Conceptual Framework Overview

Northeastern State University's conceptual framework provides the philosophical underpinnings and theoretical constructs that guide the College of Education's programs, courses, teaching, assessment, and graduate performances. The conceptual framework includes three overarching goals: To prepare teaching scholars, educational leaders, and developers of human potential.

Conceptual Framework

I. Scholars

Scholars read widely and think deeply about subject matter, teaching, and research. They reflect critically on their own beliefs and their classroom practice in order to make pedagogical improvements. Scholars use appropriate communication skills. They know how to facilitate authentic learning, and they encourage P-12 students to be critical, creative thinkers with the ability to be lifelong learners.

Scholars will:

1. Demonstrate a deep understanding of subject matter relative to their area of preparation.
2. Create an environment conducive to learning in the classroom, use developmentally appropriate practices, and have the pedagogical skills necessary to facilitate growth and learning for all P-12 students under their care.
3. Demonstrate effective oral and written communication skills.
4. Use classroom-based research to improve teaching and learning for P-12 students.
5. Demonstrate an understanding of how diversity, including multicultural, ethnic, socioeconomic, gender, and exceptionality issues, affects P-12 student learning.
6. Use technology appropriately to enhance teaching and learning opportunities in the classroom environment.
7. Demonstrate an understanding of the philosophical, historical, and sociological foundations of education.
8. Demonstrate competence in designing instructional strategies with appropriate technologies that incorporate the Oklahoma Teacher and Leader Effectiveness (TLE) Observation and Evaluation system.

9. Develop instruction based on the Common Core State Standards (Oklahoma C^3 Standards-CCSS) and other approved state standards by subject/content area. (Retrieved from [http://ok.gov/sde/oklahoma-c3-standards](http://ok.gov/sde/oklahoma-c3-standards))

10. Work collaboratively with P-12 students, parents, colleagues, and other professionals.

11. Demonstrate proficiency in the use and interpretation of both informal and formal assessments.

12. Demonstrate understanding and awareness, through classroom and experiential learning, of a language and multicultural education.

II. Educational Leaders

Educational leaders serve as advocates for children/adolescents and families; they understand the political nature of teaching; and they are able to inspire and motivate others by modeling effective communication skills, professional demeanor, and professional attitudes.

Educators as Leaders will:

1. Demonstrate professional ethical behavior.
2. Use professional and pedagogical expertise to inspire others to make positive changes in their classrooms.
3. Demonstrate an understanding of current legal aspects of teaching and an understanding of the teacher’s obligation for assertive advocacy on behalf of the well-being and rights of all children.
4. Demonstrate through traditional and technological means, the process of inquiry relative to the subject areas(s) of preparation.
5. Make connections within and between disciplines.
6. Effectively communicate their own educational philosophies and instructional practice to others.
7. Demonstrate sensitivity to community and social norms and be an advocate for equal educational opportunities for all children.
8. Demonstrate an understanding of technology operations and concepts and advocates for appropriate technological resources and utilize technology to increase productivity and professional practices including communication and assessment processes.

III. Developers of Human Potential

Educators’ who are developers of human potential are committed to the philosophical position that the development of human potential is their fundamental task.
Educators as Developers of Human Potential will:

1. Demonstrate commitment to the idea that the well being of the P-12 student is equally as important as subject matter by diligent attention to the emotional, physical, and health needs of students under their care.
2. Recognize that the P-12 student learning potential may be affected by failure to learn basic educational skills and actively seek to identify educational needs and the appropriate professional services.
3. Challenge P-12 students to achieve their potential and to stretch their abilities while offering a supportive and nurturing environment.
4. Demonstrate sensitivity and skills to foster classroom and school climates that recognize student competence and foster student confidence, particularly for children of diverse backgrounds.
5. Treat all P-12 students as individuals and demonstrate dignity and respect for all and demonstrate knowledge of and respect for past and present influences of race, ethnicity, gender, religion and other aspects of culture on a teacher’s practices and a child’s development and personality.
6. Develop, clarify and sustain the belief that “all children can and will learn when given proper instruction” (SECA, n.d., p. 5) and demonstrate the ability to develop and present a situationally and developmentally appropriate curriculum that promotes that learning.
7. Resolve complex social, ethical, and human issues surrounding the acquisition and use of technology in the classroom.

