

## School of Education - Conceptual Framework Statement



**The School of Education at Albany State University develops educators and other professionals who meet Unit Performance Standards identified in the conceptual framework.**

**Candidates: Reflect on Knowledge – Transform with Skills - Respond to Diverse Cultures with Professional Dispositions - Demonstrate Competence in Technology**

**Completers: A graduate of the ASU School of Education is Reflective, Transformative, Culturally-responsive and Technologically-competent.**

**Initial Candidates/Completers - Unit performance standards are introduced, developed and practiced at the initial level.**

**Advanced Candidates/Completers – Unit performance standards are reinforced, mastered and accomplished at the advanced level.**

### UNIT PERFORMANCE STANDARDS

#### **1. Reflective Practitioner:**

**1a. Professional Knowledge** - The candidate demonstrates an understanding of self, professional content knowledge, and practice to meet the needs of their students, clients, faculty, and/or staff.

**1b. Assessment Uses** - The candidate systematically gathers, analyzes, and uses relevant data to become self-aware, measure progress, to inform practice, and to provide timely and constructive feedback to others.

**1c. Communication** - The candidate will develop and communicate expectations and codes of conduct to address student and/or client behavior in a positive, fair, and unbiased manner.

#### **2. Impactful Practitioner:**

**2a. Instructional Strategies** - The candidate promotes teaching and learning by using evidence based strategies to engage others in active learning and to promote key skills.

**2b. Assessment Strategies** - The candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and population of concern.

**2c. Academically Challenging Environment** - The candidate creates a student/client-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

### **3. Culturally-responsive Practitioner:**

**3a. Instruction-** The candidate implements culturally-responsive practices aligned with national, state and local school district curricula and standards, evidenced-based strategies, resources, and data to address the differentiated needs of all students and/or clients.

**3b. Acknowledgement of difference** - The candidate challenges others by providing appropriate content and developing skills which address individual differences.

**3c. Positive Learning Environment** - The candidate provides a well-managed safe, orderly environment that is conducive to teaching and learning and encourages respect for all.

**3d. Professionalism** - The candidate demonstrates a commitment to professional ethics, participates in professional growth opportunities, and contributes to the profession.

**3e. Diversity, Equity, and Inclusion.** The candidate will confront and alter institutional biases and eliminate barriers associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

### **4. Technologically-Competent Practitioner:**

**4a. Integration** – The candidate demonstrates understanding and the ability to integrate technology into professional, curricular, and administrative routines.

**4b. Usage** - The candidate demonstrates understanding and the ability to use appropriate technology and multimedia applications to collect, analyze, and present data to inform professional practice.

**4c. Application** - The candidate demonstrates understanding and the ability to apply technology in professional settings,

**4d. Professional Growth-** The candidate uses appropriate technology to collaborate and network with colleagues to enhance professional growth.