**Conceptual Framework Working Draft\*: May, 2010**

*I. Our Vision for Teacher Education –* SUNY Cortland’s vision for teacher education programs is shared by our faculty who appreciate Cortland’s historical commitment to teacher education and to program excellence. Teacher candidates are the focus of all our endeavors. SUNY Cortland is dedicated to developing candidates’ knowledge, integrity, professional standards and commitment to their future students and school community. Our vision is based on a set of common values related to teacher preparation.

The College:

-provides opportunities for candidates to “graduate with the knowledge, integrity, skills and compassion to excel as leaders, citizens, scholars, teachers and champions of excellence” (SUNY Cortland College vision 2010-2020);

-values the collective knowledge, skills and talents of its teaching community;

-provides diverse learning experiences and quality instruction, based on best practices and a strong knowledge base;

-expects collaboration among liberal arts and professional members of the unit;

-supports collaboration among members of the unit and professionals in public schools;

-expects faculty leadership in professional organizations;

-celebrates faculty commitment to lifelong learning and engagement in social issues.

*II. Our Mission* is congruent with the College mission and is framed by a fundamental commitment to liberal learning. Program curricula are based on a sound theoretical and empirical framework to provide candidates with knowledge and practical experiences necessary to become reflective and effective teachers. The unit prepares teachers to contribute to their profession, their communities and to the democratic development of society.

*III. Our Philosophy* for teacher education is built upon a foundation of liberal learning and pedagogical knowledge and skills emphasizing **personal responsibility**, **social justice and global understanding**. Personal responsibility is addressed as candidates confront issues of integrity, ethics, commitment and moral choice. Social justiceis addressed as candidates seek, through words and actions, full participation for all people in a global society. Global understanding is developed as candidates are exposed to multiple perspectives and a variety of school environments. They are prepared to teach immigrants and international students and to address the physical, emotional, and intellectual needs of a diverse and multicultural student population. The Cortland apple tree symbolizes our approach to teacher education (link) as detailed below.

*IV. Candidate Proficiencies and Knowledge Base* – Our teacher education programs provide opportunities and experiences to help candidates develop the knowledge, skills, and dispositions required for effective teaching. The following thirteen proficiencies ensure that our teacher candidates will make a difference in the classroom and beyond:

*• KNOWLEDGE BASE –* Candidates will:

1. Demonstrate a solid foundation in the arts and sciences;

2. Possess in-depth knowledge of the subject area to be taught;

3. Understand how students learn and develop;

4. 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:

6. Promote parental involvement and collaborate 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;

7. Continue to develop professionally as reflective practitioners who are committed to ongoing scholarly inquiry;

*• Standards –* Candidates will:

8. Integrate curriculum among disciplines, and balance historical and contemporary research, theory, and practice;

9. Demonstrate good moral character;

*• Diversity --* Candidates will:

10. Apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential;

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:

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:

13. Demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning.

These outcomes align with national, state, institutional and SPA standards (see Crosswalk). The narrative below explains how faculty developed them from existing research and best practice.

*• Knowledge Base*

Candidates **demonstrate a solid foundation in the arts and sciences**. Our philosophical commitment to a foundation in the arts and sciences in our teacher education programs can be traced to John Dewey’s (1916, 1938) stance that the liberal arts connect the growth of democracy and sound educational practice. Candidates must acquire a broad foundation in the arts and sciences as well as critically analyze that knowledge and recognize its often contested nature (e.g., Banks, 1999; Apple, 2004; Nieto and Bode, 2008).

Candidates **possess in-depth knowledge of the subject area to be taught**. Alongside pedagogical knowledge, teachers’ subject matter knowledge has consistently related positively with student achievement (e.g., Monk, 1994; Darling-Hammond and Youngs, 2002).

Candidates **understand how students learn and develop**. Candidates acquire understanding of a broad range of historical and contemporary developmental and learning theories in order to select appropriate pedagogical strategies and materials to support students’ cognitive, social, physical and emotional growth (Darling-Hammond, 1998; Gardner, 1993; Piaget, 1970; Vygotsky, 1978).

Candidates **manage classrooms structured in a variety of ways to promote a safe and orderly environment for learning** and to teach the skills of living responsibly in society. The skills and attitudes students learn are powerfully related to the nature of the society. Democracies give great power to citizens; responsible citizenship is built in some part through what students learn from teachers’ approach to classroom management and discipline. Candidates must understand the theoretical perspectives and practical applications of the range of humanistic and behavioristic management/discipline models.

*• Professional Commitments*

Candidates **promote parental involvement and 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**. Research demonstrates that family involvement in schools has an especially positive impact on student achievement (cf., Fan & Chen, 2001). Teachers, college faculty and community members should collaborate to design effective and up-to-date curriculum for teacher education programs (Goodlad, 1990; Darling-Hammond, 2006).

Candidates **continue to develop professionally as reflective practitioners who are committed to ongoing scholarly inquiry**. Technical skills, knowledge, behavior and ethical and political judgments are critical components of reflective thought and effective teaching (Zeichner & Liston, 1996). The reflective practitioner (Schon, 1983) keeps abreast of current research and technology in the field. The reflective practitioner constantly reads, researches, analyzes and questions issues in the profession (Berliner & Biddle, 1995).

*• Standards*

Candidates **integrate curriculum among disciplines and balance historical and contemporary research, theory, and practice**. Candidates’ understanding of the social, historical, and philosophical context of education informs their critical analysis of existing theory and practice. When learning is disconnected from a meaningful context, student engagement in the process is minimized. Candidates link knowledge across areas of study to help students make connections. Benefits include increased learning, motivation, ability to apply concepts and utilize higher-order thinking, comfort and constructive behavior. Candidates **demonstrate good moral character**. Candidates learn to educate for character as well as for intellect. They embody the highest ethical standards in establishing and maintaining a psychologically and socially safe, respectful, and supportive environment where all children can learn (Noddings, 2002).

*• Diversity*

Candidates **apply a variety of teaching strategies to develop a positive teaching-learning environment where all students are encouraged to achieve their highest potential**. Candidates utilize a variety of strategies to address the individual needs of students in the diverse classroom (Bruner, 1960; Gardner, 1993).

Candidates **foster understanding of and respect for individuals’ abilities, disabilities and diversity of variations of ethnicity, culture, language, gender, age, class, and sexual orientation.** Respect for diversity is one of the most central tenets of social justice. Many factors contribute to children’s “difference,” including race, ethnicity, social class (e.g., Kozol, 1991), culture (e.g., Heath, 1983), gender (e.g., Gilligan, 1982), disability status (e.g., Mercer & Mercer, 1998), linguistic variation (e.g., Delpit, 1995) and sexual orientation (e.g., Nieto, 2000). Candidates must transcend simple recognition and “tolerance” of differences, promoting respect and appreciation for differences among humans.

*• Assessment*

Candidates **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.** Evaluation serves as a basis to improve learning andinstruction and includes a variety of evaluation techniques. Meaningful evaluative data is best yielded through both formative and summative assessments grounded in authentic performance (Wiggins & McTighe, 1998).

*• Technology*

Candidates **demonstrate sufficient technology skills and the ability to integrate technology into classroom teaching/learning**. The positive impact of technology on learning and development is well substantiated (Papert, 1980), but effective instruction requires thoughtful guidance. Candidates must know how and when to use and integrate technology effectively and appropriately (Compaine, 2001).

*V. Candidate Assessment*

Candidates are assessed at key transition points; assessments address knowledge, skills, and dispositions. Candidates in initial programs are assessed at: program application, completion of field work, student teaching eligibility, student teaching, program completion and post-graduation. Candidates in advanced programs are assessed at: program application, candidacy, practicum eligibility, practicum completion, culminating project, post-graduation. **\***The original CF can be found at:

 <http://www.cortland.edu/ncate/conceptual%20framework.pdf>