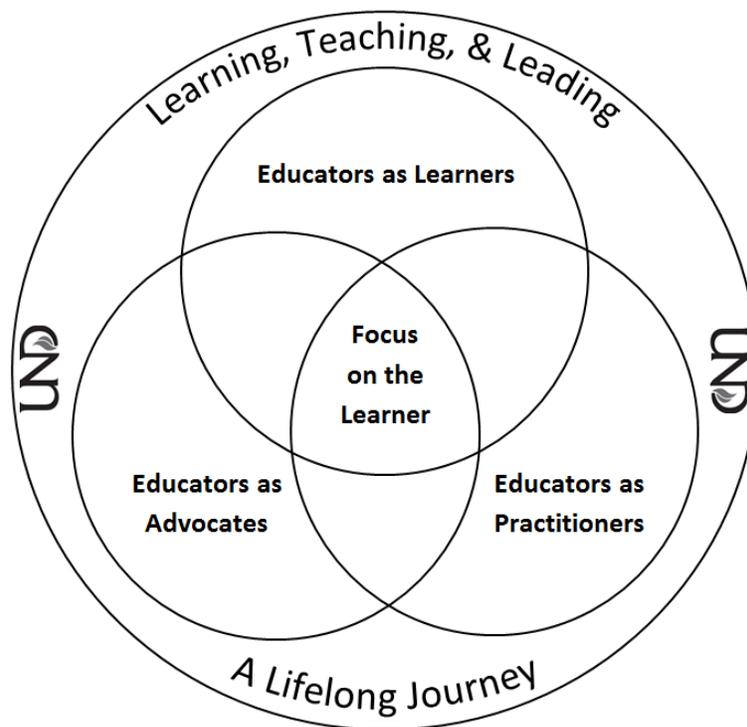


University of North Dakota
Educator Preparation Provider's Conceptual Framework
Revised, Spring 2013

The structural complexity of the University of North Dakota's (UND) Educator Preparation Provider (EPP) is pulled together by a common conceptual framework of educator preparation and development. Our framework is continually evolving and supported by the missions of the university, the colleges and departments and related professional program standards. The following three themes, embedded on the graphic below, form the core of our conceptual framework and provide direction for the EPP:

- educators as learners
- educators as practitioners
- educators as advocates



Foundations of the Conceptual Framework

The EPP at UND includes two colleges (Arts and Sciences, Education and Human Development), nineteen departments (Teaching and Learning, Educational Leadership, Educational Foundations and Research, Counseling Psychology and Community Resources, Communication Sciences and Disorders, Music, Physical Education Exercise Science and Wellness, Visual Arts, English, Languages, Biology, Chemistry, Physics, Geology, Geography, History, Math,) and our P-12 partner schools. The College of Education and Human Development (CEHD) is the organizing body for UND's EPP. CEHD's mission

is to foster healthy human development and learning across the lifespan, beginning in early childhood. As noted in the mission statement, “Both graduate and undergraduate candidates are expected to develop the skills and self-awareness to become effective and ethical professionals and leaders in schools, higher education, human service and wellness organizations. In these roles, graduates of EHD empower individuals, families, groups, organizations, and communities to make healthy decisions and lead full and productive lives.” (Organization and By-Laws College of Education and Human Development, p. 1).

Educator preparation and development at the University of North Dakota is grounded in a philosophy of progressivism and experientialism espoused by John Dewey. We believe, with Dewey (1938) and others (Fosnot, 1996; Gardner, 1991; Lambert, 1995; Mansilla & Gardner, 1998; Smilkstein, 2011) that learning is active and constructed from experience and reflection on the experience. Consequently, progressivism rather than conservatism, transformation rather than transmission, and reconstruction rather than replication guide and define the goals of our programs. Specifically, faculty work to enable the development of educators who:

- are committed to the continuing process of learning;
- take an active role in promoting the learning and well-being of all students;
- engage in reflective practice;
- envision alternative solutions and courses of action in response to the challenges posed in schools;
- embrace diversity and support pluralistic views;
- examine thoughtfully the role of technology and apply it effectively so as to enhance and advance the learning process.

Constructivist learning theory provides a useful match with a progressive philosophy and informs the work that faculty undertake. As noted by Yilmaz (2008), this theoretical perspective posits that “knowledge is not passively received from the world or from authoritative sources but constructed by individuals or groups making sense of their experiential worlds” (p. 162). Pedagogical approaches that faculty employ are intentionally designed to promote a constructivist perspective; although, faculty also understand that instructionist approaches (teacher-centered, highly structured and non interactive instructional practices) may on occasion be an effective way of delivering information or helping candidates build a skill base required of the profession (Johnson, 2009). Regardless, faculty are mindful and strive to meet the learning and experiential needs of our candidates.

Constructivist beliefs also inform the evaluation processes. Participation in continuous assessment with candidates offers faculty members numerous opportunities for formative and summative evaluation of our candidates and programs.

Guiding Standards

The revised Interstate Teacher Assessment and Support Consortium (InTASC) Principles were adopted by the North Dakota Education Standards and Practices Board (ESPB) in 2011 and guide our curricular decisions and the assessment of candidates in our initial programs. These are aligned with NCATE/CAEP Standard 1, state approval standards and the Department of Teaching and Learning program standards. Advanced programs for teachers adhere to the National Board for Professional Teaching Standards' (NBPTS) core propositions, and are aligned with NCATE/CAEP Standard 1, as well as state approval standards. Other professional programs adhere to state approval standards and/or the standards of their professional bodies (AHTA, AECT, ELCC, NASAD and NASM).

Explanation of the Conceptual Framework

A Venn Diagram provides a graphic representation of our conceptual framework. Three themes emerge: educators as learners, educator as practitioners and educators as advocates. Central to these three themes is the learner – who is defined as the candidate, the students they teach, or educators who support the development of teachers. The following narrative describes the three themes of our model and how they are integrated into our program.

Educators as Learners: Initial Programs

The initial theme, educator as learner, addresses our goal of developing candidates who are committed to the continuing process of learning about many things, especially about their content and learning to teach. This theme is first addressed in the general education and specialty areas of our programs and continues as an emphasis throughout the professional coursework by studying how one can learn to teach. The theme supports our work of preparing educators who see learning as a lifelong process and understand that knowledge is constructed when meaningful connections are made through and among their experiences (Brooks & Brooks, 1993; Lambert, 1995). The habit of searching for connections to personal experience in education is cultivated in the introductory courses of each of our programs. Candidates are asked to reflect on their own experiences as learners as well as the implications of those experiences for their growth as educators.

As noted by Fischer (2000), “Lifelong learning is a continuous engagement in acquiring and applying knowledge and skills in the context of self-directed problems.” Self-directed learning de-emphasizes the type of instruction where a teacher tells something to a passive learner, but instead focuses on dialog and the joint construction of knowledge. Faculty in our programs provide support for the construction of

knowledge within a collaborative environment across the domains of content knowledge, pedagogical knowledge and knowledge related to how students learn.

Content Knowledge. “Teachers must possess a deep knowledge of the subject matter they teach. Only then can they “anticipate and respond to typical student patterns of understanding and misunderstanding in a content area” and create multiple examples that makes the content accessible to all learners (Grossman, Schoenfeld & Lee, 2005, p. 210). Candidates in our initial programs begin their university education by completing the Essential Studies Program which is designed to address learning across four strands (thinking and reasoning, communication, information literacy and diversity) as well as breadth of knowledge in the social sciences, sciences, communication and arts and humanities. They deepen their knowledge base through further study in a specialized field. For example, all secondary and P-12 (art, music and physical education) candidates complete a content major in their licensure area while early childhood and elementary candidates select from a variety of concentrations or minors to broaden their subject matter knowledge. Middle school majors complete two areas of concentration (24 credits each) that prepares candidates in the content areas they will teach in the middle school setting. They gain a depth and breadth of subject matter that prepares them to create inquiry-oriented, constructivist classrooms for their own students (Grossman, Schoenfeld & Lee 2005).

Pedagogical Knowledge. Subject matter knowledge is not enough, however, as indicated through the work of Darling-Hammond & Sykes(1999), Darling-Hammond (2006); and Berliner (2000). Candidates need a thorough understanding of the effective and appropriate pedagogical strategies that make subject matter knowledge accessible to learners. Our methods courses, specific to the declared area of study, are accompanied by field experiences that support the candidates in making practical decisions focused on the theories presented. Opportunities to apply a range of strategies are presented through a variety of field experiences that require progressively deeper understanding of pedagogy.

Knowledge Related to How Students Learn. A third critical domain for candidates is the study of how students learn and the effect of learning environments on students’ emotional, psychological, and academic success. This knowledge is addressed through coursework in child and adolescent development, multicultural education, the education of exceptional students and classroom management. Complimentary field experiences require candidates to expand and apply that knowledge through practical application (Darling-Hammond, 2006; Gardner, 2000; Levine, 2006; Zeichner, 2006).

We try to provide experiences that will help future educators overcome "the apprenticeship of observation" which refers to candidates imitating the practices of their educators leading to a pedagogy of "continuity rather than change" (Lortie, 1975, p.61-67). We foster learning environments that invite collaboration and cooperation among learners and provide many opportunities for a rich exchange in which learners are asked to be reflective about moral, social, political, and technical issues (Fine, 1995; Roland-Martin, 1994).

Educators as Learners: Advanced Programs and Programs for Other Professionals

Advanced programs and programs for other professionals continue this theme in ways that promote deeper inquiry about educational issues from the perspective of one or more professional specializations. Advanced programs for teachers are offered in the areas of Early Childhood Education, Elementary Education, General Studies, English Language Learner (ELL) Education, and Special Education. Other professional programs include: Instructional Design and Technology, Speech-Language Pathology, Reading Education, School Counseling, and Educational Leadership.

These programs reflect a view of learning that centers on the learner whether adult or child (Darling-Hammond, 2006). Just as in the initial programs, learning is perceived as the active construction of meaning connected to personal experience. It requires reflection, dialogue, and practice with others whose meanings may differ. Advanced programs seek to develop active and passionate learners who are committed to continual growth and are self-directed.

Several of our advanced programs do not lead to additional certification/licensure or endorsement; and so offer candidates considerable flexibility (Instructional Design and Technology, Early Childhood Education, General Studies, Elementary Education, and the Ph.D. or Ed.D. in Teaching and Learning). Other programs include sequences of courses leading to additional certification or endorsement and are much more highly structured. These include the degrees in Educational Leadership, English Language Learner Education, Reading Education, Special Education, Speech-Language Pathology, and School Counseling. In all of our programs, we expect candidates will deepen their knowledge about their chosen fields as well as about learners, learning and educational issues and trends. This is accomplished through course experiences that offer a breadth and depth in their studies as they move through their degree programs. For example, candidates may select courses that provide information about the nature, processes and purposes of education (multicultural education as well as philosophical, historical, psychological, and social foundations). They may also choose from a variety of courses within each program area to deepen their knowledge of content and pedagogy. Finally, some candidates select from

coursework across the university to update their knowledge related to their teaching or professional fields.

Educators as Practitioners: Initial Programs

The second theme, Educator as Practitioner, focuses on developing educators who are able to take an active role in promoting the learning of all students (Zeichner, 2000; Berliner, 2000; Darling-Hammond, 2006). As described in the first theme, in order to support the learning of others, candidates must master content knowledge, have full knowledge of the learner and a robust understanding of pedagogy (Ball & Cohen, 1999; Darling-Hammond, 1999, 2006; Berliner, 2000). In addressing the second theme, candidates expand their knowledge about the learning context and the diverse learner while engaging in multiple, authentic experiences that challenge them to apply their growing knowledge and skill.

Understanding the value and purpose of education within a democratic society is central to candidates' understanding of the learning context and the learner. Drawing on the work of Dewey, as described by Hansen (2008), we see the purpose of education as the development of the individual who views life itself as ongoing education, values multiple points of view, and engages with a variety of others in a dynamic process that transforms one's life and that of others. To prepare candidates to enact the overarching purpose of education, we engage them in experiences that require them to consider psychological, social, cultural, moral and intellectual aspects of interactions across classrooms, schools and communities (Hansen, 2008, p. 12). Our introductory course as well as courses related to multicultural education, classroom management and home, school and community relations address such issues directly. In addition, field experiences that occur during *Introduction to Education* and *Multicultural Education* place candidates in a variety of school and community settings that provide an opportunity for them to reflect upon and respond to the concept of schooling in a democratic society.

In keeping with our constructivist perspective, we believe that learning is most able to occur in an environment that is rich in resources and organized to promote thoughtful interaction. Teaching that addresses both collaborative and individual learning requires an understanding of and sensitivity to students' individual needs and their differences. "... [A] teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible" (Tomlinson, 2010, p. 151).

Such planning and its implementation is complex and requires candidates to consider classroom management, instruction and on-going assessment (Danielson, 2007) that incorporates knowledge of child and adolescent development and the significance of ethnicity, gender, sexual orientation, culture, class, and disability for each student's education (Lantieri, 2001; Gardner, 2000). We strive to prepare candidates who can create flexible learning environments that can meet the needs of all students. We are aware as Englehart (2012) notes that educators tend to build theories of management based upon their own experiences. Our course in classroom management is designed to help candidates challenge their own beliefs as they reflect and respond to various models whether teacher-oriented, student-oriented or group-oriented (Raoche & Lewis, 2011). Other methods and content courses also guide candidates' understandings about managing student behaviors to support learning.

We strive as well to provide candidates with opportunities that develop teacher knowledge and skills to promote student learning for the 21st century. In addition to the development of subject matter knowledge, today's students must also learn innovation skills such as creativity and critical thinking, as well as life and career skills such as flexibility and adaptability. Additionally, they must understand ways to engage effectively in today's media and technology driven environment (see <http://www.p21.org/overview/skills-framework> for a full description of the Framework for 21st Century Learning). Faculty design and model a variety of instructional approaches (differentiated instruction, cooperative learning, workshop, and problem-based learning) and technology integration that encourages the development of 21st century skills. They guide candidates in the development of units of study that will build their P-12 students' expertise. Candidates also have multiple opportunities to implement their instructional plans in P-12 classroom settings with teachers who provide feedback to help them refine and improve their instruction.

Teaching demands that student learning be continuously assessed at multiple levels using a variety of methods (Darling-Hammond, 1999; Wiggins, 1998, Stiggins, Arter, Chappuis & Chappius, 2011). Formal and informal processes must be used to gather as much information as possible about the student and the learning context (Gardner, 2000). Teacher education candidates are exposed to a range of assessment techniques both in theory and practice throughout their programs. During the student teaching semester candidates demonstrate their abilities to assess students, analyze data and reflect upon or alter their teaching to improve their students' learning.

Educators as Practitioners: Advanced Programs

Our advanced programs are based on the notion of critical inquiry and theory as it relates to their practice. As the process proceeds, the candidate is encouraged to explore the socio-biological, historical, or organizational roots of his/her present practice and of the possible alternatives, and identify reasons for the discrepancies between them (DeBono, 1999; Mills, 2010). Along the way, the candidate is also challenged think about the knowledge or skills would be required to alter their practice and develop plans that enable change.

Educators as Advocates: Initial Programs

While themes one and two address our goals to develop candidates who are life long learners and have the knowledge and skills to teach well, the third theme is directed at the development of candidates who will advocate with and for students, parents, colleagues, school and community (Cochran-Smith, Shakman, Jong, Terrell, Barnatt & McQuillan, 2009). Drawing upon the work of Sandra Nieto (2005), we strive to prepare caring and committed educators who share "a sense of mission, solidarity with and empathy for students, and the courage to challenge mainstream knowledge" (p. 204). We want our candidates to be committed to meeting the educational needs of all of their students in a caring, non-discriminatory and equitable manner. Additionally, we want them to recognize the existing inequities in schools and society and adopt a proactive stance that will challenge such inequities and improve the life chances of all their students (Cochran-Smith et. al., 2009; Darling-Hammond, 2006).

Development of schools that are healthy environments for learning and teaching requires educators to think critically about educational and societal issues. We believe that those preparing to be educators must be given the opportunity to explore the complexity of the context in which educators work. Like Garcia, Arias, Harris-Murri and Serna (2010), we believe our teacher education programs must prepare candidates who "respect and integrate students' values, beliefs, and histories; patterns of thoughts and behaviors; and experiences and recognize the active role that students must play in the learning process; and recognize that what each student brings to the classroom is continually influenced by family norms and the larger society" (138). Toward that end, faculty engage candidates in reflecting upon, and discussing aspects of education in ways that call upon them to challenge curriculum, policies and practices that may undermine an individual or group's life chances (Cochran-Smith, et.al, 2009). Through reflection in and on action (Schon,1983), candidates can see more clearly the path that might be taken to continuously improve instruction and relationships that will facilitate learning. Reflective journals, papers and projects are assigned throughout the programs to encourage candidates to be actively involved in the reflective process.

Educators as Advocates: Advanced Programs

As described by Cochran-Smith et. al. (2009), beginning educators may believe they can make a difference, but this belief tends to be tied to the individual. As they gain in experience, educators engage in activities and discussions that help them expand their understanding and critique of the structural, historical, political, cultural and social aspects of education. We strive to provide opportunities that will guide them, as noted by Iverson and James (2010), to "...[understand] how power operates to produce different lived experiences; develop an efficacious belief in their ability to create systemic change; demonstrate skills in principled dissent and enact a commitment to participate in the larger struggle for social change" (31). We expect them to clearly articulate a more encompassing advocacy role and collaborate with others to make advocacy a reality. This concept supports educators as they assume strong leadership roles in our communities and create schools for today and the future (Darling-Hammond, Wise & Klein, 1995; Darling-Hammond, 1997).

The advocacy roles for school counselors are largely aimed at (a) using data to identify and eliminate barriers impeding students' development; (b) fostering opportunities for personal/social, educational, and career development for all students; (c) ensuring access to a quality school curriculum; (d) collaborating with others within and outside the school to meet student needs, and (e) promoting positive, systemic change to support students.

Dispositions

An additional critical element in the development of educators is recognizing and supporting the development of dispositions. As David Berliner (2000) writes, "Professionals have developed standards of behavior that are important for them to uphold, seeking to honor the wisdom they have acquired and to protect the public from incompetence" (p. 362). NCATE (2008) defines professional dispositions as the "attitudes, values, and beliefs demonstrated through verbal and non-verbal behaviors...that support student learning and development" (p. 90). Our programs are dedicated to supporting the development of professional dispositions in our candidates in the following key areas: professionalism, teaching qualities, relationship with others, commitment to learning and professional development. We recognize like Carroll (2012) that dispositions develop over time and are built upon what candidates bring to the teaching and learning environment. We are aware of the power of our modeling and try to be a community of educators and scholars who exemplify the dispositions we wish to develop in our candidates.

From the moment of application for admission through student teaching, candidates in our initial programs are informed and guided in the development of professional dispositions. Faculty in the professional development courses and faculty and supervisors in school environments assess those dispositions over time and provide feedback. Candidates in advanced and other professional programs are informed of and expected to maintain professional dispositions throughout their coursework and in advanced practica.

EPP Assessment System

The EPP's assessment system is linked to the three themes that are woven throughout our basic and advanced programs. Each supports the continuing development of quality programs that prepare educators who are life-long learners, reflective practitioners, and advocates for their students and the profession. The themes also align with the missions of the institution and college, the core standards of InTASC and NBPTS, and the standards established by our state Educational Standards and Practices Board (ESPB). It is in light of these themes and standards that we evaluate our programs.

Assessment: Initial Programs

Assessment in our initial programs takes place at five transition points. At "Program Entry" the admissions' process allows us to admit individuals who are qualified to become candidates in the teacher education program. During the "Professional Sequence", a mix of courses and field experiences, our assessments provide evidence to determine whether each candidate is prepared to perform student teaching responsibilities. The "Professional Performance Semester" involves student teaching assessments that track candidates' ability to develop and apply their subject-matter and pedagogical knowledge, skills, and dispositions. At "Program Completion," candidates graduate only if they have met all program and major expectations and standards including the successful completion of a capstone experience which includes the preparation of a teacher work sample. At the final transition point, "Post-Completion", program graduates and principals complete surveys that provide information used for program assessment. All performance data is collected electronically through LiveText© and analyzed by the Undergraduate Assessment Committee. The committee reviews and prepares data which are then reviewed by faculty during an annual retreat. At this time, faculty determine program strengths and needs and develop action plans for changes as warranted.

Assessment: Advanced Programs

The assessment of candidates in our advanced programs for teachers takes place at five points. At "Program Entry", candidates must meet graduate school requirements and successfully complete the program review process. During the professional sequence of coursework, candidates must meet or

exceed expectations on tasks that assess knowledge, instruction and assessment. They must also maintain a 3.0 GPA; and demonstrate knowledge of how to conduct research (Research Assessment #1).

Candidates complete practicums in a variety of ways but all complete an assessment of knowledge, skills, and dispositions in an authentic setting (Internship/Practicum Assessment for Advanced Programs). At program completion candidates must provide evidence of successfully completing a culminating project. Faculty assess a candidate's performance using a rubric. At the final point candidates are invited to complete a survey to identify strengths and weaknesses in their programs. Candidate data are routinely analyzed to determine whether candidates in advanced programs are being prepared for their fields. Graduate Directors organize the data and meet routinely with the graduate faculty to determine program strengths and needs and develop action plans to improve program quality.

Assessment of candidates in the EPP's other professional programs varies across the departments in which the programs are offered. Candidates in the Speech-Language pathology program in the Department of Communication and Sciences Disorders are assessed as required by the American Speech and Hearing Association (ASHA), the program's accrediting body. The School Counseling program's plan includes six points of assessment throughout the program that encompass the North Dakota Educational Standards and Practices Board program review standards. These points include basic applicant qualifications, academic program progress, clinical skills assessment, practical skills assessment, professional skills evaluation, and assessment of comprehensive knowledge. Candidates in Educational Leadership meet the assessment requirements of the North Dakota Education Standards and Practices Board's program re-approval process.

EPP Operations

The EPP uses assessment of aggregated data related to EPP programs (through annual reports), Praxis I & II scores, advisement survey results (two times per year); senior exit survey results (two times per year), field experience/ clinical placements and supervision data, and graduate and employer surveys to evaluate EPP operations. We also review annual data submitted to NCATE/CAEP and AACTE (specifically demographic data of faculty and students), faculty performance data compiled in Digital Measures (teaching, scholarship and service), and student evaluations. At all levels of review, the data are evaluated for strengths and areas of concern that need improvement.

Learning is a lifelong journey and our focus is on teaching, learning, and human development in school settings. This occurs best, when educators recognize that knowledge is holistic, interconnected, and never fully defined. Each of our programs affirm this premise and each reflects views that have potential for contributing to a more just and humane society. Our programs foster evaluation practices

that: (1) raise meaningful questions; (2) are integrated as much as possible with the ongoing experiences of candidates; and (3) advance learning rather than becoming an end in themselves (Haney, 1985; Hanhan, 1988; King & Franklin, 1989; Wiggins, 1998; Zidon, 1996).

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