**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** SequenceSpecifically, 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 learningenvironment; | 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-learningenvironment 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 contemporaryresearch, 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 learningand 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 andappreciation of variations of ethnicity, culture, language, gender, age, class, and sexualorientation; | 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, thecommunity, higher education, other agencies, and cultural institutions, as well as parentsand 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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