

CONCEPTUAL FRAMEWORK RESEARCH BASE

Guiding Principles	Educational Researchers	Focus in Conceptual Framework
<i>1. Professional Knowledge Base:</i>	<ul style="list-style-type: none"> • Bruner (1990) • Dewey (1916) • Bloom (1956) 	<ul style="list-style-type: none"> - Successful educational activity is predicated on prior acquisition of knowledge base. - Effective action is deliberately grounded on a knowledge base. - Application of knowledge precedes application of higher order functions.
<i>2. Natural and Acquired Personal and Professional Skills:</i>	<ul style="list-style-type: none"> • Slavin (2003) • Goleman (1995) • Gardner (1983) • Brookfield (1995) • Jensen (1988) • Zunker (1994 • Darling-Hammond (1998) (Ball & Cohen, 1999) 	<ul style="list-style-type: none"> - Educational practitioners promote excellence by applying knowledge with intentionality. - Intrapersonal and interpersonal skills are integral components of emotional intelligence. - Theory of multiple intelligences includes intrapersonal and interpersonal intelligences. - Critical thinking is an important aspect in the preparing educators to become reflective practitioners. - Intrapersonal skills enable the practitioner to develop as a professional. - Interpersonal change is a learned skill. - Teachers need to be able to analyze and reflect on their practice, assess effects of their teaching and refine their instruction. - Teachers learn best by studying, doing, reflecting, collaborating, looking closely at their work, and sharing.
<i>3. Professional Dispositions and Commitments:</i>	<ul style="list-style-type: none"> • Danielson (1996) • Hiemstra (1994) • Facione (2001) 	<ul style="list-style-type: none"> - Professional skills are classified as Planning and Preparation and Classroom Environment. -Successful educational practice results when practitioner acts on values, attitudes and beliefs that seek excellence in self and others. -The ideal critical thinker can be characterized not merely by her/his cognitive skills but also by the way he/she approaches life and living in general. (Affective dispositions).

Domains of Excellence	Educational Researchers	Focus in Conceptual Framework
Domains	<ul style="list-style-type: none"> • Darling-Hammond, Bransford, LePage (2005) • Schwab (1973) 	<p>- A framework of knowledge bases, preparation methods and accreditation requirements includes: knowledge of learners, social contexts, content and skills, understanding of teaching, informed by assessment, supported by classroom environments.</p> <p>- “Four Commonplaces” guide the revision of curriculum: the learner, the teacher, the milieu is the subject matter.</p>
<i>1. Context.</i>	<ul style="list-style-type: none"> • (Eraut, 1994; Hargreaves & Goodson, 1996; Jackson, 1986; Johnson, 1990; Scribner, 1999; Talbert & Mclaughlin, 1996) 	<p>- The nature of teacher work is a function of a context that includes: diverse student needs, instructional goals, curriculum, social/cultural contexts, organizational structures of schools and classrooms.</p> <p>- There is a constellation of workplace variables. (Political, economic, physical, organizational, psychological, cultural, sociological factors place constraints on teacher work and student learning).</p>
<i>2. Content</i>	<ul style="list-style-type: none"> • Bruner in Schulman (1992) • Dewey (1897) (Begle , 1972, 1979; Schulman,1986, 1987; Ball et.al.,2001) 	<p>- Content knowledge encompasses “the structure of knowledge” – theories, principles and concepts of the disciplines.</p> <p>- There is a relationship between the content knowledge of educators and their students’ achievement.</p>
<i>3. Learner</i>	<ul style="list-style-type: none"> • (Carter, 1986; Elbaz, 1983; Grossman, 1990; Grimmet & MacKinnon, 1992) • (Berliner, 1992; Berliner et.al. 1988; Housner&Griffey, 1985;Leinhardt,1988) • Gardner (1983, 1999) 	<p>- Practitioners knowledge of students, their development, learning styles, and behavior is connected to knowledge of learning, development and curriculum.</p> <p>- A major aspect of expert teaching is how teacher knowledge of subject matter combines with knowledge of students’ abilities and experiences.</p> <p>- When educators are aware of students’ diverse modalities of learning they can adapt curricula and strategies to the learner.</p>

	<ul style="list-style-type: none"> • Stitt-Gohdes (2003) 	<ul style="list-style-type: none"> - Learner motivation and success improves when teaching practices match learner's preferences.
<i>4. Pedagogy</i>	<ul style="list-style-type: none"> • Shepard (2005) • Black and William (1998) • Wiggins and McTighe (1998, cited in Shepard, 2005) • Schulman, (1987) 	<ul style="list-style-type: none"> - Formative assessment can be a powerful tool in targeting instruction to move learning forward. - Effectively implemented formative assessments can do more to improve student achievement than other powerful interventions. - Teachers' ability to understand, devise and implement assessments that embody the standards and goals of instruction is central to good teaching. - Seeing how ideas connect across fields and to everyday life provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others. (Pedagogical knowledge includes core areas such as: the learning environment, the learner and learning process for all students, differentiated instruction, and assessment of learning, resources and technologies).
<i>5. Educator</i>	<ul style="list-style-type: none"> • Fried (2001) • Stoddard (2007) • Palmer (1998) 	<ul style="list-style-type: none"> - Passion is emphasized as a primary attribute for educational practitioners. - Developed a behaviorally based approach to identifying dispositions of pre-service candidates. - Self knowledge forms the basic building blocks for commitment to and love and mastery of teaching.