

## **Conceptual Framework Summary**

### **1. Knowledge of Content**

The teacher candidate models competencies (central concepts and tools of inquiry) in the required general education core and the specialization core (content area) and designs learning experiences that exhibit the types of performances needed to link disciplines with other subjects.

### **2. Professionalism**

The teacher candidate is a life-long learner who uses reflective practice, as well as federal, state and local statutes, policies and laws, to plan developmentally effective curriculum that incorporates research-based teaching strategies and promotes classroom environments that are conducive to learning.

### **3. Diversity**

The teacher candidate develops and promotes cultural responsibility and responsive curricula and practices that create and support equity and inclusiveness as an integral part of the classroom and society.

### **4. Knowledge of Community and Global Issues**

The teacher candidate demonstrates knowledge of community systems and their relationships to the larger society as they foster relationships with schools, colleagues, parents, and agencies to support student learning and well being.

### **5. Assessment**

The teacher candidate constructs and uses a variety of developmentally appropriate measures such as observation, paper-and-pencil test, and performance-based assessments to assess student learning and development.

### **6. Technology**

The teacher candidate demonstrates technical proficiencies, informational literacy, and technological skills and competencies for assessment, instruction, communication, collaboration, and research.