

Conceptual Framework for the College of Education



Conceptual Framework



Theme



Educators for a Global Future

Educators must prepare today's students with the knowledge, skills, and perspectives that will enable them to be successful and provide leadership in a changing global environment where they will interact with individuals from different countries and cultures.

Everyone is a member of an interconnected world community. As such, we have a responsibility for each other and are dependent on each other.

- Students will be living and working in a complex and changing global marketplace where they must be prepared to trade, work, interact, and communicate with people from various cultures and languages.
- America's interests are influenced by outside forces. What we do affects others; what others do affects us as never before.
- There is more cultural diversity in the United States as evident is in U.S. classrooms. Educators must appreciate different cultures and develop the expertise to work with all students.

School curriculum must emphasize international perspectives and skills so that future leaders acquire the moral, academic and tactical framework to assess the impact of global interdependence. (p. 11)

Bell-Rose, S. & Vishakha, D. (2006). *Educating Leaders for a Global Society*. New York: The Goldman Sachs Foundation and The Asia Society.

Four purposes or emphases of the TEP

Problem-solving for Progress

**Reflective Thinking for
Improvement**

Modeling for Understanding

Performance-based for Ability

Problem-solving for progress

Candidates and professional education faculty use and model critical and creative thinking, decision-making, and other skills relative to solving problems..
A teacher who can solve problems is one who can grow with the changes in schools and in society.

Reflective thinking for improvement

Candidates and professional education faculty are reflective thinkers who review and analyze their teaching performance in order to grow and improve as teachers. Reflective thinkers recognize the value of the process to their success and the success of their students.

Modeling for understanding

Candidates and professional education faculty model effective teaching strategies and approaches, classroom management techniques, and other skills in order to increase the understanding of all students. This is an essential and pervasive component of the program at Athens State University.

Performance-based for ability

Candidates and professional education faculty show evidence of superior teaching ability through classroom performance. Successful candidates must be able to translate many kinds of knowledge into appropriate and effective teacher behaviors.

Expected Outcomes

These are also referred to as
“program goals.”



**The teacher education program
at Athens State University will
prepare teachers who are:**



effective communicators who

- recognize the importance of verbal and nonverbal communication
- demonstrate the communication skills of speaking, listening, reading, and writing
- model effective communication skills and strategies
- use effective questioning and responding skills
- communicate in ways that demonstrate sensitivity to the individuality of students including cultural and gender differences
- communicate with parents, teachers, and administrators in a professional, collaborative manner;

knowledgeable scholars who

- have a wide base of knowledge with regard to content and pedagogy
- are competent in the subjects they will teach
- understand major concepts, processes of inquiry, and ways of knowing that are central to the subjects being taught
- relate the knowledge of one discipline to other subject matter areas;

positive, supportive professionals who

- genuinely like young people, act as their advocates, and help them succeed
- model effective human relations skills with people of all cultures
- make students feel valued for their potential as people and help them learn to value each other
- understand how factors in the students' environment outside of school may influence students' lives and learning
- talk with and listen to students and are sensitive to signs of stress
- assume responsibility for their own physical and psychological health

resourceful curriculum planners who

- understand and value long-term and short-term planning
- understand and comply with professional standards in various disciplines
- evaluate teaching resources, curriculum materials, and instructional technology
- select essential subject matter content to be learned by all students
- integrate knowledge of subjects, students, and the community
- select and create learning experiences that are appropriate to curriculum goals;

skilled facilitators of developmental growth who

- understand how learning occurs in children and can identify developmental levels
- are aware of expected developmental progressions and ranges of individual variation
- support all areas of development in each student
- plan instruction that accommodates the needs of learners of diverse cultures and abilities
- are disposed to use students' strengths and differences as a basis for growth and
- their errors as opportunities for learning;

student-centered, reflective instructors who

- understand principles and techniques along with advantages and limitations of various instructional theories and methods
- design lessons according to appropriate instructional models
- know how to enhance learning through the use of a variety of materials, resources, and technology
- actively engage students in their own learning
- use a variety of strategies to encourage students' development of critical thinking and problem solving
- plan instruction to increase multicultural awareness
- think systematically about their teaching and analyze and revise it appropriately
- adjust lessons and instruction to accommodate diversity among students;

capable classroom managers who

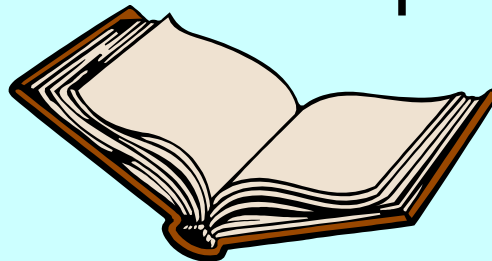
- create a classroom climate that is conducive to learning
- organize and manage the resources of time, space, materials, and technology, and maximize the amount spent on learning
- use a range of strategies to promote positive relationships, cooperation, and purposeful learning
- create a classroom in which students assume responsibility for themselves and for one another
- use management models and strategies as appropriate to individual situations;

competent evaluators who

- understand the characteristics, uses, advantages, and limitations of formal, informal, and alternative assessment strategies
- know how to select, construct, and use appropriate assessment strategies and instruments
- use assessment results appropriately to promote student growth
- maintain useful records of student work and performance
- can communicate student progress knowledgeably and responsibly;

lifelong learners who

- keep abreast of new ideas and understandings in the field
- value and support professional organizations
- possess research skills adequate to acquire knowledge to improve teaching
- establish personal and professional goals.



Professional Dispositions

Throughout a professional program exemplary candidates for the teaching profession should:

1. participate in positive interactions,
2. show respect for self and others,
3. assume responsibility,
4. exhibit interest in the learner and the learning process,
5. exhibit stewardship of diversity,
6. advocate use of technology.
7. exhibit fairness and the belief that all students can learn.

