



CONCEPTUAL FRAMEWORK ALIGNED TO NY STATE, INTASC, NBPTS, NCATE STANDARDS ALONG WITH PROFICIENCIES OF PROFESSIONAL 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 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</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 know and understand 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>AK5: Candidates know and understand how to use technology to augment their knowledge about the world.</p>

	<p>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>			
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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.

NY State Standard(s)	INTASC Standard(s)	NBPTS Standard(s)	NCATE Standard(s)	Candidate Proficiencies
<p>General Education Core and pedagogical core</p> <p>52.21(b)(3) 52.2 (c)(5) 52.1(b)(3)</p> <p>Registration of Programs Preparing Classroom Teachers</p>	<p>Principle 1, 2, 3, 4, 5, 7</p> <p>Principle 6 : The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p>Principle 8 : The teacher understands and uses</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</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>BK1: Candidates have knowledge of human learning and development.</p> <p>BK2: Candidates have knowledge of constructivism and inquiry learning.</p> <p>BK3: Candidates have knowledge of pedagogical approaches to working with students</p>

	<p>understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p> <p>Principle 9 : The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <p>Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue (pdf)</p>	<p>Systematically About Their Practice and Learn from Experience</p>	<p>Standard 5 : Faculty Qualifications, Performance, and Development</p> <p>NCATE: National Council for Accreditation of Teacher Education</p>	<p>to working with students with special needs.</p> <p>BK4: Candidates have knowledge and understanding of the uses of technology for lesson planning and curriculum design.</p> <p>BK5: Candidates have knowledge of the use of instructional technology for teaching, learning and assessment.</p> <p>BK6: Candidates have the knowledge and ability to put into practice multiple teaching strategies and approaches to assessment that build on the knowledge and strengths 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 know a variety 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 know and understand the principles of discipline-based and, where appropriate, interdisciplinary curriculum design.</p> <p>BK 11: Candidates know how to evaluate curriculum materials for</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

NY State Standard(s)	INTASC Standard(s)	NBPTS Standard(s)	NCATE Standard(s)	Candidate Proficiencies
Recruitment/retention of historically underrepresented persons; field experiences; pedagogical knowledge, understanding and skills 52.1(b)(3) 52.2 (d)(1) 52.21(b)(2)(i) 52.21(b)(2)(ii)(c)(2) 52.21(b)(2)(ii)(c)(i) 52.21(b)(3) Registration of Programs Preparing Classroom Teachers	Principle 1, 2, 3, 4, 5, 6, 7, 8, 9 Principle 10 : The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. Model Standards for Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue (pdf)	Proposition #1 : Teachers are Committed to Students and Their Learning Proposition #2 : Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students Proposition #3 : Teachers are Responsible for Managing and Monitoring Student Learning Proposition #4 : Teachers Think Systematically About Their Practice and Learn from Experience Proposition #5 : Teachers are Members of Learning Communities	Standard 3 : Field Experiences and Clinical Practice Standard 4 : Diversity NCATE: National Council for Accreditation of Teacher Education	CK1: Candidates understand the concepts, theories, and principles of diversity. CK2: Candidates enlarge on their own understanding of diverse students' experiences, interests, cultures, language needs and abilities. CK3: Candidates understand the importance of using appropriate assessment tools to assess diverse learners.

Theme D: NURTURING LEADERSHIP FOR LEARNING

Our goal is to develop the capabilities of candidates to assume leadership roles in their classrooms, schools, and communities. We seek to nurture educators who are critical-thinkers, can articulate their understandings to others, and become active agents for improvement and change.

NY State Standard(s)	INTASC Standard(s)	NBPTS Standard(s)	NCATE Standard(s)	Candidate Proficiencies
General education core, Content core and Pedagogical core	Principle 9, 10 Model Standards for Beginning Teacher	Proposition #1 Proposition #5	Standard 1 : Candidate Knowledge, Skills, and Dispositions	DK1: Candidates understand the importance of forging relationships with parents

<p>Pedagogical core</p> <p>52.21(b)(3) 52.1(b)(3)</p> <p>Registration of Programs Preparing Classroom Teachers</p>	<p>Beginning Teacher Licensing, Assessment and Development: A Resource for State Dialogue (pdf)</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>to support students' learning.</p> <p>DK2: Candidates are 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 know effective verbal and non-verbal communication strategies to guide student learning and behavior.</p> <p>EK3: Candidates know effective strategies for maintaining an orderly and purposeful learning environment.</p> <p>EK4: Candidates know effective strategies for resolving interpersonal conflict in the classroom.</p>

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