

## Overview of the CLEAR Conceptual Framework

Central Michigan University's professional education programs are designed to provide candidates with a conceptual framework of professional practice that is concept and knowledge-driven, learner-centered, and promotes reflective practice. A professional practice that is truly concept and knowledge-driven, learner-centered, and reflective is not readily acquired. Rather, it must be developed and refined through active reflection and inquiry over a lifetime. The professional education programs become the foundation for a professional career that will continue to evolve and mature.



The Clear Conceptual Framework is a dynamic structure. Since its development in the early 1990s, it has undergone a number of reviews and modifications in response to feedback from all stakeholders, advances in the body of knowledge related to teaching and assessment, and changes in national and state standards, as well as standards set forth by learned societies. The most recent modifications to the Clear Conceptual Framework reflect efforts to assure the framework's continued viability and applicability to professional education at Central Michigan University. Faculty and other stakeholders agree that these ongoing modifications continue to clarify the framework and more closely link objectives and outcomes with measurable indicators of progress and mastery.



### CLEAR tenets

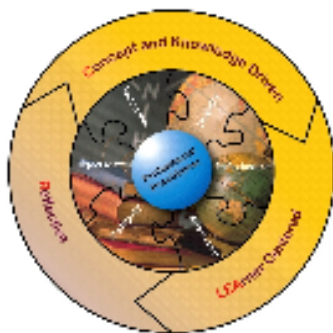
The outer ring of the CLEAR graphic represents the overarching philosophy and articulated priorities of the faculty of the Professional Education Unit (PEU) -- that the focus of teacher preparation should be on, and through, the delivery of programs and courses designed to promote candidate performance in three areas. These three priority areas include:

**Tenet #1: Concept- and Knowledge-Driven** – A professional practice that is concept- and knowledge-driven has, as its foundation, content knowledge. This knowledge base is acquired through serious study and developed through research. Effective practitioners possess both content knowledge and the pedagogical knowledge that enable them to make ideas accessible to others (Darling-Hammond, 2000; Ferguson & Womack, 1993; Shulman, 1988; Guyton & Farokhi, 1987).

**Tenet #2: LEArner Centered** – A professional educational practice that is learner-centered focuses on the cognitive, affective, and physical needs and characteristics of each learner. It is based on the belief that all learners grow and develop throughout life and that all students can learn. Effective practitioners must be skilled in recognizing and meeting the needs of diverse learners (Darling-Hammond, 1998; Darling-Hammond, 1998, 1997).

**Tenet #3 Reflective** – A reflective professional practice is guided by research and knowledge of the educational environment. It strives to improve student learning, instructional strategies, and educational processes through ongoing assessment and evaluation. It recognizes the wide variety of cultural, ethnic, racial and socioeconomic backgrounds of the community and utilizes local assessment data and current research to guide reflective decision-making processes that influence the student, educator, and the educational institution and community. Effective practitioners make decisions based on knowledge and critical reflection guided by professional ethics and integrity (Yost, Senter, & Forlenza-Baily, 2000; Hatton & Smith, 1995; Schon, 1987, Dewey, 1933).

These three tenets provide the underpinning for the PEU programs, assessments, curriculum, and instructional efforts by providing a common focus and perspective. It is through the consistent application of these three tenet statements that the PEU is able to deliver a well-articulated program of study for candidates, and prepare them for a variety of professional roles.



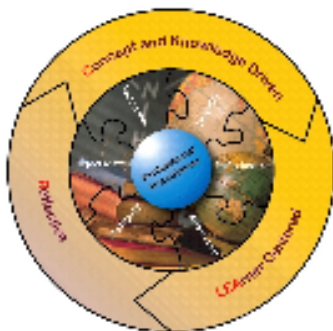
### **CLEAR - Performance Outcomes**

Inherent in each of the three doctrinal statements is a set of knowledge, skills, and dispositions needed for candidates to be successful in their professional practice. In the PEU, these knowledge, skills, and dispositions are reflected through the six candidate performance outcomes. These six outcome areas are consistent across all programs at the initial and advanced levels. However, the outcomes differ in the level of application, leadership, and synthesis between the initial and advanced levels. The outcomes are not

independent of any of the doctrinal statements. Rather, they are a part of each of the doctrinal statements and interconnected throughout the planned and well-articulated program of study.

## Candidate Performance Outcomes

<b>Performance Area</b>	<b><u>Initial Level Outcomes</u></b> <b>Candidates. . .</b>	<b><u>Advanced Level Outcomes</u></b> <b>Candidates, through advanced study and research, . . .</b>
Subject matter	demonstrate a thorough knowledge of their subject matter by successfully completing an approved program of study.	demonstrate a thorough knowledge of their subject matter by successfully completing an approved program of study at the graduate level.
Pedagogy	demonstrate knowledge of instructional skills, and learner characteristics, sufficient to systematically design and deliver instruction.	demonstrate advanced knowledge of professional practice, and learner characteristics, sufficient to mentor or supervise others (e.g., student teachers, colleagues or staff).
Assessment	successfully design, implement, analyze, and critique student assessments to improve learning and teaching.	model a comprehensive evaluation process based on assessments and reflection to improve learning and professional practices.
Technology	demonstrate the ability to use appropriate instructional technology for information management, communication, and instruction.	integrate instructional technology throughout the professional practice.
Diversity	design and deliver effective instruction to diverse populations of learners.	model an understanding of diverse populations throughout the professional practice.
Professionalism	demonstrate the professional dispositions and knowledge of the school community necessary to be successful in the classroom.	demonstrate the dispositions and knowledge of the professional practice communities necessary to be successful in the field.



### **CLEAR – The Professional Practitioner**

The center circle of the CLEAR graphic represents the intended focus, mission, and vision of the unit's programs to graduate a well prepared candidate, the professional practitioner. The professional education unit strives to provide the highest quality undergraduate and graduate educational experiences that develop effective professionals, critical thinkers, and lifelong learners.