

## Commitment

The conceptual framework for professional education at Buffalo State College begins with the shared commitment of all members of the professional education community to the preparation of knowledgeable and skilled educators who are committed to ensuring that all students achieve their greatest intellectual, emotional, and physical potential.

The conceptual framework is most significantly influenced by a few commonly held values including 1) diversity, and 2) a commitment to collaboration between college and public school personnel in the interest of creating mutual renewal and the improvement of each setting.

These values, along with an identified array of knowledge, dispositions, and skill outcomes that have been developed unit-wide—as well as those additional outcomes that have been developed by individual programs—constitute the basis for assessing individual candidate performance and for making judgments about overall program quality and candidates' impact on P-12 learners.



## Teacher Education Unit

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## Teacher Education Unit Conceptual Framework



## Conceptual Framework

### History

The conceptual framework at Buffalo State College was first articulated in preparation for the 1991 NCATE Continuing Accreditation Review. In the intervening years, the framework has been revisited, refined, and renewed to include expanded descriptions of the faculty's beliefs regarding the unit mission and values; new understandings of the theories in teaching, learning, and best professional practices; performance expectations for both initial and advanced-level candidates; and professional education assessment.

The conceptual framework for all professional education preparation programs at Buffalo State College articulates the unit's vision, ensures coherence across candidates' programs and reflects our commitment to prepare candidates to work effectively with all students including students with culturally, linguistically, and ethnically diverse backgrounds and students with disabilities.

### The Elements

**CONTENT** - the subject matter or content to be taught to the learners.

**LEARNER** - strong emphasis on professional education candidates attaining an understanding of P-12 learners' socialization, growth, and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning.

**PEDAGOGY** - the strategies that candidates use to teach all learners.

**TECHNOLOGY** - a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.

**REFLECTION** – ability to reflect and assess one's own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.

**DISPOSITIONS** – demonstration of respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.

**DIVERSITY** - the ability of candidates to be aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy

### Why is it important?

- It is a foundation for the teacher education unit, encompassing 68 majors across four schools.
- It guides policy and the decision making process through the Teacher Education Council.
- It is used in all syllabi in every education course.
- All key assessments are linked to the framework to so that candidate performance can be evaluated and improvements can be made.
- **It helps faculty, candidates and community partners work together as a team to ensure that future teacher make an impact on P-12 students.**