



CONCEPTUAL FRAMEWORK ALIGNED TO NY STATE, INTASC, NBPTS, NCATE STANDARDS ALONG WITH PROFICIENCIES OF INITIAL CANDIDATES

Theme A: Developing In-Depth Knowledge About the World

We seek to support our candidates to develop the content knowledge and skills that are needed to help all students learn. Our goal is to nurture candidates' abilities and dispositions to realize their potentials and become life-long learners.

NY State Standard(s)	INTASC Standard(s)	NBPTS Standard(s)	NCATE Standard(s)	Candidate Proficiencies
<p>Strengthen teacher preparation in the liberal arts and sciences and in the subject that will be taught:</p> <p>52.21(b)(2)(ii)a 52.21(b)(2)(ii)b; 52.1(b)(3) 52.2 (c)(3), 52.21(b)(3), 52.21(b)(2)(i)(k)</p> <p>Registration of Programs Preparing Classroom Teachers</p>	<p>Principle 1 : The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p>Principle 2 : The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.</p> <p>Principle 3 : The teacher understands how students differ in their approaches</p>	<p>Proposition #2 : Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students</p>	<p>Standard 1 : Candidate Knowledge, Skills, and Dispositions</p> <p>Standard 2 : Assessment System and Unit Evaluation</p> <p>Standard 3 : Field Experiences and Clinical Practice</p> <p>Standard 6 : Unit Governance and Resources</p> <p>NCATE: National Council for Accreditation of Teacher Education</p>	<p>AK1: Candidates know and understand subject matter concepts, knowledge, and skills.</p> <p>AK2: Candidates have knowledge of human learning and development.</p> <p>AK3: Candidates have beginning knowledge and understanding of traditional and alternative assessment techniques and when, why and how to use them.</p> <p>AK4: Candidates understand how students' social, emotional, and cognitive development influences learning</p>

	<p>to learning and creates instructional opportunities that are adapted to diverse learners</p> <p>Principle 4 : The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills</p> <p>Principle 5 : The teacher 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</p> <p>Principle 7 : The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue (pdf)</p>			<p>AK5: Candidates know and understand how to use technology to augment their knowledge about the world.</p>
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Theme B: BECOMING SKILLFUL, REFLECTIVE PRACTITIONERS

We aim for our candidates to demonstrate pedagogical excellence by fostering a practice that includes: a deep

knowledge of human learning and development, the ability to support learners who can actively inquire and construct understandings about the world, the ability to recognize and respond to all learners, skills in using technology appropriately, a broad range of instructional and assessment strategies that are effective with all learners, competence in applying theory and knowledge to practice in real-world situations.

	<p>grow professionally.</p> <p>Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue (pdf)</p>			<p>build on the knowledge and strengths that students bring to school and allow for differentiated instruction for diverse learners.</p> <p>BK7: Candidates know how reflection can inform professional practice.</p> <p>BK8: Candidates have beginning knowledge of assessment tools and strategies.</p> <p>BK 9: Candidates know, when appropriate, the factors in the environment outside of school that influence students' lives and learning.</p> <p>BK 10: Candidates have a beginning knowledge of the principles of discipline-based and, where appropriate, interdisciplinary curriculum design.</p> <p>BK 11: Candidates have a beginning knowledge of how to evaluate curriculum materials for their usefulness and appropriateness for their students.</p>
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Theme C: EDUCATING FOR AND ABOUT DIVERSITY

We embrace diversity as a resource that enables the faculty to build on the varied strengths of all learners. We

continuously work to promote understanding by being responsive to the needs and perspectives of those from diverse socio-cultural backgrounds. We focus special attention on how issues of diversity can best be used to support student learning and positively impact schools in urban settings

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<p>General education core, Content core and Pedagogical core</p> <p>52.21(b)(3) 52.1(b)(3)</p> <p>Registration of Programs Preparing Classroom Teachers</p>	<p>Principle 9, 10</p> <p>Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue (pdf)</p>	<p>Proposition #1</p> <p>Proposition #5</p>	<p>Standard 1 : Candidate Knowledge, Skills, and Dispositions</p> <p>Standard 3 : Field Experiences and Clinical Practice</p> <p>Standard 4 : Diversity</p> <p>NCATE: National Council for Accreditation of Teacher Education</p>	<p>DK1: Candidates understand the importance of forging relationships with parents to support students' learning.</p> <p>DK2: Candidates are becoming aware of community and professional resources that are important for their professional development.</p>
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Theme E: BUILDING CARING COMMUNITIES

We seek to enable candidates to create democratic communities in their classrooms and schools and to model caring, committed, and ethical practice.

NY State Standard(s)	INTASC Standard(s)	NBPTS Standard(s)	NCATE Standard(s)	Candidate Proficiencies
<p>General education core, Content core and Pedagogical core</p> <p>52.21(b)(3) 52.1(b)(3)</p> <p>Registration of Programs Preparing Classroom Teachers</p>	<p>Principle 1, 2, 3, 5, 6, 10</p> <p>Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue (pdf)</p>	<p>Proposition #1 : Teachers are Committed to Students and Their Learning</p> <p>Proposition #3 : Teachers are Responsible for Managing and Monitoring Student Learning</p> <p>Proposition #4 : Teachers Think Systematically About Their Practice and Learn from Experience</p> <p>Proposition #5 : Teachers are Members of Learning Communities</p>	<p>Standard 1 : Candidate Knowledge, Skills, and Dispositions</p> <p>Standard 2 : Assessment System and Unit Evaluation</p> <p>Standard 3 : Field Experiences and Clinical Practice</p> <p>Standard 4 : Diversity</p> <p>NCATE: National Council for Accreditation of Teacher Education</p>	<p>EK1: Candidates know, when appropriate, the factors in the' environment outside of school that influence students' lives and learning.</p> <p>EK2: Candidates a beginning knowledge of effective verbal and non-verbal communication strategies to guide student learning and behavior.</p> <p>EK3: Candidates know a beginning knowledge of effective strategies for maintaining an orderly and purposeful learning</p>

				<p>environment.</p> <p>EK4 Candidates have a beginning knowledge of effective strategies for resolving interpersonal conflict in the classroom.</p>
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[Back to School of Education Home](#)