

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK OUTCOMES

SERVICE & LEADERSHIP CERTIFICATION GRADUATE PROGRAMS

GASOU COE OSP STANDARDS GROUNDED IN CONCEPTUAL FRAMEWORK AND ALIGNED WITH SPA STANDARDS AND INTASC ARTICULATED DISPOSITIONS –
FOR GRADUATE OTHER SCHOOL PERSONNEL (SERVICE AND LEADERSHIP) FIELDS

CONCEPTUAL FRAMEWORK OUTCOMES	KNOWLEDGE, SKILLS – SEE SPA STANDARDS DISPOSITIONS – SEE BELOW
<p>1. The educator is knowledgeable of human development and supports the cognitive, social, physical, and emotional growth of all students, including those representing diverse cultural, linguistic, learning, and developmental needs and/or backgrounds.</p>	<p><u>Dispositions</u></p> <p>The educator</p> <ul style="list-style-type: none"> • appreciates and values human diversity, and respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. • is sensitive to community and cultural norms. • appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students, teachers and other school personnel.
<p>2. The educator has in-depth professional knowledge in his/her field to support teaching and learning of subject matter in a way academically challenges and meaningfully engages all students.</p>	<p><u>Dispositions</u></p> <p>The educator</p> <ul style="list-style-type: none"> • realizes that professional knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field. • appreciates multiple perspectives and conveys to others how knowledge is developed from the vantage point of the knower. • is committed to continuous learning and engages in professional discourse about knowledge and children's learning.
<p>3. The educator supports instruction that plans and adjusts instructional methods and strategies based on individual needs and student achievement levels so that all students make meaningful connections with the content.</p>	<p><u>Dispositions</u></p> <p>The educator</p> <ul style="list-style-type: none"> • has enthusiasm for student learning and personal development. • appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence. • recognizes students' strengths as a basis for growth, and their errors as an opportunity for learning. • believes that all children can learn at high levels and persists in helping all children achieve success. • values flexibility and reciprocity in the teaching/learning and student support process as necessary for adapting instruction to student responses, ideas, and needs. • recognizes the value of intrinsic motivation to students' life-long growth and learning. • is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

CONCEPTUAL FRAMEWORK OUTCOMES	KNOWLEDGE, SKILLS – SEE SPA STANDARDS DISPOSITIONS – SEE BELOW
	<ul style="list-style-type: none"> • values both long term and short term planning. • believes that plans must always be open to adjustment and revision based on student/school needs and changing circumstances. • values planning as a collegial activity. • values the development of students' and teachers' critical thinking, independent problem solving, and performance capabilities.
4. The educator creates environments and learning opportunities that focus on engaging all students in learning, collaboratively and individually.	<p><u>Dispositions</u></p> <p>The educator:</p> <ul style="list-style-type: none"> • recognizes the need for student to feel valued for their potential as people, and helps them learn to value each other. • takes responsibility for establishing positive climates in classrooms and the school. • understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom. • values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
5. The educator uses multiple forms of assessment as part of the on-going teaching-learning process.	<p><u>Dispositions</u></p> <p>The educator:</p> <ul style="list-style-type: none"> • values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning. • is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.
6. The educator appropriately integrates technology and other multimedia resources to maximize student learning opportunities for all students.	<p><u>Dispositions</u></p> <p>The educator</p> <ul style="list-style-type: none"> • is committed to using a variety of technology resources to support student learning and development.
7. The educator has professional knowledge in the field and exemplifies stewardship of the profession by reflecting on his/her practice, seeking opportunities to improve instruction, leadership and/or services, assuming responsibilities for his/her continued learning, and actively participating in school renewal.	<p><u>Dispositions</u></p> <p>The educator:</p> <ul style="list-style-type: none"> • values critical thinking and self-directed learning as habits of mind. • is committed to reflection, assessment, and learning as an ongoing process. • is willing to give and receive help.
8. The educator demonstrates leadership and	<p><u>Dispositions</u></p>

CONCEPTUAL FRAMEWORK OUTCOMES	KNOWLEDGE, SKILLS – SEE SPA STANDARDS DISPOSITIONS – SEE BELOW
effective strategic planning and management of programs to support student learning and development.	<ul style="list-style-type: none"> •
9. The educator fosters relationships with school colleagues, parents, and agencies in the larger community to support all students' learning and well-being.	<p><u>Dispositions</u></p> <p>The educator:</p> <ul style="list-style-type: none"> • values and appreciates the importance of all aspects of a child's experience. • is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties. • is willing to consult with other adults regarding the education and well-being of his/her students. • respects the privacy of students and confidentiality of information. • is willing to work with other professionals to improve the overall learning environment for students.
10. The educator articulates his/her own philosophy of education grounded in the knowledge base of the profession and bases instructional decisions on these beliefs.	<p><u>Dispositions</u></p> <p>The educator:</p> <ul style="list-style-type: none"> • recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues. • is committed to developing the capacity of all students to contribute to a political and social democracy.