

BCOE CONCEPTUAL FRAMEWORK ***REFLECTION IN ACTION***

The Beeghly College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and all teacher education programs are approved by the Ohio Department of Education. Field experiences and the culminating student teaching experience are integral parts of these programs.

At the initial level, the College's professional education programs are defined within a conceptual framework that articulates goals and identifies institutional standards that all teacher candidates are expected to meet. Our Conceptual Framework, ***Reflection in Action***, seeks to develop reflective teachers who are:

- R**easoned: Candidates exercise rational judgment and give thoughtful consideration to their professional activities and decisions.
- E**thical: Candidates act in a moral, legal, and principled manner in professional practice.
- F**air: Candidates exercise democratic fairness, principled concern, and humane care in their professional activities.
- L**ogical: Candidates think analytically in a deliberately consistent and rationally defensible manner.
- E**ffective: Candidates apply professional knowledge in a consciously purposeful and deliberate manner.
- C**ritical: Candidates use professional knowledge, objectively applying it to their own professional actions and the professional actions of others to the benefit of their students and clients.
- T**echnical: Candidates attend to procedural details and optimize the use of technologies appropriate to professional practice.

This conceptual framework functions to inform, guide, and inspire faculty and teacher candidates by providing a central core of related ideas from which programs evolve, are explained, and are assessed.

The field experiences designed by the Beeghly College of Education provide an opportunity for teacher candidates to implement the ideals embraced in the conceptual framework in actual classroom practice. These field experiences take place in a variety of school and community settings that encompass cultural and demographic diversity, as well as exceptional populations. The nature and duration of field-based activities vary in the amount of observation and participation based on specific course and program requirements, culminating in the clinical experience referred to as student teaching. Student teaching is a full day commitment for sixteen weeks for all majors. All field and clinical experiences encourage the teacher candidate to reflect on current practices both observed and experienced. An integral part of the reflection process is the feedback that candidates receive from the College of Education faculty, school faculty and their peers.