



Conceptual Framework

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Conceptual Framework

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Introduction

The conceptual framework for the professional education programs at the State University College of New York at Geneseo includes five elements: the vision and mission of the College and the Professional Education Unit; the philosophy, purposes, and goals of the Education Unit; the knowledge bases that inform the framework; the candidate proficiencies developed through our programs; and a description of the program structure, delivery, and system of assessment by which we document candidates' attainment of those proficiencies and the operation of the unit as a whole.

The first element, the vision and mission of the College and the Professional Education Unit, describes the foundational values and goals that inform and guide our professional education programs. These core values guide our educational decisions and represent our shared beliefs about teaching and learning. Our vision, values, and beliefs are summarized in our chosen theme for the Education Unit: **Teachers committed to improving the lives of students through education.**

The second element describes the philosophy of the professional education programs at SUNY Geneseo. All programs operate from a basic belief in the constructivist theories of learning as essential to the teaching, learning, research, and service that take place in our educational community.

The third element describes the educational research and theoretical bases that have informed the development of our conceptual framework.

The fourth element describes the proficiencies and dispositions we expect all teacher candidates to achieve upon completion of their professional preparation programs at Geneseo. These are aligned with state, national, and professional standards.

The final element describes the structure of our programs and system for evaluating candidate progress and unit effectiveness.

The Mission of SUNY Geneseo

Founded in 1871 as a normal school serving the western region of New York State, SUNY Geneseo has long been dedicated to the preparation of excellent teachers. Now a member of the Council of Public Liberal Arts Colleges (COPLAC), the College is an academically selective institution dedicated to providing a superior liberal arts education to undergraduate students from all backgrounds. The College has earned a reputation for excellence in both the liberal arts and sciences and professional programs, distinguishing itself as an institution in which teacher education is placed in the context of rigorous studies in the liberal arts and a focus on citizenship, leadership, and the examined life.

The primary mission of the College is to combine a rigorous curriculum and a rich co-curricular life to create a learning-centered environment and foster a cooperative and collaborative community that works together to develop socially responsible citizens with the kinds of knowledge, skills, and values that lead to an enriched life and success in the world.

SUNY Geneseo seeks to promote seven core values:

- excellence
- innovation
- community
- diversity, integrity
- service to society
- tradition

In so doing, the College upholds high standards for intellectual inquiry and scholarly achievement, affirms a spirit of exploration, embraces the educational aspirations and interests of all its members, respects the unique contributions of each individual, promotes the development of ethical citizens, models the qualities it seeks to develop in its students, and celebrates its long history of collaborative, learning-centered education.

In its planning goals, SUNY Geneseo makes the following commitments:

- To provide every student the highest quality education through a rigorous, challenging, and active learning experience in close working relationships with faculty and staff that encourages intellectual engagement and personal growth.
- To recruit, support, and foster the development of a diverse community of outstanding students, faculty, and staff.
- To enrich the collegiate experience by strengthening the integration between curricular and co-curricular programs.
- To cultivate relationships between the College and wider community that support College programs and serve the community.

- To expand funding for institutional priorities and initiatives through public and private support, grants, and entrepreneurial activities.
- To promote institutional effectiveness through ongoing assessment in every program.

The Vision and Mission of the Ella Cline Shear School of Education

The vision of the Ella Cline Shear School of Education is to contribute, through the education of teachers, to the development of a democratic, humane society that values the contributions and accomplishments of all its citizens. Our vision of teacher education is embedded in the context of rigorous studies in the liberal arts and sciences and focused on democratic citizenship, leadership, and the examined life. This vision grows out of and embodies the College's tradition of collaborative, learning-centered education and our shared belief that the process of liberal education, taken in the broadest sense, is the most important activity in which human beings of all ages engage. Developed over a number of years, with input from education faculty, representatives from liberal arts and sciences, staff, local teachers, local school administrators, teacher candidates, and college administrators, the vision of the School of Education is congruent with the mission and values of SUNY Geneseo.

In recognition of the changing demographic, cultural, social, and political contexts of schooling, the fundamental mission of the School of Education is to prepare future teachers to be reflective, critical thinkers, adept at problem solving, and committed to the development of communities of inquiry, to ensure that all students have the opportunity to learn the skills necessary for a productive life and responsible citizenship. In other words, we seek to develop novice teachers who are committed to improving the life chances of their students by promoting active learning, valuing community involvement, being culturally and aesthetically responsive to their surroundings, and being ethically committed to seeking excellence in teaching and learning.

Therefore, in partnership with colleagues in the college's liberal arts and sciences departments and with professionals in both public and private schools, the School of Education is dedicated to the preparation of teachers who are comprehensively educated in the liberal arts and sciences; informed about political and social issues important to child advocacy; committed to the dispositions of professional collaboration and leadership; adept at using educational theory to inform their practice, and able to teach in ways that meet the needs of diverse populations. In short, we seek to educate future teachers who are committed to improving the lives of students through education.

Philosophy

The teacher preparation programs at SUNY Geneseo engage the work of many educational theorists and scholars, but all share a fundamental commitment to central tenets found in the works of Jean Piaget (1952, 1970), John Dewey (1916, 1925, 1933), and Lev Vygotsky (1978, 1986), and can be situated within that “vast area in contemporary psychology, epistemology, and education” called constructivism (Von Glaserfeld 1997, p. 204). Broadly defined, constructivism is a theory of learning that recognizes the central role of the learner’s active construction of meaning and understanding. Our stance is best characterized as a pragmatic form of social constructivism, which recognizes that learning is both an individual and a social activity, involving the purposeful engagement of the learner in constructing new understandings and knowledge as she participates in communities of cultural practices (Lave and Wenger, 1991). There are many strands within constructivist thought, from developmental and social to radical and postmodern— (Phillips 1995; Von Glaserfeld, 1997). However, rather than adopting particular brand of constructivism, we take a pragmatic approach to constructivist theories, in the belief that, like any idea or theory, constructivism is not the only one that can help us address problems and challenges in understanding and meeting the educational needs of all students. Nevertheless, we believe this theoretical approach offers the best explanation of how people learn and thus is the best guide for learning how to teach.

In this view, we understand that knowledge is always actively constructed in the context of a learner’s prior experience and knowledge, current conditions, and personal goals (Fosnot, 1996). That is, learning is always both purposeful and adaptive, an active process of making sense of new information or experience, based on past experience and previous knowledge. Therefore, following Dewey, we believe that education is not a process of transferring knowledge from the teacher to the students for some future use; rather it is an active, relational process among teachers and learners, designed to stimulate the intellectual and emotional growth of learners (and teachers), as well as their capacity to participate in a democratic community of inquiry. Consequently, all knowledge is conditional, subject to critical reflection and assessment. From this perspective, learning is a life-long process of using the cultural tools at one’s disposal, particularly language, in order to make experience more meaningful and to increase one’s capacity to engage with one’s environment, both physical and social.

Given these core beliefs, it follows that teachers should seek and value students’ points of view, draw on the connections between school knowledge and students’ lives, build on students’ knowledge and strengths, work to focus and elicit student thinking about big ideas, and create conditions that foster democratic participation in a community of inquiry. While we take collaboration, dialogue, and problem-based learning to be essential tools in teaching for understanding, and maintain a holistic, interdisciplinary

approach to curriculum, we also recognize the importance and utility of direct instruction and a more structured curriculum.

In sum, we believe this sort of pragmatic constructivist approach provides the greatest range and flexibility in meeting the educational needs of diverse students, supporting the use of a variety of instructional methods and techniques in order to create classroom conditions and expectations—behavioral and conceptual—that foster learning. That is, we recognize that the adoption of any particular educational perspective or strategy should be based on and justified by its potential to help particular, actual students learn. Since there is no one best way to teach, our aim is to help teacher candidates learn how to “act with wisdom and judgment by continually developing ways to cope with dilemmas in particular situations” (Cobb, 1996, p. 48), to help them become “adaptive experts” (Darling-Hammond, 2005, p. 3).

We believe that effective teachers:

- are dedicated to their own lifelong evolution as teachers and learners
- generate and adapt pedagogical knowledge to specific situations and make creative use of that knowledge to help students learn
- are sensitive and responsive to the needs of students from diverse populations
- have a critical understanding of the historical, social, and political contexts of their own and students’ lives
- collaborate with colleagues in education and the community at large
- understand students and how they develop in social contexts
- are reflective decision-makers who can create, analyze, and refine curriculum content and goals
- are flexible, divergent thinkers, adept at problem-solving and problem-posing

Knowledge Bases

Our conceptual framework is organized by three central strands that are informed by educational theory, research, and policy, as well as practice: **Teacher as Scholar:** A Rigorous Liberal Arts and Sciences Education; **Teacher as Constructivist Practitioner:** The Ability to Meet the Educational Needs of All Students; and **Teacher as Reflective Practitioner:** A Professional Commitment to Inquiry and Reflective Practice. In that it takes years of experience to develop deep expertise in teaching, our goal is to provide novice teachers with the core knowledge and skills for teaching and learning, as well as the capacity to reflect and learn from their teaching experience, so they can continue to improve (Darling-Hammond & Bransford, 2005).

Teacher as Scholar

A Rigorous Liberal Arts and Sciences Education

Our teacher candidates have a deep and broad understanding of knowledge, skills, and tools of inquiry in the liberal arts and sciences, including the use of technology, which supports an appreciation of the process of learning for its own sake and the ability to thrive as reflective citizens and teachers. They foster technological literacy in their students and integrate technology into their classroom curricula and professional practice.

As members of a College offering a rigorous foundation in the liberal arts and sciences, Geneseo teacher candidates experience both breadth and depth in their academic studies. Our early childhood, childhood, and childhood with special education teacher candidates engage in intensive study of a liberal arts or sciences discipline as an academic concentration or major; adolescence education teacher candidates major in a discipline appropriate to their area of teaching. For all teacher candidates, their academic program includes the examination and study of underlying assumptions and purposes within a field, the field's history and perspectives, and its current base of accepted knowledge, as well as practice teaching the content knowledge in educational settings.

In addition to their academic concentrations or majors, our teacher candidates, in common with all Geneseo students, complete studies required by the College's general education curriculum, as well as electives. They develop a breadth of knowledge that enriches their understandings of their world and sharpens their critical thinking and expressive abilities. Knowledge and appreciation of the arts, humanities, social sciences (including United States history), natural sciences, and mathematics enhances their teaching practice. Such enriched understandings of the liberal arts and sciences teach them to value knowledge in its own right and provide a foundational understanding of how knowledge is generated and taught (Astin, 1997; National Board of Professional Teaching Standards, 1997). In addition to the traditional academic skill of written composition, the ability to express oneself cogently in speaking is assessed College-wide as part of a liberal education; it is a skill that is central to the practice of teaching and emphasized in all teacher education programs.

Technological literacy is critical in its role in collecting, analyzing, reasoning, and interpreting quantitative data and in fostering active learning. Technology in its many forms has come to be an integral part of the educational experience of all students. In addition to the vocational importance of fluency with technology, there is evidence that students are motivated by creative technological applications (Leu, 1996; Reinking, McKenna, Labbo, & Kieffer, 1998; Siraj-Blatchford & MacLeod-Brudenell, 1999). Technology also plays an important part in addressing students with disabilities and individual learning styles (Rosenberg, 2000; Palloff & Pratt, 2001). It provides students and teachers with access to varied learning materials and it serves as a key communication tool (Roblyer, 2000). Assistive technology scaffolds instruction for a wide variety of learners with disabilities (Bryant & Bryant, 2002; Scherer, 2000).

Geneseo encourages students to explore and adapt technologies to use as tools of analysis, expression, and problem-solving. Because the quality of technology-based classroom experiences largely is dependent upon the quality of the classroom teacher's knowledge and fluency with those technologies, candidates in Geneseo's education programs are provided a wide array of opportunities to study the evolving role of technology in education and to use that technology in curriculum planning and field experiences (Zhao, Pugh, Sheldon, & Byers, 2002; Fey, 1996; Guzzetti & Fey, 2001). This preparation goes beyond basic technological literacy to focus on the integration of technology into classroom curricula for skill development and content area learning (Burniske, 2000; Rosenberg, 2000).

Teacher as Constructivist Educator

The Ability to Meet the Educational Needs of All Students

Our teacher candidates value intellectual and pedagogical diversity. They are able to employ a wide variety of teaching styles and intellectual approaches, both traditional and innovative, to encourage active learning for all students. They take responsibility for acting in ways that show that they welcome and encourage diversity and are able to respond professionally to the intellectual, emotional, and social needs of their students. Based on their knowledge of student development within the context of family, school, and community, they understand how to structure a classroom environment to help all students become successful learners.

Meeting the educational needs of all the students in one's classroom is not accomplished by the teaching of academic content knowledge alone. It is a learning-centered *and* learner-centered process that recognizes that all students bring their own knowledge, experiences, and perceptions to school. It involves creating contexts that foster student engagement and active involvement in learning for the construction of meaning (Bakhtin, 1981; Fosnot, 1996). In addition knowing what to teach, why it is important, and how it should be organized, Geneseo teacher candidates also understand the importance of a caring classroom community as an element in meeting the educational needs of students (Noddings, 2001b; Ladson-Billings, 1994). They are prepared to create a community of inquiry in which students and teachers together ask questions and find answers (Ruddell,

1997). Our teacher candidates learn to encourage student learning through meaningful exploration, collaboration, and critical thinking activities, using problem-solving and inquiry as modes of learning (Darling-Hammond, 1993; Pressley, et al, 2001). They also understand the extent to which the fundamentally social aspects of learning are central to the learning experiences of students (Vygotsky, 1978).

In that good teaching requires knowing and valuing each student as an individual and as members of families and social groups, good teachers are natural advocates for students. They understand the differences and similarities among individuals and groups of people based on age, ethnicity, race, socioeconomic status, gender, exceptionalities, learning styles, abilities, language, religion, sexual orientation, and geographic area (Nieto, 2000). They are able to recognize social injustices, understand the root causes, and speak and act in personal, political, social, and educational ways to challenge them. Our teacher candidates are prepared for active leadership in seeking educational equity for students who historically have been underrepresented or misrepresented in education (Anyon, 1981; Oakes, 1997). They are sensitive to the needs of diverse populations, critical of conditions of inequity in our society, and willing to act on their convictions (Au, 1998; Knapp, 1995; Cochran-Smith, 1997; Ladson-Billings, 2001; Mercado, 2001; Moll, 1998; Pressley, et al, 2001; Ruddell, 1997). This sense of professional responsibility and caring has implications for social policy and for educational policy, including curriculum, assessment, and teaching theory and practice (Bullough, 2001; Noddings, 2001a; Schrader, 1999).

Our teacher candidates know the developmental characteristics and needs for specific age groups and use that knowledge in designing instruction. As learner-centered teachers, they strive to determine the preferred learning style of individual students and designs lessons that incorporate varied approaches to learning. They have the ability to assess the knowledge and skills of all students, including those with special needs (Danielson, 1996). Students with disabilities, literacy difficulties, or who struggle with other aspects of learning students merit particular attention and require a personal commitment on the part of the teacher to serve their diverse needs through creative, engaging, and well-planned instructional efforts (Balajthy & Lipa, 2003; Lee, 2002). We prepare novice teachers who understand the value of “disciplined eclecticism” and are committed to using what works best with individual students in a carefully planned program of instruction for learning (Shulman, 1986, p. 30; 1998).

Teacher as Reflective Practitioner

A Professional Commitment to Inquiry and Reflective Practice

Our teacher candidates demonstrate ongoing professional growth as they try new strategies, base curricular decisions on evidence of student learning, and actively reflect on their teaching and its impact on student learning. They adjust and revise their practices based on student needs and changing circumstances. Our teacher candidates demonstrate an understanding of theories and research in the field of education regarding developmentally appropriate strategies for effective learning and culturally

sensitive content. They are able to relate this knowledge to individual student needs and to curricular decisions and standards at the district, state, and national level.

Learning is an active, lifelong, social process, requiring ongoing exchange between inquiry, assessment, and reflection (Bruner, 1996; Dewey, 1933; Goodlad, 1997; Schön, 1991). This lifelong process includes the desire to seek knowledge, understanding, and wisdom; to question the status quo; to use one's learning in the practice of teaching; and to evaluate learning outcomes so as to make changes flexibly (Berliner, 2001; Stronge, 2002). Good teachers are "quite conscious of the decisions they make" (Pressley, Rankin, & Yokoi, 1996, p. 364).

Our teacher candidates learn to observe and reflect on their classroom experiences systematically, as well as to interact collaboratively with students, their parents or caregivers, the general public, and fellow professionals. Throughout a variety of field-based experiences that are embedded in coursework, they engage in reflection on themselves as developing professionals, on the cognitive and affective processes of individual students, on the research base for current teaching practices, on the best ways to communicate with students, families, community, and on the profession as a whole (Knowles, Cole & Presswood, 1994; National Board for Professional Teaching Standards, 1987; National Commission on Teaching and America's Future, 1998; National Foundation for the Improvement of Education, 1996; National Staff Development Council, 1995).

In his survey of current research in education, Robert Slavin suggests that "Education is on the brink of a scientific revolution that has the potential to profoundly transform policy, practice, and research" (2002, p. 15). Geneseo teacher education helps candidates gain an understanding of research-validated, classroom-demonstrated teaching strategies, methods, and procedures that are developmentally appropriate and culturally sensitive. Good teachers have a significant depth of knowledge about educational methods and strategies (Block, Oakar, & Hurt, 2002; Costa, 2001; Pressley, Allington, Wharton-McDonald, & Morrow, 2001) and that knowledge has a demonstrable impact upon the learning of their students (Ruddell, 1997). We prepare our teacher candidates to be fluent in the content knowledge, pedagogical knowledge, and pedagogical content knowledge (Shulman, 1998) that is required by state, national, and professional standards.

Geneseo teacher candidates recognize that their curricular decisions should be based on an understanding and knowledge of the characteristics of individual students, including their age, social, cultural, emotional, physical, academic, and cognitive characteristics, in relation to the wide variety of cultural contexts in our society. They also engage in opportunities that provide them with the ability to explain and defend their curricular decisions both in speech and in writing, an expressive ability characteristic of the exemplary teacher (Duffy, 2002; Rosaen & Schram, 1998).

As part of their development as reflective practitioners, teacher candidates are led to an understanding of the limitations of research and the sometimes misleadingly authoritative constraints of accepted methodology (Slavin, 2002). Part of every educator's

responsibility is to take risks, with all due examination and consideration, in order to push the frontiers of knowledge of the teaching profession and to meet the needs of struggling students (Richardson & Placier, 2001).

Candidate Proficiencies

A. Teacher as Scholar

A Rigorous Liberal Arts and Sciences Education

1. Candidates demonstrate, appreciate, and advocate the value of a broad range of knowledge and skills in the liberal arts and sciences and are able to use oral and written communication skills effectively to analyze and convey information.
2. Candidates use appropriate technologies to enhance instruction and to promote active learning.

B. Teacher as Constructivist Educator

The Ability to Meet the Educational Needs of All Students

1. Based on their knowledge of student development within the context of family, school, and community, candidates understand how to create a classroom environment to help all students become successful learners.
2. Candidates use teaching and learning strategies consistent with an understanding of multiple perspectives, cultural and linguistic diversity, and different learning styles, and act in ways that welcome and encourage diversity.

C. Teacher as Reflective Practitioner

A Professional Commitment to Inquiry and Reflective Practice

1. Candidates understand the role of educational research in the classroom and apply that research in their teaching.
2. Candidates demonstrate ongoing professional growth as they implement new strategies, reflect on their teaching and its impact on their students, and adjust and revise their practices based on student needs and changing circumstances, and base curricular decisions on evidence of student learning.

Dispositions

All candidates will demonstrate a positive attitude toward teaching and learning by:

1. Developing a Professional Stance
 - a. Meeting professional and ethical standards
 - b. Communicating appropriately and working collaboratively
 - c. Demonstrating a commitment to child advocacy
2. Demonstrating Active Engagement in Teaching

- a. Promoting active learning for all students
- b. Demonstrating a commitment to reflective inquiry and practice
- c. Seeking and responding to opportunities for change and growth

3. Welcoming Diversity

- a. Treating all people with respect
- b. Seeking out curriculum materials that respect and support diversity
- c. Demonstrating a genuine interest in working with diverse students

Alignment of Standards

The conceptual framework is aligned with state and professional standards and thus provides the overall context within which to assess teacher candidate performance and proficiencies. Teacher candidates in the Ella Cline Shear School of Education are expected to acquire a thorough grounding in the liberal arts and sciences, as well as in theories of child development, and the historical, social, and philosophical foundations of education. They are expected to develop the sensitivity and imagination to create a learning environment that enhances the education and meets the needs of all students. Teacher candidates are also expected to grow as reflective practitioners who are adept at using technology appropriately to enhance teaching and learning. The following table shows the alignment of the proficiencies expected of our teacher candidates with professional, institutional, and state standards.

INTASC Standards	New York State Teacher Standards	Geneseo Candidate Proficiencies
1. The teacher 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.	(b) knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression. (v) curriculum development, instructional planning, and research-validated instructional strategies for teaching students within the full range of abilities	A1. Candidates appreciate and advocate the value of a broad range of knowledge and skills in the liberal arts and sciences and are able to effectively use oral and written communication skills to analyze and convey information.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.	(i) human developmental processes (ii) learning processes, motivation, communication, and classroom management	B2. Based on their knowledge of student development within the context of family, school, and community, candidates understand how to structure a classroom environment to help all students become successful learners.

<p>3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>(iii) the nature of students within the full range of disabilities and special health-care needs, and the effect of those disabilities and needs on learning and behavior (iv) language acquisition and literacy development by native English speakers and students who are English language learners-and skill in developing the listening, speaking, reading, and writing skills of all students</p>	<p>B1. Candidates use teaching and learning strategies consistent with an understanding of and an appreciation for cultural diversity and different learning styles, and take responsibility for acting in ways that show they welcome and encourage diversity. B2. Based on their knowledge of student development within the context of family, school, and community, candidates understand how to structure a classroom environment to help all students become successful learners.</p>
<p>4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities</p>	<p>C1. Candidates demonstrate an understanding of current research in the field of education, and they are able to translate that research into classroom curricular decisions. C2. Candidates demonstrate ongoing professional growth as they try new strategies, base curricular decisions on evidence of student learning, reflect on their teaching and its impact on their students, and adjust and revise their practices based on student needs and changing circumstances.</p>
<p>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>(ii) learning processes, motivation, communication, and classroom management</p>	<p>B2. Based on their knowledge of student development within the context of family, school, and community, candidates understand how to structure a classroom environment to help all students become successful learners.</p>
<p>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>(ii) learning processes, motivation, communication, and classroom management</p>	<p>A2. Candidates use appropriate technology tools to manage instruction and enhance active learning.</p>

<p>7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>(b) knowledge base to teach the subject(s), in accordance with the State learning standards for students (viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning</p>	<p>B2. Based on their knowledge of student development within the context of family, school, and community, candidates understand how to structure a classroom environment to help all students become successful learners.</p>
<p>8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p>	<p>(vii) formal and informal methods of assessing student learning and the means of analyzing one's own teaching practice- and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching;</p>	<p>C2. Candidates demonstrate ongoing professional growth as they try new strategies, base curricular decisions on evidence of student learning, reflect on their teaching and its impact on their students, and adjust and revise their practices based on student needs and changing circumstances.</p>
<p>9. The teacher 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.</p>	<p>(ix) means to update knowledge and skills in the subject(s) taught and in pedagogy</p>	<p>C2. Candidates demonstrate ongoing professional growth as they try new strategies, base curricular decisions on evidence of student learning, reflect on their teaching and its impact on their students, and adjust and revise their practices based on student needs and changing circumstances.</p>
<p>10. The teacher fosters relationships with school colleagues, parents, and agencies, in the larger community to support students' learning and well-being.</p>	<p>(viii) history, philosophy, and role of education, the rights and responsibilities of teachers and other professional staff, students, parents, community members, school administrators, and others with regard to education, and the importance of productive relationships and interactions among the school, home, and community for enhancing student learning</p>	<p>B2. Based on their knowledge of student development within the context of family, school, and community, candidates understand how to structure a classroom environment to help all students become successful learners.</p>

Program Delivery and System of Assessment

The Ella Cline Shear School of Education offers a number of teacher preparatory programs from which Geneseo students may choose as they simultaneously carry out their liberal arts studies, so that they may have the depth of knowledge to understand their world and to communicate those understandings to their future students. The School of Education continually works to ensure that its programs and courses are effective, responsive, and designed to meet the call of the National Commission on Teaching and America's Future that each student should have "competent, caring, and qualified teachers" (1998, p. 3). Each program in the School of Education is informed by the standards and literature supplied by such professional and academic resources as the National Council for the Accreditation of Teacher Education, the Council of Public Liberal Arts Colleges, the New York State learning standards, and appropriate professional educational organizations.

The teacher preparation programs at SUNY Geneseo offer rigorous, challenging, and active learning experiences in a curriculum that provides a strong foundation of comprehensive knowledge and skills across four broad areas: 1) the liberal arts and sciences, 2) curricular content, goals, and standards, 3) the processes of learning and teaching, and 4) student development and sociocultural contexts. The curriculum in the School of Education provides a solid grounding for teacher candidates in human development, learning and instructional theory, educational law, and the foundational disciplines of philosophy, history, and sociology of education, so that they can be reflective decision-makers in determining educational curricula. In addition, our candidates are educated in the liberal arts and sciences and prepared to apply that knowledge to understanding the world around them as well as to teaching.

In keeping with a constructivist appreciation for the role of experience in developing expertise, the School of Education gives teacher candidates multiple opportunities to practice the skills of teaching in a variety of field-based experiences complemented by the faculty's critical and supportive oversight. These experiences are coordinated with course work and designed to develop candidates' capacity for the reflective generation of knowledge and the creative use of that knowledge in practice, so they will be able to create classrooms that enable all students to learn, as well as their capacity to communicate, plan, and work effectively with colleagues and children's families and to use community resources, programs, and services to enrich their students' education (Epstein, Sanders, & Clark, 1999).

From service learning to student teaching, field experiences are essential components of the process of moving teacher candidates from their role as students to the role of a professional who is able to make informed instructional decisions (Shulman, 1998). They play a critical part in the process of helping teacher candidates learn to reflect on the

practical and theoretical implications of education, to reflect on and learn from their teaching experience in a school environment, so they can improve. To facilitate this process, the School of Education has developed close working relationships with area schools, based on mutual cooperation and the sharing of resources.

Along with the College, the School of Education has developed partnerships with schools and agencies in the Geneseo and Rochester areas to enhance opportunities for both teacher candidates and for area residents and local educational institutions. For example, the Xerox Center for Multicultural Education is a partnership between the School of Education, local business, and the Rochester City School District. The Center enriches undergraduate education through greater exposure of teacher candidates to a culturally diverse urban environment, in part by sponsoring an extensive tutoring program in city schools. The Center also sponsors weekly seminars on topics relating to multicultural education.

Assessment and Evaluation

The Ella Cline Shear School of Education has developed a comprehensive system to assess candidates' knowledge, skills, dispositions, and performance, as well as program and unit effectiveness. The assessment system for initial teacher candidates focuses on four assessment points: admission to the School of Education, admission to student teaching, completion of student teaching and program completion, and after graduation. Candidates in the graduate programs are assessed at admission, midpoint, program completion, and after graduation. The assessment system has been designed to regulate the process for data collection and analysis, evaluation of candidates, programs, and the unit, and to facilitate monitoring for fairness, consistency, and alignment with the unit's mission and conceptual framework.

The conceptual framework informs teacher preparation in the School of Education from coursework to student teaching. For example, the expectation that all teacher candidates have a foundation in a rigorous liberal arts and sciences context is ensured by SUNY Geneseo's general education requirements, as well as the liberal arts majors and concentrations that provide teacher candidates in-depth knowledge of the subject matter she or he will teach. Candidates' capacity to meet the needs of diverse students is developed in courses that address pedagogical content knowledge as well as in field experiences and student teaching placements in classrooms with diverse students. The importance of theory and research-based teaching practice, of inquiry and reflective practice in teaching, and a commitment to learner-centered education are reinforced in both coursework and field experiences. Candidates are encouraged to integrate technology into their classroom curricula and teaching practices. Finally, all the components of the School of Education assessment system have been systematically aligned with the elements of the conceptual framework.

The conceptual framework articulates the School of Education's professional commitment to ensuring that teacher candidates acquire the necessary knowledge and skills to affect student learning as well as to continue to grow and learn as a teaching professional and caring citizen. This entails the ability to act as a responsible professional, the belief that all students can learn, an enthusiasm for teaching and learning, and respect for personal, community, and cultural values. These dispositions are assessed through lesson plan, unit plan, and student teaching evaluations.

An understanding of diversity issues is a central element in the conceptual framework and is an indication of the importance of that commitment for the School of Education as well as the College. That commitment is evident in courses that address strategies that facilitate learning for diverse students (ECED 355, SPED 319, and SPED 205) and in field experiences and student teaching placements that ensure that candidates engage with diverse students in diverse educational settings, documented in the section on Standard 3. Our commitment to diversity is congruent with the College's efforts to increase the diversity of the faculty and student body in the School of Education and at the College.

Teacher candidates in the School of Education are given opportunities to demonstrate proficiency with educational technologies, including instructional and assistive technology, in both teaching and learning. That is, candidates are expected to be able to use appropriate technology to gather and analyze information and to assist in classroom management, as well as be able to instruct students in the use of technology. Not only are learning outcomes regarding technology a part of School of Education courses, but students attend workshops on information literacy coordinated by the library staff.

Graduate Conceptual Framework: Teacher as Accomplished Educator

Introduction

The Graduate Conceptual Framework extends the themes of the Undergraduate Conceptual Framework: Teacher as Scholar, Teacher as Constructivist Educator, and Teacher as Reflective Practitioner. All graduate programs are designed to add content, depth, and sophistication to the knowledge gained in undergraduate education, whether at Geneseo or elsewhere. They require mastery of oral and written discourse at the professional level, as well as facility with new and innovative uses of educational technologies. All courses in the graduate programs are taught by faculty with terminal degrees or who possess substantial and relevant professional qualifications.

Programs include:

- Literacy (B-6 and 5-12)
- Early Childhood Education
- Adolescence Education in Social Studies, Mathematics, English, and Foreign Languages

- Speech Pathology

A. Teacher as Accomplished Scholar

Graduate programs in the School of Education are designed to extend candidate's knowledge of research, curriculum development, assessment, and pedagogical methods that reflect the latest developments in the relevant fields of study. Graduate candidates are expected to deepen their understanding of the theoretical bases of educational practice, including philosophical, psychological, and sociological theories of education; theories of learning, curriculum development, and assessment; as well as a variety of research methodologies and their theoretical assumptions.

Candidates in graduate programs will:

1. link content, curriculum development, assessment, and pedagogy, based on the latest developments in the field
2. interpret and evaluate educational research

B. Teacher as Accomplished Constructivist Educator

Graduate programs in the School of Education are designed to deepen candidates' understanding of the connections between home, school, and community in order to increase their effectiveness as constructivist educators in a variety of educational settings. Extending their knowledge of student development and multiple teaching strategies, candidates in graduate programs are expected to understand how issues of social justice affect children's learning in a variety of settings. This entails a critical understanding of the legal status of education under local, state, and federal legislation, as well as court cases related to literacy education, bilingual education, special education, early childhood education, and assessment and curriculum development. Candidates also are expected to extend their understanding of the social services available to students and their parents or primary caregivers, the impact of geographical location, composition of the school population, parents' socioeconomic status on children's education, and family and community connections with school.

Candidates are expected to be critically aware of diversity and willing to act on the issues associated with diversity that affect children's learning in the classroom, including gender and sexual orientation, the social construction of racial and ethnic categories, special education and inclusion, socioeconomic status, and linguistic and cultural diversity. Graduate programs in the School of Education foster candidates' understanding of the need for teachers to become advocates for the children under their care; they also provide opportunities for candidates to develop leadership skills to advocate for children's rights in education.

Candidates in graduate programs will:

1. connect home, school, and community in the practice of education
2. understand the theoretical basis of and implement multicultural educational practices that respect and welcome diversity
3. develop leadership skills to advocate for children

C. Teacher as Accomplished Reflective Practitioner

Candidates in graduate programs are expected to use tools of critical inquiry to reflect on, accurately interpret, and implement the research of others. They are expected to conduct comprehensive library research, design innovative research-based curriculum, and apply associated pedagogies. Candidates also are expected to use their understanding of research methodologies to design and implement their own action research or ethnographic research in local schools or other educational settings.

All graduate programs in the School of Education include a component of clinical practice that involves research and the implementation of research, through innovative pedagogies, research-based design of curriculum and assessment, or the use of new technologies.

Candidates in graduate programs will:

1. link theory to practice
2. design and implement action research or ethnographic research in local schools or other educational settings

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