



Apprenticeship Model Conceptual Framework

The Model: The Apprenticeship Model represents various competencies that scaffold our undergraduate, graduate and doctoral candidates within a gradual release of responsibility in P12 educational and clinical settings. There are eight competencies that represent a cluster of circles in Shippensburg University’s Apprenticeship Model Conceptual Framework. The overall cluster signifies principles of our academic and experiential structure. The individual circles include: Content Knowledge, Diversity, Assessment, Instructional Planning, Theory and Research, Dispositions, Clinical Practice and Professional Standards, and Purposeful Pedagogy.

Shippensburg University’s Apprenticeship Model Conceptual Framework represents the cognitive, physical, social and emotional experiences that our candidates encounter through our academic and experiential learning outcomes. The inner cluster of circles represents experts, including faculty and clinical professionals, who guide the Apprenticeship candidates as they learn to navigate and synthesize expectations associated with their field of study. Each circle also serves as a guide to chart the paths for candidates’ development of knowledge, pedagogical skills and professional dispositions associated within each program. The faculty and clinical partners gradually release the candidates as they take on the responsibility of professional practice in P12 educational and clinical settings.

Goals and Competencies within the Apprenticeship Model Conceptual Framework

Our faculty, clinical partners, and candidates are committed to implementing the following eight competencies that have been collaboratively designed by members of the EPP and stakeholders in our professional communities. Goals are identified as linked concepts and competencies and identified as candidates’ outcomes in classrooms and communities. Overarching themes of teacher effectiveness are represented in these competences. We have integrated foundational principals from CAEP, InTASC, Charlotte Danielson’s Domains, and programs have connected this Apprenticeship Model competencies with SPA and PDE standards. The Apprenticeship Model goals and competencies include:

1. **Content Knowledge Linked with Learner Development:** Candidates Comprehend, Apply and Value Discipline-Based Knowledge in Classrooms and Communities. (*CAEP Standards 3, 4, and 5, InTASC Standards 1 and 4, Danielson Domain 1 and 3*)
2. **Professional Standards Linked with Instructional Planning:** Candidates Plan and Examine Standards-Based Instruction and Integrated Technology Use to Impact P12 Learning in Classrooms and Communities. (*CAEP Standards 1, 4, and 5, InTASC Standards 5, 6, and 7, Danielson Domain 1, 2, and 3*)

3. **Purposeful Pedagogy Linked with Classroom Environment:** Candidates Implement and Evaluate Instructional Methods to Impact P12 Learning Outcomes in Classrooms and Communities. *(CAEP Standards 1, InTASC Standard 3, Danielson Domain 1, 2, and 3)*
4. **Assessment Outcomes Linked within a Systematic Analysis:** Candidates Evaluate and when appropriate Redesign Instruction to Strengthen P12 Learning Outcomes in Classrooms and Communities. *(CAEP Standards 4, 5, InTASC Standard 6, Danielson Domain 1, 2, and 3)*
5. **Theory and Research Linked with Intentional Instruction:** Candidates Use P12 Data Driven Evidence and Decisions to Impact P12 Learning and Development in Classrooms and Communities. *(CAEP Standards 3, 4, and 5, InTASC Standards 5, 6 and 7, Danielson Domain 1, 2, and 3)*
6. **Diversity Linked Across All Stakeholders:** Candidates Demonstrate a Respect for All Students' P12 Diverse Learning Needs in Classrooms and Communities. *(CAEP Standards 3, 4, and 5, InTASC Standard 2, Danielson Domain 1, 2, 3, and 4)*
7. **Dispositions Linked with Reflective Practice:** Candidates Contemplate Attitudes, Skills and Beliefs to Ensure Fair and Equitable Treatment of P12 Learners and Professional Partners in Classrooms and Communities. *(CAEP Standards 3, 4, and 5, InTASC Standard 9, Danielson Domain 4)*
8. **Clinical Practice Linked with Professional Responsibilities:** Candidates Collaborate with P12 Partners in Classrooms and in Communities. *(CAEP Standards 3 and 4, InTASC Standard 10, Danielson Domain 1, 2, 3, and 4)*

The Outcomes: The framework for the Apprenticeship Model allows the Shippensburg University to contextualize the documentation of undergraduate, graduate and doctoral candidates' learning outcomes in relation to our philosophy, our mission and our Conceptual Framework competencies. Key assessments have been collaboratively designed and vetted by an Assessment System Protocol. Each assessment is linked to a specific point in time so that we ensure that we are not only evaluating candidates' knowledge, skills, and dispositions, but that we are also continuously documenting candidates' professional growth and development. In addition, each competency is linked to CAEP/INTASC, SPA, and PDE standards to ensure alignment with national and state compliance expectations for accreditation.

Professional Dispositions: Candidates' professional dispositions in relation to the Apprenticeship Model Conceptual Framework include four distinct categories:

- a. **Professional Learning and Ethical Practice**-candidates' commitment to his/her profession.
- b. **Critical Thinking and Reflective Practice**-candidates' growth and development as an emerging professional.
- c. **Leadership, Interaction and Collaboration**-candidates' commitment to building relationships with peers, professionals, and the community.
- d. **Stewardship for Diversity**-candidates' personal and professional value of a diverse society in which all people are treated fairly and equitably.

Candidates' dispositions are evaluated from three perspectives, the candidate, a clinical supervisor and a cooperating teacher or clinical mentor. Key Assessment Instruments are designed to ensure that robust and ongoing evidence of professionalism across multiple semesters is collected and analyzed.

Standards-Based Conceptual Framework in this Course

This course specifically addresses XXX. Based on PDE standards and the XXX standards, this course is designed to further develop and evaluate content knowledge, reading pedagogical skills and professional dispositions when working with peers and children/adolescents/young adults and professional faculty, administrators and staff.

Professional Standards for the Course and Assessments

Both the Pennsylvania Department of Education and the XXX are the governing bodies that articulate best practices in early literacy instruction. Their standards outline foundational knowledge, assessment, diversity, classroom environment, and professionalism. XXX are identified in each assignment/assessment. Details for each standard and element can be found at XXX.

Accreditation Processes

Candidates enrolled in a teacher education program leading to a B.S, M.S. or Ed.D. degree and certification from the Pennsylvania Department of Education meet standards and learning outcomes established by the Council for the Accreditation of Educator Preparation (CAEP), the Council of Chief State School Officers (InTASC), the Pennsylvania Department of Education (PDE) and possibly a Specialized Program Accreditation in a discipline specific area. Within the College of Education and Human Services, the Shippensburg University Teacher Education Council (TEC) is charged with leading, monitoring and reporting candidate preparation outcomes as part of annual reports. Copies of these reports are available at [Accreditation Reports](#). TEC is a shared governance committee with faculty membership from each SU certification program, and includes graduate and undergraduate student representatives, SU administrators, the Director of the Office of Partnerships, Professional Experiences and Outreach, and the Assessment and Accreditation Coordinator, as well as representatives from local school districts. Questions, comments or concerns related to certification and teacher preparation can be referred to the College of Education and Human Services at COEHS@ship.edu.

Each semester, TEC collects and analyzes data from key assessments to monitor candidates' levels of mastery in relation to accreditation expectations. Some courses have been designated as Data Rich Courses and include key assessments as noted in the [Gates and Status Levels Matrix](#). To ensure that candidates have a defined path toward certification, candidates meet benchmark requirements as they transition through each gate to the next status level. Most notably, candidates must meet [testing requirements](#) to be recommended for certification. Under the direction of the Assessment and Accreditation Coordinator, candidates are notified each semester of their standing. When a candidate does not meet a specific expectation, the candidate receives a Red Flag letter that outlines requirements a candidate must complete to continue his/her program toward certification. Academic advisors work with candidates to outline an Individualized Action Plan (IAP) to designate steps toward certification and possibly steps for declaring a noncertification major. Candidates are recommended for certification upon successful completion of all requirements, certification is awarded by PDE.

Matrix of Conceptual Framework Alignment to CAEP, InTASC and Danielson Domains

| Shippensburg University | CAEP | InTASC | Danielson |
|--|-----------------------|-----------------------|----------------------|
| 1. Content Knowledge Linked with Learner Development | Standards 3, 4 and 5 | Standards 1 and 4 | Domain 1 and 3 |
| 2. Professional Standards Linked with Instructional Planning | Standards 1, 4 and 5 | Standards 5, 6 and 7 | Domain 1, 2 and 3 |
| 3. Purposeful Pedagogy Linked with Classroom Environment | Standard 1 | Standard 3 | Domain 1, 2 and 3 |
| 4. Assessment Outcomes Linked within a Systematic Analysis | Standards 4 and 5 | Standard 6 | Domain 1, 2 and 3 |
| 5. Theory and Research Linked with Intentional Instruction | Standards 3, 4 and 5 | Standards 5, 6, and 7 | Domain 1, 2 and 3 |
| 6. Diversity Linked Across All Stakeholders | Standards 3, 4, and 5 | Standard 2s | Domain 1, 2, 3 and 4 |
| 7. Dispositions Linked with Reflective Practice | Standards 3, 4 and 5 | Standard 9 | Domain 4 |
| 8. Clinical Practice Linked with Professional Responsibilities | Standards 3 and 4 | Standard 10 | Domain 1, 2, 3 and 4 |