Shippensburg University Conceptual Framework
Apprenticeship Model:
Synthesizing Concepts in Collaboration with Experts

Shippensburg University presents a Unit with certification programs including a diverse group of candidates studying in various fields of education. These candidates are both novice learners in their field of study as well as teachers seeking advanced certification in such fields as Reading, Educational Leadership, Counselor Education and Special Education. They require mentors who serve as content knowledge specialists as well as professional experts. These mentors are usually University faculty and experts from our clinical settings. The Apprenticeship Model represents various factors that scaffold our candidates within a gradual release of responsibility in PK-12 educational and clinical settings. There are eight factors that represent a spoke in Shippensburg University’s Conceptual Wheel. The spokes represent principles of our unit’s academic and experiential structure. The spokes include: National Standards, Content Knowledge, Diversity, Assessment, Instructional Planning, Theory and Research, Dispositions and Professional Standards and Pedagogy.

Shippensburg University’s conceptual wheel represents the mechanism that steers our candidates as they travel through our Unit’s academic and experiential learning outcomes. The Helmsman are the experts, including faculty and area professionals, who guide the Apprenticeship candidates as they learn to navigate and synthesize expectations associated with their field of study. Helmsman also serve as guides that chart the path for a candidate’s development of knowledge, skills and dispositions associated with each of the programs. The faculty gradually release the wheel to candidates as they take on the responsibility of professional practice in PK-12 educational and clinical settings.

Our faculty and candidates are committed to implementing the following standards that have been collaboratively designed by members of the Unit. These standards include:

- **National Standards**: National standards emerge from such institutions as CAEP, AFT, the National Education Association as well as Middle States and the North Central Association. Candidates engage in data-driven decision-making and link assessments, learning support and instruction with ideas about appropriate educational goals selected from various standards, SPA’s and the Unit Conceptual Framework.

- **Content Knowledge**: Candidates respond positively and productively to learning experiences and synthesize purposeful feedback from experts to guide achievement of their professional expertise at both Initial and Advanced levels.

- **Diversity**: Candidates demonstrate an understanding of and respect for the differences in how students learn and know how to accommodate diverse learning needs in PK-12 educational and clinical settings.

- **Assessment**: Candidates demonstrate an understanding of the purpose and procedures for implementing summative, formative, diagnostic, norm-referenced, criterion-referenced, and interim/benchmark assessment majors as well as how data are
collected and analyzed for informing instruction for all learners in the PK-12 educational and clinical settings.

- **Instructional Planning:** Candidates actively and purposefully plan and implement relevant learning for PK-12 students in various educational and clinical settings. In addition, candidates demonstrate an understanding of emerging technology tools that influence classroom practices, learner knowledge and skills, as well as the purposeful inquiry and composition of challenges for the 21st century. Candidates show respect for the changing educational environment in both Initial and Advanced settings.

- **Theory and Research:** Content discipline is informed by theory and research that guides candidates’ practice of how children learn and process information. This information can help candidates with both new and ambiguous situations as they combine theory and practical information as learning situations may require. Pedagogical theory and research provide candidates with the data to make decisions about learning challenges that they may face every day.

- **Dispositions:** As they progress on the continuum from novice to expert, teachers and advanced professionals inherit many professional dispositions that are linked to content and pedagogical skills that will influence their professional behavior. Their reflections and experience will guide their professional behaviors in the classroom and the ever-changing leadership positions available within schools.

- **Professional Standards and Pedagogy:** Each educational discipline whether Initial or advanced usually has a Special Professional Association (SPA’s) that guide academic programs and the directions within various majors. Candidates respond productively and respectfully to the responsibility of meeting and attaining professional competencies and codes of conduct established within the profession they also model the most effective pedagogical behaviors in classrooms and other educational and clinical settings. Candidates demonstrate academic integrity and uphold institutional and professional codes of conduct.

At Shippensburg University we have undergraduate programs in PreK to Grade 4, Mid-Level Certification and Secondary Certification in most fields. Additionally, the Unit includes Special Education, Educational Leadership, Counselor Education, Reading and an Advanced Program in Early Childhood Education. Each program has endorsed the Conceptual Framework and uses it to guide the activities, assess the students and make changes to the academic programs.

At the Advanced level our Conceptual Framework embraces moving teachers to positions as building and district level leaders as well as K-12 counselors, special education teachers, reading specialists and early childhood specialists. Their training at the expert level is informed by state standards, recommendations from the appropriate SPA as well as theory and research in the field. The candidates combine deep professional knowledge, strong interpersonal skills, data-driven decision making, differentiated instruction, ethical practice and skills appropriate to leadership in the PK-12 student environment.
SHIPPENSBURG UNIVERSITY
Conceptual Framework

1. National Standards

2. Content Knowledge

3. Diversity

4. Assessment

5. Instructional Planning

6. Theory and Research

7. Dispositions

8. Professional Standards and Pedagogy

PK-12 LEARNING OPPORTUNITIES & TECHNOLOGY USE
REFLECTION ON ATTITUDE, SKILLS & BELIEFS
FOR CLASSROOM DECISION-MAKING
DIFFERENTIATION & VARIETY OF INSTRUCTIONAL METHODS
ALIGNED WITH SPA/NCATE STANDARDS & ASSESSMENTS
DISCIPLINE-BASED KNOWLEDGE
RESPECT FOR DIVERSE LEARNING NEEDS
PLAN, EVALUATE & STRENGTHEN INSTRUCTION

P-12 LEARNING OPPORTUNITIES & TECHNOLOGY USE
REFLECTION ON ATTITUDE, SKILLS & BELIEFS
FOR CLASSROOM DECISION-MAKING
DIFFERENTIATION & VARIETY OF INSTRUCTIONAL METHODS
ALIGNED WITH SPA/NCATE STANDARDS & ASSESSMENTS
DISCIPLINE-BASED KNOWLEDGE
RESPECT FOR DIVERSE LEARNING NEEDS
PLAN, EVALUATE & STRENGTHEN INSTRUCTION

1. National Standards

2. Content Knowledge

3. Diversity

4. Assessment

5. Instructional Planning

6. Theory and Research

7. Dispositions

8. Professional Standards and Pedagogy

PK-12 LEARNING OPPORTUNITIES & TECHNOLOGY USE
REFLECTION ON ATTITUDE, SKILLS & BELIEFS
FOR CLASSROOM DECISION-MAKING
DIFFERENTIATION & VARIETY OF INSTRUCTIONAL METHODS
ALIGNED WITH SPA/NCATE STANDARDS & ASSESSMENTS
DISCIPLINE-BASED KNOWLEDGE
RESPECT FOR DIVERSE LEARNING NEEDS
PLAN, EVALUATE & STRENGTHEN INSTRUCTION

P-12 LEARNING OPPORTUNITIES & TECHNOLOGY USE
REFLECTION ON ATTITUDE, SKILLS & BELIEFS
FOR CLASSROOM DECISION-MAKING
DIFFERENTIATION & VARIETY OF INSTRUCTIONAL METHODS
ALIGNED WITH SPA/NCATE STANDARDS & ASSESSMENTS
DISCIPLINE-BASED KNOWLEDGE
RESPECT FOR DIVERSE LEARNING NEEDS
PLAN, EVALUATE & STRENGTHEN INSTRUCTION

1. National Standards

2. Content Knowledge

3. Diversity

4. Assessment

5. Instructional Planning

6. Theory and Research

7. Dispositions

8. Professional Standards and Pedagogy