

# The Conceptual Framework

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## York College Teacher Education Candidate Proficiencies

The mission of York College is to provide a quality liberal arts education leading to an understanding and philosophy of life consistent with Christian ideals. Building on the foundations of *Christian Principles* and *General Education*, the York College Teacher Education Program strives to prepare students to become *Effective Christian Educators* who are *Reflective Practitioners* and *Facilitators of Learning* and who demonstrate *Leadership Through Service*, leading to the ultimate goal of *Life-Long Learning*. Recognizing the importance of *Diversity*, in an ever-changing world, York College Teacher Education holds the following as goals and objectives, which are expressed as candidate proficiencies.

### ***Subject Matter:***

\*The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

As a result, the candidate:

- has enthusiasm for the discipline(s) he/she teaches and sees connections to everyday life.
- can relate his/her disciplinary knowledge to other subject areas by creating interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.
- engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
- develops and uses curricula that encourages students to see, question, and interpret ideas from diverse perspectives.
- effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
- demonstrates a sound understanding of technology.
- realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving, keeping abreast of new ideas and understandings in the field.

### ***Student Development and Learning:***

\*The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

\*The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

As a result, the candidate:

- stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks that lead to the next level of development.
- encourages discussion, listens and responds to group interaction and elicits student thinking.
- knows about areas of exceptionality in learning, including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges and identifies when and how to access appropriate services or resources to meet exceptional learning needs.

- understands how learning occurs and identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs by using a variety of instructional strategies that promote student learning.
- understands how to develop a well grounded framework based on knowledge of diversity and how students' learning is influenced by language, culture, family and community.
- appreciates and values human diversity and believes that all children can learn at high levels and persists in helping all children achieve success.
- appreciates and shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
- creates a learning community in which individual differences are respected.

***Instructional Strategies and Facilitators of Learning:***

- \*The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- \*The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- \*The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- \*The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

As a result, the candidate:

- understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
- values both long-term and short-term planning.
- creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- knows when and how to adapt planning, instruction and evaluation based on student responses, ideas, and needs, and also other contingencies, by using alternative teaching strategies and materials to achieve different instructional purposes.
- knows how to help people work productively and cooperatively with each other in complex social settings while varying his/her role (e.g. instructor, facilitator, coach, audience).
- knows how to enhance learning through the uses of a wide variety of materials, as well as, human and technological resources.
- organizes, allocates, and manages the resources of time, space, activities, and attention to provide active engagement of students in productive tasks.
- recognizes the importance of nonverbal, as well as, verbal communication.
- understands the advantages and limitations associated with cooperative learning, whole group discussion, independent study, and interdisciplinary instruction.
- knows how to ask questions that call for various levels of thinking, and to stimulate discussion in different ways for particular purposes.
- recognizes and promotes the value and use of intrinsic motivation to help students become self-motivated for life-long growth and learning.
- understands and demonstrates a sensitivity to cultural and gender differences in the classroom.
- understands the principles of effective classroom management and uses a range of strategies to promote positive relationships, cooperation, and positive/purposeful learning in the classroom.

- plans and designs effective learning environments and experiences supported by technology.
- implements curriculum plans that include methods and strategies for applying technology to maximize student learning.

### ***Assessment of Teaching and Learning:***

\*The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

As a result the candidate:

- identifies, develops, and uses assessment strategies and instruments designed to meet the informational needs of specific users, uses, and context.
- develops assessments that reflect the specific achievement targets students must master.
- uses a variety of formal and informal assessment methods (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessments, and standardized tests) to gather data within a particular context in order to enhance his/her knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.
- samples student achievement to draw confident conclusions about instruction and student learning.
- 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 and is committed to using assessment to identify student strengths and promote growth rather than to deny students access to learning opportunities.
- controls for relevant sources of bias.
- maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.
- applies technology to facilitate a variety of effective assessment and evaluation strategies.
- uses student involvement in the assessment process to motivate student learning.

### ***Reflective Practitioners and Lifelong Learners:***

\*The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally.

As a result, the candidate:

- is aware of major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, professional associations, and professional development activities).
- uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- values critical thinking and self-directed learning as habits of mind.
- is willing to give and receive help.
- is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
- uses technology to enhance his/her productivity and professional practice.

### ***Effective Christian Educators and Leadership Through Service:***

\*The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

As a result, the candidate:

- understands and implements laws related to students' rights and teacher responsibilities (e.g., for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).
- values and appreciates the importance of all aspects of the child's experience.
- respects the privacy of students and confidentiality of information.
- exhibits a strong work ethic
- demonstrates a willingness to work with other professionals to improve the overall learning environment for students.
- identifies and uses community resources to foster student learning.
- portrays professionalism and establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.
- talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.
- acts as an advocate for students.
- understands the social, ethical, legal, and human issues surrounding the use of technology in K-12 schools and applies those principles in practice.

### **Field Experiences:**

Interwoven throughout each program in Teacher Education are intricately placed *Field Experiences*. These experiences place candidates in classrooms where they have the opportunity to work with experienced classroom teachers who model the best in theory and in practice. During these field experiences, a candidate has the opportunity to solidify his/her decision to become an educator, as well as, to become an *Effective Christian Educator*.