

## **Conceptual Framework for Initial Programs**

### **Educators as Facilitators of Learning**

The purpose of the Teacher Education Program (TEP) at UT Martin is to provide education professionals with the knowledge, skills, and dispositions necessary to become effective facilitators of learning. Graduates of the TEP will be disposed to view teaching as an act of being a facilitator of student growth and whose professional practice is characterized by reflection, active learning, inquiry, and assistance to others to unlock their potential. Upon completion of the program, candidates must demonstrate that they are capable of instructing, reviewing, and critically analyzing their own performance as well as the performance of their students.

#### **Knowledge Base for Initial Licensure**

The conceptual framework for initial licensure of the Teacher Education Program at The University of Tennessee at Martin defines specific outcomes for participants of the curriculum. The basis for best professional practice embraces the following: (1) knowledge, skills, and application; (2) reflective practice; and (3) professional and ethical behavior.

#### **Outcomes of the Initial Conceptual Framework**

The foundation and implementation of all initial licensure programs and experiences in the TEP are focused on those knowledge, skills, and dispositions that enable candidates to become facilitators who understand human development and create learning environments that encourage all students to grow. Based on the beliefs of the Unit faculty the knowledge base for the Initial Conceptual Framework is reflected in the following groups of outcomes:

##### **Knowledge, Skills, and Application - Candidates will:**

- demonstrate subject-matter expertise.
- make the subject meaningful to all students.
- demonstrate knowledge of curriculum development and design.
- demonstrate the use of information technology as a teaching/learning tool
- understand the importance of professional, state and national standards to teaching.
- exhibit evaluative skill in designing experiences to effectively achieve the goals of instruction.
- create positive learning environments that promote responsible student behavior.
- exhibit the capacity to help and assist all students, especially those experiencing difficulties, those who are under prepared, and/or those with exceptionalities.
- Apply knowledge about data collection in practice
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##### **Reflective Practice – Candidates will:**

- reflect on appropriate and inappropriate practice.
- reflect on the nature of all students and the learning environment.

- reflect on strategies for enhancing learning.
- monitor their own teaching strategies and behavior in relation to student success.
- modify lesson/unit plans and instructional approaches according to the needs of all students.
- appropriately use assessment techniques to guide their reflection on student progress and as a means for improving student learning.

**Professional and Ethical Behavior** – Candidates will demonstrate:

- ability to articulate basic values and beliefs.
- value for professional interactions, self-respect and respect and understanding for cultural diversity
- belief in intellectual freedom, equity, tolerance, and due process.
- an understanding of the professional codes of ethics in their specialty and the consequences of violating those propositions.
- active participation in collegial activities designed to make the entire school a productive learning environment for all students.
- active involvement in professional organizations