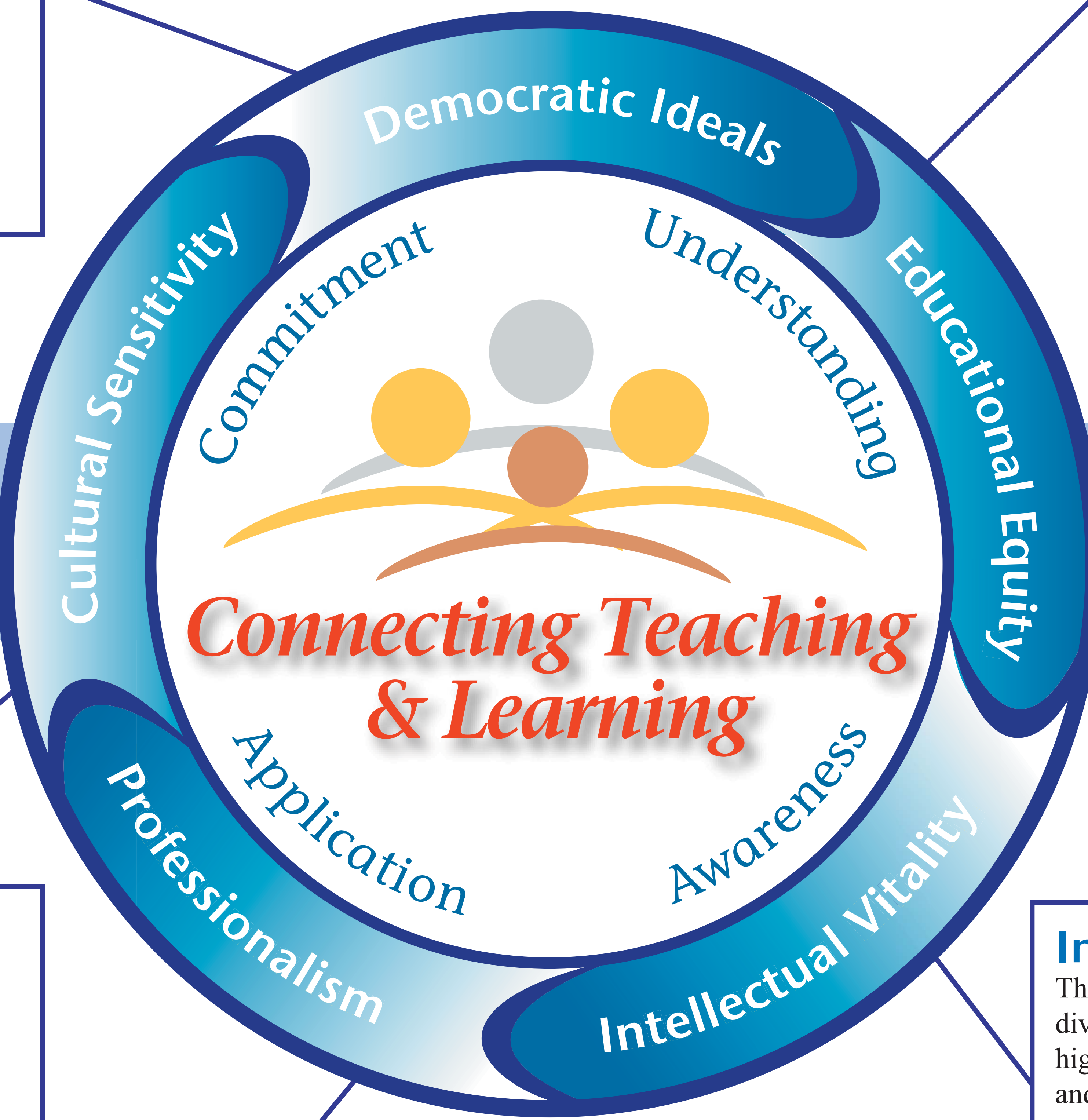


# College of Education Conceptual Framework

*Connecting teaching and learning requires a team of professionals working through states of development, resting upon core values and principles.*  
- Early working concept of CF team

**Democratic ideals**  
Western Oregon University and the College of Education are committed to the promotion of democratic ideals such as equity, justice, peace, and human rights (Banks, 1994; Freire, 1974). It is our firm belief that each of these contributes to the overall health and well-being of our democratic society (Dewey, 1966).

**Educational equity**  
The College of Education is committed to access and educational equity for the broadest range of students, faculty, and staff. The opportunity to better oneself is an inalienable human right and access and equity in education is one path that we must support (Grant & Sleeter, 2007; Sleeter, 2001).



**Connecting Teaching & Learning**  
*First, our goal as teacher educators is to assure our teaching efforts result in deep, meaningful learning on the part of our teacher candidates.*

**Connecting Teaching & Learning**  
*Second, the teaching actions of our candidates should result in deep, meaningful learning on the part of P-12 students.*

**Cultural sensitivity**  
Valuing diversity, in its broadest sense, is fundamental to the creation of a society in which all people are equally able to achieve their goals and realize their maximum potential, both individually and collectively. The College of Education is committed to cultural sensitivity in building toward this vision of outstanding citizens living together in a better society (Golnick & Chinn, 2002).

**Professionalism**  
All students, faculty, and staff within the College of Education are held to the highest standards for moral and ethical conduct (Strike & Soltis, 2004), ongoing professional growth (Schön, 1990), and the demonstration of caring and committed work (Noddings, 1992; 2003). These values are captured in the sense of professionalism that pervades our efforts.

**Intellectual vitality**  
The College of Education encourages diverse thinking, maintains the highest standards and expectations, and encourages ongoing professional growth for students, faculty, and staff. It is our firm belief that professionals cultivate these habits of mind as they seek out and build upon their own and others intellectual vitality (Boyer, 1990; Shulman, 2004).

## States of Development

**Awareness:** Building on current knowledge about how learning occurs, candidates must first become aware and confront problems, issues, or concepts, including their own naïve conceptions, before moving on to more sophisticated understandings (Bransford, Brown, & Cocking, 2000; Portes, 1996; Smith, diSessa, & Roschelle, 1993; Strike & Posner, 1985). Foundations courses and early field experiences are common settings in which awareness building is likely the goal as candidates move toward the goal of connecting teaching and learning.

**Understanding:** After establishing appropriate readiness through awareness activities, candidates must build deep, flexible understandings of key concepts, theories, routines, and skills necessary to connect teaching and learning (Bransford, Brown, & Cocking, 2000; Brown, Collins, & Duguid, 1989; Woolfolk, 2001). Methods courses and early student teaching experiences are commonly designed to help students build understanding.

**Application:** Commonly pursued concurrently with understanding goals, application requires candidates demonstrate what they know and are able to do in authentic settings (Anderson, Reder, & Simon, 1996; Greeno, Collins, & Resnick, 1996; Lave & Wenger, 1991; Resnick, 1987). Through the work sample process and student teaching experiences, candidates demonstrate the application of skills necessary to effectively connect their teaching to P-12 student learning.

**Commitment:** Ultimately, our efforts in teacher preparation should result in candidates' long-term commitment to the goal of connecting teaching and learning (Freeman, 1991; Kennedy, 1999). Capstone and other summative program experiences should adopt commitment as one key goal.