

## CONCEPTUAL FRAMEWORK

Program review by the TEP Unit faculty since the last NCATE visit in Fall 2004 resulted in program changes and revisions with minor updating of both the initial and advanced conceptual frameworks. The initial program conceptual framework, “Educators as Facilitators of Learning” reflects the belief there are three distinctive key elements that embody the preparation of future educators. These key elements, (1) knowledge, skills, and application; (2) reflective practice; and (3) professional and ethical behavior, are linked by commitments to understanding diversity, being technologically literate, and ability to appropriately use assessment. Specific expectations (outcomes) for each key element are identified in [Figure 1](#). The faculty embraced a separate conceptual framework for advanced programs to distinguish initial licensure candidates who are new to the field (“Facilitators of Learning”) from experienced P-12 educators, whose continued training encompasses the demands of teaching, learning, and leading in a technological and diverse society. The theme, “Professional Educators as Leaders and Enhancers of Human Development” gives consideration to the changing dynamics in today’s school systems and the University’s mission to meet “life-long educational needs.” The key components of this framework are (1) Knowledge, Skills, and Application; (2) Human Relations; (3) Inquiry; and (4) Professional and Ethical Behavior. Specific expectations (outcomes) for each key represented in the Advanced Conceptual Framework are identified in [Figure 2](#).

The 3 key commitments, diversity, technology, and assessment for each conceptual framework have been revised to clarify specific expectations. The belief that all students can learn regardless of race, ethnicity, gender, and socioeconomic background remains a priority. In order to ensure that all areas of diversity were addressed in the teacher preparation curriculum, the unit faculty adopted [\*Teacher Candidate Diversity Competencies\*](#) in Fall 2008, which address each of the nine aspects of diversity: ethnicity, race, socioeconomic status, gender, language,

exceptionality, religion, sexual orientation, and geographic diversities. Teacher candidates are now assessed in the area of diversity awareness and preparedness both at the beginning of their teacher education program ([TCED 302/ TCED 780](#)) and at culmination of their program ([exit survey](#)). Technology, as a second link, has been expanded and updated throughout the curriculum reflecting the more contemporary processes in becoming more technologically literate. The National Educational Technology Standards and Performance Indicators for Teachers ([NETSPI](#)) competencies are linked throughout the curriculum in coursework and field experiences. All advanced degree programs require specific coursework ([EDST 750](#) Advanced Computer Applications) in the use of computer technology and educational software. Since the last visit, both the School Counseling program and Educational Leadership program are being offered totally online. Use of assessment techniques by candidates is the third commitment endorsed by the Unit faculty. At the initial licensure level, candidates are required to take [TCED 303](#) Diagnosis and Evaluation. Additionally, required courses [TCED 302](#) Integrated Teaching Strategies and [TCED 305](#) Classroom Management provide activities that require candidates to reflect on teaching practices and modifications based upon assessment outcomes. The MS Teaching-Initial Licensure was revised to include [EDEV 661](#) Educational Tests and Measurement. All candidates are required to attend a student teaching orientation workshop. Workshop content includes the application of assessment techniques. At the advanced level the Unit's commitment is further evidenced by the required courses [EDEV 710](#) Educational Statistics and [EDFN 710](#) Research in Education.