**SUNY Cortland Teacher Education**

**Conceptual Framework Learning Outcomes Crosswalk**

CF Committee 9-10

**2003 Conceptual Framework Learning Outcomes and 2010 Conceptual Framework Learning Outcomes**

**Note that the outcomes have not changed.**

* **In some cases, they have been rephrased.**
* **The sequence has been rearranged to more effectively relate to the overarching principles of the Conceptual Framework.**

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| ***Outcomes that have changed in phrasing or the sequence are indicated in red and underlined.***  ***The change is described in the column below.*** | **2003 Learning Outcomes** Sequence  Specifically, the Teacher Education Unit expects that SUNY Cortland Teacher candidates will: | **2010 Learning Outcomes** Sequence |
|  |  | ***KNOWLEDGE BASE –***Candidates will: |
|  | 1. Demonstrate a solid foundation in the arts and sciences; | 1. Demonstrate a solid foundation in the arts and sciences; |
|  | 2. Possess in-depth knowledge of the subject area to be taught; | 2. Possess in-depth knowledge of the subject area to be taught; |
| ***2003 Standard 3 has been rephrased and is***  ***2010 Standard 9*** | 3. Demonstrate good moral character; | 3. Understand how students learn and develop; |
| ***2003 Standard 4***  ***is now Standard 3*** | 4. Understand how students learn and develop; | 4. Manage classrooms structured in a variety of ways to promote a safe learning environment; |
| ***2003 Standard 5 is***  ***2010 Standard 4*** | 5. Manage classrooms structured in a variety of ways to promote a safe learning  environment; | 5. Know and apply various disciplinary models to manage student behavior. |
|  |  | ***Professional commitments –***  Candidates will: |
| ***2003 Standard 6 is***  ***2010 Standard 5*** | 6. Know and apply various disciplinary models to manage student behavior; | 6. Collaborate with other staff, the community, higher education, other agencies, and cultural institutions, as well as parents and other caregivers, for the benefit of students; |
| ***2003 Standard 7 is***  ***2010 Standard 10*** | 7. Apply a variety of teaching strategies to develop a positive teaching-learning  environment where all students are encouraged to achieve their highest potential; | 7. Continue to develop professionally as ethical and reflective practitioners who are committed to ongoing scholarly inquiry; |
|  |  | ***Standards –***  Candidates will: |
| ***2003 Standard 8 has been rephrased. The number remains the same.*** | 8. Integrate curriculum among disciplines, and balance historical and contemporary  research, theory, and practice; | 8. Know state and national standards, integrate curriculum across disciplines, and balance historical and contemporary research, theory, and practice; |
| ***2003 Standard 9 is***  ***2010 Standard 12*** | 9. Use multiple and authentic forms of assessment to analyze teaching and student learning  and to plan curriculum and instruction to meet the needs of individual students; | 9. Demonstrate appropriate professional dispositions to help all students learn; |
|  |  | ***Diversity –***  Candidates will: |
| ***2003 Standard 10 is***  ***2010 Standard 13*** | 10. Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning; | 10. Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential; |
| ***2003 Standard 11 has been rephrased. The number remains the same.*** | 11. Foster respect for individual’s abilities and disabilities and an understanding and  appreciation of variations of ethnicity, culture, language, gender, age, class, and sexual  orientation; | 11. Foster understanding of and respect for individuals’ abilities, disabilities and diversity of variations of ethnicity, culture, language, gender, age, class, and sexual orientation. |
|  |  | ***Assessment*** *–*  Candidates will: |
| ***2003 Standard 12 has been rephrased and is***  ***2010 Standard 6*** | 12. Promote parental involvement and collaborate effectively with other staff, the  community, higher education, other agencies, and cultural institutions, as well as parents  and other care givers, for the benefit of students; and, | 12. Use multiple and authentic forms of assessment to analyze teaching and student learning and to plan curriculum and instruction to meet the needs of individual students. |
|  |  | ***Technology*** *–*  Candidates will: |
| ***2003 Standard 13 is***  ***2010 Standard 7*** | 13. Continue to develop professionally as reflective practitioners who are committed to ongoing scholarly inquiry. | 13. Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning. |
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