



College of Education

Conceptual Framework



The College of Education conceptual framework focuses on the knowledge, skills, and dispositions that are demonstrated by proficient and effective educational leaders. These concepts are incorporated into the College's teaching and learning model, standards-based course work, field experiences and clinical practice, and performance assessments. The College's programs are designed to provide candidates with an important theoretical knowledge base that is integrated with student learning. The College is committed to preparing graduates who serve as educational leaders, advocate for student learning and their own professional development, collaborate with colleagues and families, value diversity, and reflect on their own practice.

The conceptual framework also reflects the College's mission: "to impact student learning, one educator at a time." The "student" can be from the P-12 classroom, college level classroom or training environment in a corporate setting. All education programs are designed around the following key components to best serve candidates and, ultimately, those they teach:

- Adult Learner Focused Instruction
- Experienced Practitioner Faculty
- Theory and Application
- Integrated Technology
- Performance Assessment
- Ongoing Screening and Counseling

TEN PROGRAM STANDARDS-BASED CLAIMS

In addition, ten program standards-based claims secure the foundation of the conceptual framework and reflect back on the College's mission. These claims indicate that graduates meet the following competencies:

- 1) Demonstrate knowledge of content that reflects current research and best practices in the field and relate disciplinary knowledge to other subject areas.
- 2) Design and deliver structured lessons, based on knowledge of pedagogy. Lessons are aligned with clear objectives and are cognitively appropriate for all students, including students with disabilities and second language learners.
- 3) Acquire knowledge, develop skills, and apply technology.
- 4) Establish a learning community that is safe, warm, and caring. Support diversity and high expectations that are appropriate for a variety of developmental and cultural norms.
- 5) Use a variety of formal and informal strategies and formative and summative evaluations to assess instructional goals of learners and use the results in planning for individuals, groups, and diverse learners.
- 6) Establish clear standards of conduct, monitor student behavior, and effectively organize and manage tasks for individuals and groups.
- 7) Model appropriate verbal and written skills and communicate in a style that reflects sensitivity to gender and cultural issues.
- 8) Utilize family and community resources to foster student learning and achievement by providing frequent feedback and engaging families in the educational process.
- 9) Utilize observations, student information, technology, and professional literature to reflect on the effectiveness of instructional and assessment techniques.
- 10) Learn to assess professional growth and identify opportunities for further professional development.