

## **PACTS Conceptual Framework: Department of Technology and Education**

According to National Council for Accreditation of Teacher Education's (NCATE) *Professional Standards for the Accreditation of Schools, Colleges and Departments of Education*, "the conceptual framework is the underlying structure that sets forth a vision of the unit and provides a theoretical and empirical foundation for the direction of programs, courses, teaching, candidate performance, faculty scholarship and service and unit accountability" (NCATE, 2006, pp. 10-12). The framework organizes the very mission of a unit. It declares a shared vision of professional competence for educators (teachers, educational leaders and administrators). It declares what is valued and what an organization or unit is attempting to accomplish. Finally, the framework establishes the basis for setting benchmarks for program assessment.

This conceptual framework for the College of Education at CSU serves as the guiding principle for how education personnel in the college are prepared. It is represented by the acronym PACTS to reflect the first letter of each of the five themes (**P=Professionals, A=Assessments, C=Content Knowledge, T=Technology, S=Standards** – See Appendix I). The PACTS acronym is also visible in the College's vision to Prepare All Candidates to Succeed. The five themes represented by the acronym **PACTS** are inter-related and inter-dependent. The college prepares all candidates to succeed by promoting Professionals who are who are knowledgeable and competent practitioners, As professionals, they exhibit appropriate skills, dispositions and abilities to develop best practices and Assessments for K-12 learners Our candidates show evidence of requisite Content Knowledge, competencies and proficiencies that incorporate Technology and impact the candidates' learning. Teaching and learning are informed by Standards that maximize the preparedness of candidates and maintain the effectiveness of the college.

The conceptual framework for each department in the college is based on the five PACTS themes that comprise the college's belief system. For example, the Department of Technology and Education considers each frame in the PACTS theme as an entity in an overall agreement among the university, the college, teacher educators and candidate. The visual in Figure 1 provides a representation of the interactive and collaborative nature of the teaching and learning. The figure shows that the university, the college, and teacher educators make PACTS (agreements) with the candidate. The agreements embody the five themes. The Figure depicts the agreements as enclosed within a sealed envelope. The envelope is held by hands that represent the university/college/teacher educators on one side and the candidate on the other. Entities on both sides grasp and hold the envelope and are thereby constantly reminded of the ongoing PACTS that remain in effect throughout the candidate's tenure in the program. Appropriate dispositions (teacher behaviors) seal the envelope and secure the agreements. Attitudes, beliefs, professional commitments, and or/perceptions are a few of the dispositions that characterize desired teacher behaviors.

## Department of Technology and Education

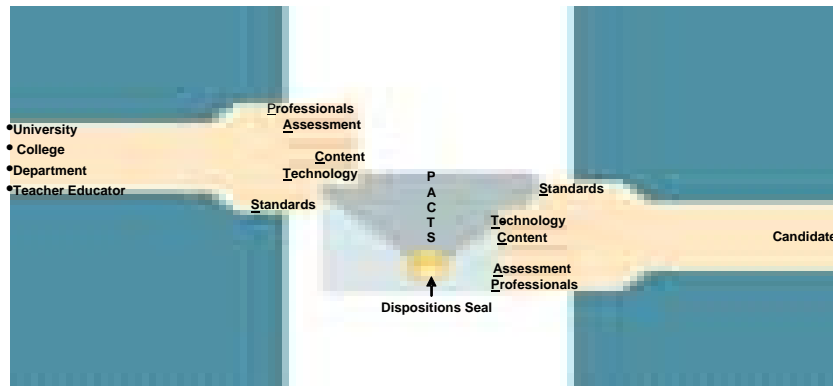


Figure 1: PACTS Conceptual Framework

The following describes how our majors demonstrate that they have met each part of the PACTS agreement:

1. **We prepare PROFESSIONAL educators who demonstrate** ethical and caring practices and commit to continued professional development. Our candidates continually monitor and reflect upon personal professional engagements to ensure that they keep abreast of developments and become life-long learners. For example, throughout their tenure in the program, candidates maintain a record that is free of violations of the college's Professional Code of Conduct. A disposition's scoring introduces candidates to the Code of Conduct, and it is also used to monitor adherence to the Code.
2. **We equip our candidates with ASSESSMENT skills** needed to analyze classrooms and other learning environments, personal teaching performance, and the overall effectiveness of instruction. We use an organized set of criteria to delineate assessment benchmarks. These criteria align with the state and national standards and define assessment paths. For example, our candidates are required to prepare and deliver lessons in 6-12 classrooms that delineate assessment techniques to be used in the classroom. At the same time, they are required to adhere to assessment guidelines that mark their progress as they matriculate through the program.
3. **We ground our candidates in pedagogical CONTENT knowledge** and knowledge construction. Our candidates are prepared to make content meaningful to a diverse population of secondary (6-12) learners as they plan, deliver, and assess teaching and learning. For example, they demonstrate content mastery as evidenced by making a passing score on the Illinois Content Area test prior to student teaching.
4. **We prepare our candidates to use TECHNOLOGY** and develop technological knowledge that enhances professional practice. We also help them to develop those skills needed to secure and use various

technological resources and integrate them into teaching in a way that enhances student development. For example, while completing a required Computer Techniques for Teachers course (T&ED 120. ED 312 or T&ED 346), our candidates demonstrate that they possess technological knowledge and are able to use it to enhance professional practice in the classroom.

5. **We align curricula with state and national STANDARDS**, including Illinois Content Area Standards; Illinois Professional Teaching Standards, Illinois Technology Standards for All Teachers and Language Arts Standards for All Illinois Teachers. For example, curricula that all candidates follow were developed by aligning the four aforementioned sets of standards with course content, objectives and activities. In addition, we prepare our candidates to align all lessons used in teaching Grades K -12 with Illinois Learning Standards.

Ultimately, programs in all departments throughout the college support the university's mission to "1) provide access to higher education for residents of the region, the state and beyond, with an emphasis on meeting the educational needs, undergraduate through doctoral levels, of promising graduates from outstanding secondary schools as well as educating students where academic and personal growth and promise may have been inhibited by lack of economic, social, or educational opportunity; and, 2) produce graduates who are responsible, discerning, and informed global citizens with a commitment to lifelong learning and service." In these respects, departments throughout the college provide essential structural components that support the institution's mission, and they thereby affirm the university's acclamation to be a place where *"Promise Becomes Power."*

# Conceptual Framework

College of Education and  
College of Arts and Sciences

# PACTS

We prepare all candidates to succeed in helping children learn by promoting

**P**rofessionals who are knowledgeable and competent practitioners. As professionals, they will exhibit appropriate skills, dispositions, and ability to develop best practices and

**A**ssessments for effective instruction for K-12 learners. Our candidates show evidence of requisite

**C**ontent Knowledge competencies and proficiencies that incorporate

**T**echnology and impact students' learning. Teaching and learning are informed by

**S**tandards to maximize the preparedness of candidates and to maintain the effectiveness of the Unit.

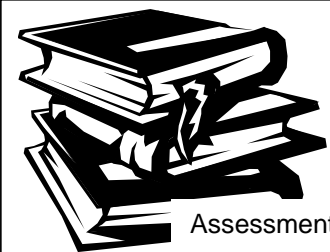
# PACTS

# P

Professionals



# A



Assessments

# C



Content Knowledge

# T



Technology

# S