



*Ethically Formed. Prepared to Serve. Trained to Lead.
Renew the World through the School of Professional
Programs*

Franciscan University of Steubenville

Education Department

Steubenville

Ohio

CONCEPTUAL FRAMEWORK

Revised 2020

Table of Contents

Mission and Vision

Franciscan University Mission and Vision

The Vocation of Professional Educator and School Administrator, Mission and Vision of
the Franciscan Education Department

Frameworks for Integration of Vision and Mission

1. PROFESs Framework

- 1) Integration of Catholic Identity
- 2) Research in Support of the Mission and Vision (PROFESs Framework)

2. Learning, Serving, and Leading in 21st Century Schools

- 1) Alignment with PROFESs framework
- 2) Professional Dispositions and Ethics

3. The Danielson Framework

- 1) Domains
- 2) Alignment with INTASC

Conclusion

References

Mission and Vision

Franciscan University Mission and Vision

Franciscan University of Steubenville (FUS) is a coeducational, Catholic institution of higher education that is fully committed to the intellectual development of students within the context of a liberal arts program. The Franciscan University Mission Statement states “the purpose of the University is to further the higher education of men and women through programs of liberal, professional, and pre-professional studies leading to the conferral of the baccalaureate and master degrees in arts and sciences” (Analysis of By-Laws: Institutional Report, 2006, p. 7). Franciscan University offers young men and women a solid education in the context of a faith community and is publicly identified as a Catholic and Franciscan University. It is committed to promoting moral, spiritual and religious values in its students. The University By-Laws state that it is guided by the example and teaching of St. Francis of Assisi with a commitment to creating a Catholic culture where faith is evident and a deeper conversion to the person of Christ is supported.

Franciscan University places great emphasis on teaching excellence and on the intellectual development of its students. Further, in its Mission Statement, Program Policies: III, C Outreach (pp. 18-19), the University states its commitment to making education available to minorities, those in financial need, and to those in the Steubenville area. Moreover, the University believes its mission extends beyond the matriculated student to the evangelization and spiritual development of all learners in both on-ground and on-line programs.

Franciscan University faculty and staff engage in the magnanimous vision of the document *Ex Corde Ecclesiae* issued by Pope Paul II (1990) meaning “from the heart of the

Church” (p. 4) in which the university is “being the dynamic link between Church and culture, Gospel and work” (p. 1).

In addition, the University’s Vision Statement is consistent with its mission. This statement reflects the vision that has been entrusted to Franciscan University of Steubenville:

Ever mindful of the spirit of St. Francis of Assisi, Franciscan University of Steubenville takes to heart the divine call directing Francis to “rebuild my Church.” Franciscan University fulfills this mandate by educating and forming men and women of hope to be a transforming presence in the Church and the world. Franciscan offers a dynamic Catholic curriculum integrating faith and reason, in an environment in which students, faculty, and staff seek ongoing personal conversion to the Holy Spirit (University catalog, 2005).

The Vocation of Professional Educator and Administrator, Mission and Vision of the Franciscan Education Department

The Education Department at Franciscan University of Steubenville’s Vision Statement of “Christian Educators Learning, Serving, and Leading” in 21st Century Schools concurs with Pope Paul VI’s Declaration on Christian Education, *Gravissimum Educationis* (1965), of how extremely important education is in the life of man and the need for an education in which truth and love are developed together. In the document, the Sacred Ecumenical Council stressed the following principles: (1) The meaning of the universal right to an education, (2) Christian education, (3) The duties and rights of parents, (4) Moral and religious education, and (5) The importance of schools (*Gravissimum Educationis*, p. 1-36).

Additionally, the shared mission of the undergraduate and graduate education programs, both on-campus and on-line, at Franciscan University of Steubenville, is to develop educators

and school leaders who have professional competencies, can identify best practices in instruction and leadership, and who guide and facilitate instruction that meets the needs of all students. Specifically, the Sacred Congregation for Catholic Education focuses attention on specific characteristics of Catholic schools in *The Catholic School* (1977). The educational work of Catholic schools includes building character, integrating faith and culture, religious teaching, community, and education, all of which are basic to accomplishing the goal of the Catholic school. Character development is focused on the concept of “life centered on Jesus Christ” (p.130). “A teacher who is full of Christian wisdom, well prepared in his own subject, does more to convey the sense of what he is teaching to his pupils. Over and above what he says, he guides his pupils beyond his mere words to the heart of total Truth” (p. 132). The Christian spirit permeates everything accomplished in the school, and not solely in a religion class. The school culture integrates faith and reason with the person of Christ at the center of all that is done. Of utmost importance to the Catholic School is establishing its Catholic Identity. It is considered a co-responsibility, particularly with the common goal of “building up of the Church” (p. 141). This building of the Church includes providing students opportunities for a personal integration of Catholic culture, the faith, and living the faith in present day reality.

Frameworks for Integration of Vision and Mission

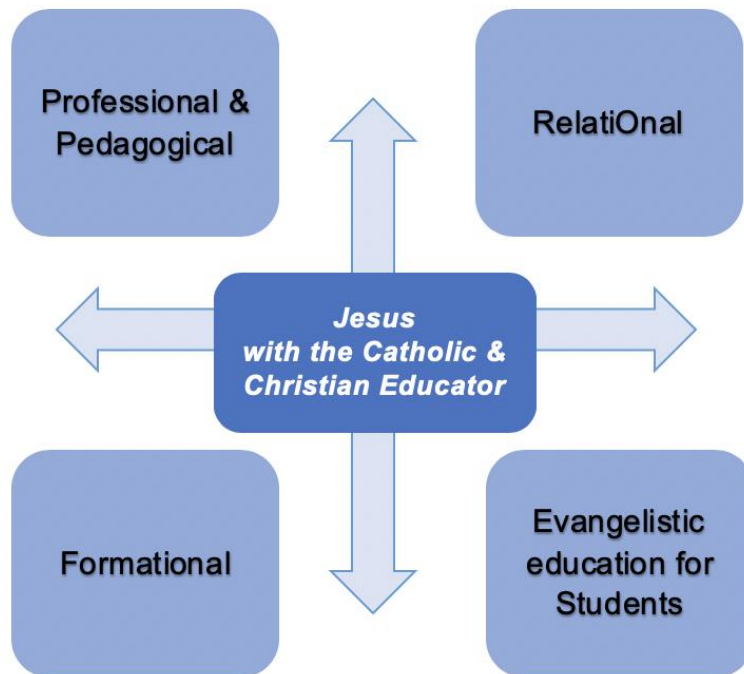
PROFEss Framework for Integration of Mission and Vision

In order to implement the former beliefs, programs are aligned with the University as a whole, in its philosophy related to three frameworks (PROFEss, Learning/Serving/Leading, & Danielson Framework) for integrating the mission and vision. The first framework for integration of the mission and vision was developed by faculty in the department, known as the

professional, pedagogical, relational, formational and evangelistic education for students (PROFEss) framework (Figure 1). This framework integrates what we know about the discipline and vocation of an educator and integrates authentic Catholic teaching on education. This framework provides ideas for school leaders and educators in integrating Catholic Identity within their school environments. The framework was developed to assist educators and school leaders in reinforcing Catholic Identity in their schools. Knowledge of these (PROFEss) dimensions afford all candidates as educators and school leaders the ability to articulate and implement their Catholic Identity in myriads of school types, including private, public, virtual, and homeschool environments.

Figure 1

PROFEss Framework for Catholic Identity (McVey & Poyo, 2019).



Note. The PROFEss framework has as its core the synergy of the living God through Jesus and the educator, both Catholic and Christian. This intersection must permeate to and through the dimensions identified by the framework to contribute to the mission of the church through the education of her people. The five dimensions of the PROFEss framework are identified and supported in the following.

Professional and Pedagogical

Upon reading *Gravissimum Educationis* (Paul VI, 1965), we find that the vocation of those educators, administrators, and community members who assist the Church in preparing our children in values and professional life are revered. “This vocation demands special qualities of mind and heart, very careful preparation, and continuing readiness to renew and to adapt” (p. 113). The Church recognizes the need for Catholic educators to be professionally trained and holds a special place in her heart for those who choose the profession as their vocation. The Church supports professional certification processes and encourages contemporary pedagogy.

Relational

The Religious Dimension of Education in A Catholic School: Guidelines for Reflection and Renewal Congregation for Catholic Education (1988) draws our attention to school climate. The school climate holds a religious dimension as part of the formation process as we strive to live out our faith with authenticity. The Church recognizes the need for educators to pursue relationship and collaborate in providing youth with religious education. This religious education involves content and curriculum associated with virtues and values, Saints, and developing a relationship with the living God through experience with the Holy Spirit, sacred scripture and personal testimony.

Formational

Inside the classroom, it is necessary to include the social teachings and “solid doctrinal instruction in theology, ethics, and philosophy” (Franchi, 2007, p. 239). The vocation of educator includes the call and obligation to assist in the formation of individuals with a distinct dignity whose origin is the living God.

Evangelistic

The Catholic School on the Threshold of the Third Millennium (Congregation for Catholic Education, 1997) stresses the importance and mission of integrating faith, culture, life, and evangelistic goals into content subjects. The Church regards education of our young as a true apostolate mission, one in which educators must bear witness to the Truth and evangelize in order to promote perfection for the good of the society.

Students

These ideals are to be realized in collaboration with the entire community, the Church, and the parent, but a huge responsibility rests upon educators, “for the teacher does not write on inanimate material, but on the very spirits of human beings” (Congregation for Catholic Education, 1997, p. 500). The importance of education cannot be understated as its influence on the community and social progress in defining and refining the dignity and activity of the human person is paramount. The Church recognizes through the dignity of the human person, the right to an education, particularly one that enables the student to recognize and apply the gift of faith and foster a new or existing personal relationship with Christ.

(McVey & Poyo, 2019)

Learning, Serving, and Leading in 21st Century Schools

The second model for integrating the mission and vision of the department is the theme of *Learning, Serving, and Leading in 21st Century Schools*. When identifying the purposes, goals, and outcomes of the Unit it is important to understand the Franciscan Education Department Unit consists of one department with both undergraduate educator preparation (initial license) and graduate coursework for initial post-bac educator licensure programs of Elementary and Intervention Specialist programs (2) MS Education degree, and the advanced level MS Educational Administration degree and licenses.

Keeping within the PROFEss framework mission and vision, the purposes, goals, and outcomes align with belief statements of *Learning, Serving, and Leading in 21st Century Schools* (Figure 2). The statement of “Catholic and Christian Educators Learning, Serving, and Leading” supports the Unit’s underlying philosophy.

Figure 2

Alignment of PROFEss Framework with Learning, Serving, and Leading

PROFEss Framework	Learning, Serving, and Leading
Professional and Pedagogical	Learning and Leading
Relational	Serving and Leading
Relational, Formational, and Evangelistic	Serving

The Education Department strives to integrate learning with moral and ethical virtues. While curriculum aims at developing candidates’ intellectual habits and virtues, the learning process is integrated with the development of moral virtues. The commitment of the integration of

learning and faith is evidenced throughout the University community as Franciscan candidates learn the value and dignity of all human life.

Learning – Professional and Pedagogical

Teaching is developed from a multidimensional foundation of study. Danielson (1996) discusses the complexity of teaching, which suggests that teaching combines the skills of business management, human relations, and theatre arts. DuFour and Eaker (1998) suggest that to make a commitment to a shared mission, there exist a need to engage in inquiry, work collaboratively, and commit to personal and professional improvement.

Research on learning has been gleaned from the role that teacher quality plays in student achievement (National Commission on Teaching and America's Future, 1996). Evidence suggests that "better qualified teachers may make a difference for student learning at the classroom, school, and district levels" (Darling-Hammond, 2000, p. 2). Educators need to understand subject matter, relate ideas to one another, and connect across academic fields and into everyday life (Darling-Hammond, 1989).

The Center for the Study of Teaching and Policy, commissioned by the U. S. Department of Teacher Preparation, indicates a positive connection between teacher's subject matter knowledge and performance in the classroom (Wilson, Floden, & Ferrini-Mundy, 2001). The report also stresses that pedagogical preparation in subject-specific-method courses positively impact effects on teaching practice and student achievement. Field experiences with focused, well-structured activities indicate that significant learning can occur (Darling-Hammond, 2006). Therefore, teacher preparation helps candidates develop the knowledge and skill needed to be successful in the classroom.

Franciscan University's Education Department program is based on the assumption that a candidate's personal knowledge as well as professional knowledge is of paramount importance to effectiveness in the classroom. Learning, serving, and leading for all students in today's world are processes that occur in all contexts, and the knowledge gained enhances self-competence and effectiveness in reaching goals. Learning is a lifelong process and growing in self-reflection of professional dispositions occurs during preparation at Franciscan University and throughout an educator's professional life. In the undergraduate program personal and professional dispositions are reflected upon by pre-service educators using a validated instrument called *Candidate Pre-service Assessment of Student Teaching (CPAST)*. (Brownstein, 2015).

Candidate competency related to learning outcomes include participation in coursework at the initial undergraduate and advanced levels, aligned to a myriad of standards related to the profession. These standards include Ohio Standards for the Teaching Profession (OSTP) Ohio Standards for Principals (OSFP), Interstate New Teacher Assessment and Support Consortium and (INTASC) for the initial educator licensure programs, and Specialized Professional Association (SPA) standards for each program at the initial and advanced levels. These shared visions emphasize the importance of focusing on student achievement, using data to design instructional plans and school goals, serving, communicating and collaborating, sharing leadership and power, and providing continuous professional development (Educator Standards Board, 2007).

At the graduate advanced level, (Master of Science in Education and Master of Science in Educational Administration) the goals are to impart to its candidates' knowledge in academic fields, special skills in research, and sharpened powers of independent thought. The programs

are designed to develop individuals who exercise leadership qualities to improve their effectiveness in education regardless of the area of emphasis.

The Education Department, in its commitment to diversity, is constantly striving to provide a program that prepares candidates to meet the challenges of the 21st century environments to which they will be exposed during their professional lives. In addition to learning the knowledge base, candidates have extensive opportunities to make application of diverse knowledge and skills in early field experiences, tutoring, and numerous internship and integrated field components of the program. Candidates, through specific teaching competencies and Christian values, provide for every student and treat their uniqueness and diversity with respect and dignity.

Mindful of Standards for Educators designed by the International Society for Technology in Education (ISTE), the Education Department faculty emphasizes that technology is an integral component of all programs. ISTE standards for educators include *Learner, Leader, Citizen, Collaborator, Designer, Facilitator and Analyst* (ISTE, 2017). Taking a programmatic approach to the infusion of technology throughout the curriculum, students develop the Technological Pedagogical and Content Knowledge (TPACK) necessary for instructing in dual learning environments, both blended and online. Teacher and educational administrator candidates have the opportunity to demonstrate understanding of the advantages of utilizing technology for increased learning as empowered professionals. Candidates use technology for professional development, inquiry, and collaboration in Professional Development communities and Professional Learning Networks (PLN). Technology as a tool to analyze and synthesize data for student learning is integrated

throughout coursework. Candidates model the moral, ethical, and legal issues involved with the use of technology in order to establish a safe, effective environment.

Initial licensure candidates in the undergraduate program have broad liberal arts knowledge in humanities, methodology in specific pedagogical courses, and multiple field and clinical experiences. According to Darling-Hammond (1998, 2006), it is the quality of the teacher in the classroom that makes a difference in student learning. It includes teacher preparation/knowledge of teaching and learning, content and subject knowledge, field and clinical experience, and the combined set of qualifications measured by teacher licensure.

Becoming an effective teacher is an ongoing process and requires engagement in lifelong learning. In all aspects of the teacher and administration preparation programs at Franciscan University, candidates grow in both pedagogy and professionalism while applying knowledge of content, discipline, child/adolescent development, and environment infused in Catholic Identity to create meaningful learning experiences and differentiated instruction.

Serving in Diverse Contexts – Relational, Formational, and Evangelistic

Donovan (2000) states, “What is of critical importance for the preservation of Catholic identity and aims is that those leaders who enter into the program recognize and embrace their role as moral, as well as intellectual leaders” (p. 442). The role of Christian educators is to lead, inform, and guide within the school setting while treating each individual with dignity and respect.

Franciscan University educational programs and curriculum provide for the integration of learning and faith not only through academic coursework, field-based experiences, and clinical experiences, but also through service in the community, and campus student life activities and functions. Through two Early Field Experiences, and 50 hours of Diverse Field,

one semester of clinical experience, and multiple integrated field experiences applied to coursework (theory and practice), candidates work in diverse area schools providing service to students in PreK-12 grades, in addition to participation in planned community involvement activities.

Service to the community has been a long-standing tradition of the Education Department. Examples of this rich tradition are cited in The College of Steubenville (now Franciscan University) catalogues, institutional profiles, and self-studies. The department is proud of this rich heritage and continues to stress the importance of community involvement both locally, across the entire United States and internationally across all programs.

When I think of teaching, I think of service. As teachers, we are servants to the public or private sector for whom we work; but, most importantly, we are servants to the students in our care. It is our responsibility to serve as we teach and teach as we serve (Farrer, 2007, p. 3).

Research suggests benefits of participating in field experiences in teacher preparation programs (Bowman & Edenfield, 2000; LeBlanc, et. al., 1995; Bollin, 1996). According to Bollin (1996), field work affords pre-service teachers “the opportunity to broaden their scope of understanding in relation to diverse ethnicities and the range of difficulties they may face in the public-school classroom” (p. 2). For the Christian and Catholic educator, this includes relational, formational and evangelistic benefits for the students and the communities in which these educators serve. Field experience at Franciscan University is viewed as service to the community, and in a broader context, to the world. These field experiences are opportunities

to serve those living in low socioeconomic environments (rural and urban), and those with diverse educational and familial backgrounds. Field experiences provide opportunities to recognize and serve individuals with dignity and respect, regardless of ethnicity or faith, and participate in St. Francis' mission to rebuild the church.

Leading – Professional and Pedagogical, Formational and Evangelistic

The Education Department faculty at Franciscan University believe in the art of shared and servant leadership (Covey, 2004). Leaders lead by serving others within the community and serving colleagues. Individuals are recognized for their own unique strengths and weaknesses in the organization. Covey (2004) states that leaders are recognized as being committed to the personal and professional growth of others and committed to building community. He also emphasizes that the success of a school is shared by not only individual achievement, but of “a unified, talented, prepared team that stays loyally committed to one another and to their shared vision to the end” (p. xi).

Infused in Catholic Identity, Franciscan's Education Program is committed to engaging students in opportunities to grow as leaders in both the professional realm of education and the realm of Catholic leadership. Education of our young is considered a true apostolate mission. Educators must be able to bear witness and evangelize to all they encounter through words and actions, living out their faith as authentic leaders, carrying professional dispositions in their practice.

Professional Dispositions

Learning is a lifelong process, and growing in self-reflection of professional dispositions occurs during preparation at Franciscan University and throughout an educator's professional life. In the undergraduate program personal and professional dispositions are reflected upon by

pre-service educators using a validated instrument called *Candidate Pre-service Assessment of Student Teaching* (CPAST), (Brownstein, 2015). Candidates' professional ethics are assessed at three different progressions throughout the program. Dispositions of undergraduate and graduate (initial licensure) students are regularly evaluated in coursework and in admissions to the Teacher Education and Student Teaching Programs.

Franciscan Education faculty value leadership in that they encourage in candidates' skills and traits such as effective decision making, collaboration, problem solving, the courage to make difficult choices, and compassion for the needs of others. Candidates need these skills and traits to enhance the learning of those with whom they come in contact. Through the coursework, field-based experiences, and community service at both the undergraduate and graduate levels, candidates are provided with opportunities to exercise their leadership abilities and behaviors that contribute to their growth in leading and move them toward established goals. The faculty view leadership as a broad concept that is embedded throughout the educator and administrator preparation programs.

Danielson Framework

In the spirit of its motto, "Christian Educators Learning, Serving, and Leading" the Education Department faculty identifies the outcomes and indicators that guide the licensure programs. One final framework including four domains and elements integrate well with the Franciscan University and Education Department mission and vision (Figure 3). This framework is the *Danielson Framework for Teaching* and the *Interstate Teacher Assessment and Support Consortium (INTASC) Standards*. Danielson divides the framework into 4 Domains including *Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities* (Danielson, 2014).

Figure 3

Danielson Framework for Teaching



© 2019 The Danielson Group, Inc. All Rights Reserved.

InTASC Standards include *Learner Development, Learning Differences, Learning Environment, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning and Ethical Practice, and Leadership and Collaboration*. A correlation between the Framework (Danielson) and the InTASC standards (Figure 4) provides candidates an opportunity to demonstrate

competencies by creating and submitting a *Capstone Portfolio* of selected evidence during the senior semester, prior to their clinical experience.

Figure 4

Danielson Framework and InTASC Standard Alignment

6 domains (first 4 are the Danielson Framework)	Standard Alignment
Preparation	InTASC 4; CAEP 1.1; Danielson 1a
Classroom Environment	InTASC 3; CAEP 1.1; Danielson 2a & 2b
Planning, Instruction, and Assessment	InTASC 1 & 6; CAEP 1.1; Danielson 1e, 1f, & 3c
Professional Responsibility	InTASC 9 & 10; CAEP 3.6; Danielson 4d & 4f
Diversity	InTASC 2; CAEP 1.1, 1.4 & 2.3; Danielson 1b
Technology	InTASC 7 & 8; CAEP 1.1 & 1.5

Conclusion

Franciscan University Education program’s mission, vision, philosophy and goals are clearly articulated and are an outgrowth of the mission and vision of the University. The goals unifying the Conceptual Framework are based upon research on best practices and professional standards and are aligned with a multitude of state and national professional standards required of all PK-12 and educational administrator requirements.

In conclusion, the theories, research, and wisdom of practice that informs Franciscan University's Conceptual Framework relate to the Unit's *PROFEss Framework*, the theme of *Learning, Serving, and Leading in 21st Century Schools*, and the *Danielson Framework* for professional educators.

References

- Bollin, G. C. (1996). Using multicultural tutoring to prepare preservice teachers for diverse classrooms. *The Educational Forum*, 61(1), 68-76.
- Bowman, C. & Edenfield R. (2000). Becoming better together through collaboration and technology. *English Journal*, 90(2), 112-120.
- Bosco, D., (2018). *Salesian Pedagogy of Don Bosco*, Retrieved from <http://www.donboscowest.org/pedagogy/preventive-system>
- Brownstein, E. M., Kaplan, C. S., & Day, K. J. (2017, March). The wisdom of crowds: Collaboratively developing and establishing validity and reliability of a student teaching evaluation form. Presentation at the American Association of Colleges for Teacher Education (AACTE), Tampa, Florida
- Brownstein, E. M., Day, K. J., & Kaplan, C. S. (2015, October). *VARI-EPP: The New Student Teaching Instrument*. Presentation at the Ohio Confederation of Teacher Education Organizations (OCTEO), Columbus, Ohio.
- Cardinal Newman Society, (2018) *Catholic Curriculum Standards*, Retrieved from <https://newmansociety.org/catholic-curriculum-standards/>
- Catechesis of the Good Shepherd, (2018). Retrieved from: <http://www.cgsusa.org>
- Center for Catholic School Effectiveness, School of Education, Loyola University Chicago, in partnership with the Barbara and Patrick Roche Center for Catholic Education, Lynch School of Education, Boston College, (2012). *National Standards and Benchmarks For Effective Catholic Elementary and Secondary Schools*. Retrieved from <https://www.catholicschoolstandards.org/the-standards/2014-07-13-13-36-30/download-the-standards>

- Congregation for Catholic Education, (1997). *The Catholic School on the Threshold of the Third Millennium*, In: An Anthology of Catholic Teaching on Education, Franchi, L. (2007) Scepter, UK., 489-501.
- Congregation for Catholic Education, (1988). *The Religious Dimension of Education in a Catholic School: Guidelines for Reflection and Renewal*, In: An Anthology of Catholic Teaching on Education, Franchi, L. (2007), Scepter, UK., 247-296.
- Covey, S. R. (2004). *The 8th Habit, From Effectiveness to Greatness*. N.Y., N.Y: Free Press.
- Danielson, C. (2013). *The Framework For Teaching; Evaluation Instrument, 1st Edition*, Available From: www.danielsongroup.org
- Darling-Hammond, L. (2006). *Powerful Teacher Education: Lessons from Exemplary Programs*. John Wiley and Sons, 30.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*. 8(1), 1-51.
- Darling-Hammond, L. (1998). Teachers And Teaching: Testing Policy Hypotheses From A National Commission Report. *Educational Researcher*, 27, 5-15.
- Darling-Hammond, L. (1989). *Redesigning Teacher Education: Opening The Door For New Recruits to Science and Mathematics Teaching*. Santa Monica: The RAND Corporation.
- Diocese of Manchester, School Catholic Identity Review, A Synthesis of Faith, Culture, and School Life to Prepare Students for This World and the Next (2017-18 /Edition).
- Donovan, A. (2000). Moral Education and Teachers' Self-Perception: Novice Male Teachers In The Catholic High School. *Catholic Education: A Journal of Inquiry*

And Practice.

DuFour, & Eaker (1998). *Professional Learning Communities at Work.*

Bloomington, IN: National Educational Services.

Educator Standards Board (2007). *Standards for Ohio Educators.* State Board of Education and Ohio Department of Education.

Farrer, Deborah, A. (Fall, 2007). *Kappa Delta Pi Record.* Retrieved October 1, 2008

From: [www.http//72.14.205.104/search?q=cache:Rv4EvlazzeEJ:findarticles.com](http://72.14.205.104/search?q=cache:Rv4EvlazzeEJ:findarticles.com)

Franchi, L., (2007). *An Anthology of Catholic Teaching on Education.* London, N.Y.: Sceptor

Franciscan University (2007-2008) *Undergraduate University Catalog.*

Franciscan University Education Department (2006). *Institutional Report, Analysis of*

By-Laws: p. 7.

Franciscan University (2006). *Institutional Report, Mission Statement, Program*

Policies: III, Community Outreach, p. 18-19.

International Society for Technology in Education Technology Standards for Education.

Retrieved from <https://www.iste.org/standards>

Lambert, L. (1998). *Building Leadership Capacity in Schools.* Alexandria, VA: ASCD

LeBlanc, J. F., Ricks-Leitze, A., & Emenaker, C.E. (1995). A Tutorial Program:

Collaboration Between Preservice and Inservice Teachers. *School Science And Mathematics*, 95 (4), p. 175-177.

McVey, M.K. & Poyo, S.R. (2019). Preparing Catholic Educators to Educate And

Evangelize In 21st Century Schools, Action Research Of An Analysis Of Educator

Preparation Program Requirements Including Professional and Pedagogical,

Relational, Formational and Evangelistic Education for P-16 Students (PROFess).

Journal of Catholic Education, Vol. 22, Issue 2, 107-118.

Montessori, M. (1929). Retrieved from <http://www.montessori-nw.org>

National Association of Secondary School Principals/NASSP (1997). Students Say:

What makes a good teacher? *Schools in the middle*. Washington, DC: NASSP.

National Catholic Educational Association, *NCEA IFG, Information for Growth, ACRE* (2013).

Retrieved from <http://www.ncea.ets.org>

National Commission on Teaching and America's Future (NCTAF) (1996). What

Matters Most: Teaching For America's Future. New York: Darling-Hammond.

Nelson, G.D., & Landel, C. (2008). Preservice Teachers As Tutors In The Classroom:

A Literature Review. Retrieved October 1, 2008, From: [www.ncosp.wvu.edu/](http://www.ncosp.wvu.edu/Publications/reviews/Finished/mentoring%20lit%20review%202.doc)

[Publications/reviews/Finished/mentoring%20lit%20review%202.doc](http://www.ncosp.wvu.edu/Publications/reviews/Finished/mentoring%20lit%20review%202.doc)

Ohio Standards for the Teaching Profession, Retrieved from:

<http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/TeachingProfessionStandards.pdf.aspx?lang=en-US>

Ohio Standards for Principals, Retrieved from:

https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Ohio_Principal_Standards.pdf.aspx?lang=en-US

O'Toole, J. (1995). *Leading Change, The Argument For Values-Based Leadership*.

N.Y., Ballantine Books.

Pope Paul VI. (1965). *Gravissimum Educationis*, Declaration On Christian Education.

Retrieved September, 2007 from www.vatican.va

Pope Paul II. (1990). *ExCorde Ecclesiae*. Apostolic Constitution. Retrieved

September, 2007 Taken. from www.usccb.org/education/excorde.html

Second Vatican Council, Pope Paul VI, (1965) *Gravissimum Educationis*, Declaration on Christian Education. In Franchi, L.(Ed.), *An anthology of Catholic teaching on education*, (pp.107-120). London, UK.: Scepter.

The Danielson Group (2014). *Correlation Between The Danielson Framework For Teaching And the InTASC Standards*. Available from www.danielsongroup.org

Congregation for Catholic Education, (1977/2007). The Catholic school. In L. Franchi, (Ed.), *An Anthology of Catholic Teaching on Education* (pp.121-148). London: Scepter.

Congregation for Catholic Education, (1982/2007). Lay Catholics in schools: Witness to faith. In Franchi, L. (Ed.), *An Anthology of Catholic Teaching on Education* (pp.209-246). London: Scepter.

United States Conference of Catholic Bishops, (2014) *Common Core State Standards FAQ's*, Retrieved from <http://www.usccb.org/beliefs-and-teachings/Common> Core State Standards FAQ's

Wilson, Suzanne M., Floden, Robert E., Ferrini-Mundy, Joan (2001). Teacher Preparation Research; Current Knowledge Gaps, and Recommendation, 25.