

Jacksonville State University
College of Education & Professional Studies

Conceptual Framework for Educator Preparation

“Leaders for 21st Century Learning”

The primary goal of the programs that prepare educators at Jacksonville State University is to develop effective, reflective leaders for 21st century learning.

Learning Outcomes of the Conceptual Framework



1. **L**eadership and Collaboration
2. **E**ffective Facilitation Practices
3. **A**ssessment and Reflection
4. **D**iverse Learners and Environment
5. **E**thics and Professional Responsibility
6. **R**eflective Mastery of Content

College of Education and Professional Studies
Learning Outcomes of the Conceptual Framework

Leaders for 21st Century Learning

1. **Leadership and Collaboration** – An effective educator seeks appropriate leadership roles and other opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and community members, to ensure learner growth, and to advance the teaching profession. (InTASC Standard 10)

Knowledge and Skills

- 1.1 An educator collaborates with other professionals in an effort to build a shared vision and supportive culture that facilitates student learning. InTASC 10 – (b), (c), (e)
- 1.2 An educator assumes an active role on instructional teams, providing and receiving constructive feedback on practice, learner performance, assessment data, and decision-making and accountability for student learning. InTASC 10 – (a), (o)
- 1.3 An educator uses technological tools to support a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. (InTASC 10 – (d), (g), (n)
- 1.4 An educator works collaboratively as an advocate to advance professional practice through contributing to the knowledge and skill of others, modeling effective practice for colleagues, and leading professional learning activities. InTASC 10 – (f), (i)-(j), (k)
- 1.5 An educator works with others to generate and incorporate meaningful research on educational issues and policies. InTASC 10 – (h)

Critical Dispositions

- 1.6 An educator respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and their families in establishing and achieving challenging goals. InTASC 10 – (m), (p), (q)
- 1.7 An educator takes initiative to grow and develop with colleagues through continuous improvement and welcomes necessary change in order to enhance practice and optimize student learning. InTASC 10 – (r), (s), (t)

2. **Effective Facilitation Practices** – An effective educator serves as a facilitator of learning by engaging all learners in critical thinking, creativity, collaborative problem solving, and meaningful application of knowledge and skills. (**InTASC Standards 1, 7, 8**)

Knowledge and Skills

- 2.1 An educator engages all learners in developing metacognitive processes and higher order thinking skills. InTASC – 8 (f), (j)
- 2.2 An educator systematically utilizes formative and summative assessment data to design and implement developmentally appropriate teaching strategies. InTASC - 1 (a), (b); 7 (l)
- 2.3 An educator differentiates instruction based on prior knowledge and individual strengths and needs in order to facilitate advances in student learning. InTASC – 1 (d), (e), (f); 7 (d), (i), (j), (k); 8 (a), (l)
- 2.4 An educator individually and collaboratively creates, selects, and sequences learning experiences and provides multiple ways for the learner to demonstrate knowledge and skills specific to curriculum goals and content standards. InTASC – 7 (a), (b), (c), (e), (f), (g), (m); 8 (c), (g), (o)
- 2.5 An educator varies his/her role in the instructional process based on the needs of learners. InTASC – 8 (d)
- 2.6 An educator engages learners in using a range of learning skills and strategies to access, interpret, and evaluate content while demonstrating student knowledge through a variety of products and performances. InTASC – 7 (h); 8 (b), (e), (n)
- 2.7 An educator incorporates an array of instructional strategies to support and expand learners' communication skills. InTASC – 1 (g); 8 (h), (i), (k)
- 2.8 An educator elicits collaborative support from families, the community, colleagues, and other professionals to facilitate students' attainment of knowledge and skills. InTASC – 1 (c)

Critical Dispositions

- 2.9 An educator values differentiated instruction through the development and use of instructional strategies based on learners' strengths and needs. InTASC – 1 (h)
- 2.10 An educator possesses a deepened awareness and understanding of the strengths and needs of diverse learners, and uses that knowledge to make

appropriate adjustments/revisions to his/her practice to enhance learner growth.
InTASC – 1 (i), (j); 7 (n), (p), 8 (p)

2.11 An educator respects the variety of ways people communicate and encourages learners to develop and use multiple forms of communication. InTASC – 8 (q)

2.12 An educator values best practices within instruction to support and promote student learning. InTASC – 7 (k), (o), 8 (r), (s)

3. **Assessment and Reflection** – An effective educator uses multiple methods of assessment to provide insights into the effectiveness of instructional practices employed, which allows for self-evaluation and reflection in meeting program standards and goals, and in managing learner growth. (**InTASC Standard 6**)

Knowledge and Skills

3.1 An educator uses multiple types of formative and summative assessments to support, verify, and document each student's learning. InTASC – 6 (a), (g), (j), (l), (o)

3.2 An educator designs multiple ways for all learners to demonstrate knowledge and skills, and uses valid and reliable measurement of learning objectives that are free from individual bias. InTASC – 6 (b), (e), (i), (k)

3.3 An educator provides prompt and descriptive feedback on all forms of assessment. InTASC – 6 (d), (n)

3.4 An educator works independently and collaboratively to prepare all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for those with learning and language learner needs. InTASC – 6 (c), (h), (p)

3.5 An educator provides opportunities for students to analyze their own assessment data and set personal learning goals. InTASC – 6 (m)

Critical Dispositions

3.6 An educator values and includes learners in assessment processes and develops learners' individual capacity to self-assess their learning. InTASC – 6 (q)

3.7 An educator takes responsibility for using assessment data to inform future instruction and to promote learner growth. InTASC – 6 (r), (v)

3.8 An educator commits to providing learners with timely and descriptive feedback to guide learners' progress. InTASC – 6 (s)

3.9 An educator recognizes the need to adjust and accommodate assessments and testing conditions for learners, especially for those with learning and language learner needs. InTASC – 6 (u)

4. **Diverse Learners and Environments** – An effective educator creates an environment that celebrates and embraces cultural, academic, and other diversities in the classroom while maintaining high levels of academic expectations and achievement for all learners. (InTASC Standards 2, 3)

Knowledge and Skills

4.1 An educator designs, adapts, and delivers instruction based on individual learner needs. InTASC – 2 (a), (b), (c), (d), (g), (h), (j)

4.2 An educator collaborates with learners, families, and colleagues to create a safe, positive learning climate of openness, mutual respect, support, and inquiry, and to access resources, support, and specialized assistance and services in meeting particular learning needs. InTASC – 2 (f); 3 (a), (b), (c), (e), (h), (k)

4.3 An educator develops collaborative and self-directed learning experiences that include a global perspective. InTASC – 3 (g), (i), (j)

4.4 An educator manages the learning environment by actively and equitably engaging learners in organizing, allocating, and coordinating the resources of time, space, and learners' attention. InTASC – 3 (d)

4.5 An educator communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives and interests learners bring to the educational environment. InTASC – 3 (f), (k)

4.6 An educator works to effectively and safely integrate a variety of digital tools and others hardware throughout the teaching and learning environment to enhance and support student learning. InTASC – 3 (m)

Critical Dispositions

4.7 An educator believes that all learners, including those with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests, can reach their full potential in seeking to meet high levels of achievement. InTASC – 2 (l), (m), (n), (o)

4.8 An educator pursues a network of relationships among learners, colleagues, families, and communities to establish and foster positive, supportive learning environments. InTASC – 3 (n), (o), (p), (q), (r)

5. **Ethics and Professional Responsibility** – An effective educator participates in ongoing professional learning as evidenced by continued reflective evaluation of the impact of his/her choices and actions towards others (e.g., learners, families, colleagues, and the community) and to the teaching profession. **(InTASC Standard 9)**

Knowledge and Skills

5.1 An educator advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. InTASC – 9 (f)

5.2 An educator engages in ongoing professional development opportunities to enhance knowledge and skills aligned with his/her own needs and the needs of the learners, school, and system. InTASC – 9 (a), (b), (e), (g), (i), (j)

5.3 An educator independently and collaboratively utilizes a variety of data to evaluate the outcomes of teaching and learning and to adapt instructional planning and practice. InTASC – 9 (c), (h), (k)

5.4 An educator actively seeks resources that support teaching and learning. InTASC – 9 (d)

Critical Dispositions

5.5 An educator seeks to deepen understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and his/her impact on expectations for and relationships with learners and their families. InTASC – 9 (l), (m)

5.6 An educator adopts the mindset of a life-long learner, continuously seeking opportunities for analysis and reflection to improve instructional practices. InTASC – 9 (n)

5.7 An educator adheres to codes of ethics, professional standards of practice, and current laws and policies. . InTASC – 9 (o)

6. **Reflective Mastery of Content** – An effective educator continuously strives to advance knowledge, skills, and dispositions necessary for the 21st century education professional. (InTASC Standards 4, 5)

Knowledge and Skills

- 6.1 An educator effectively uses multiple representations and explanations that capture key ideas in the discipline and guide learners through learning progressions while promoting each learner's mastery of content standards. InTASC – 4 (a), (j), (k), (n)
- 6.2 An educator engages learners in applying methods of inquiry and evidence of learning used in the discipline, including reflection on prior content knowledge; links new concepts to familiar concepts; and makes connections to learners' experiences. InTASC – 4 (b), (c), (d), (e), (m); 5 (a), (d), (g), (l), (m), (o)
- 6.3 An educator evaluates and modifies instructional resources and curriculum materials for comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners. InTASC – 4 (f), (g); 5 (p)
- 6.4 An educator creates authentic learning opportunities by applying content knowledge to real world problems through the lens of interdisciplinary themes. InTASC – 4 (h); 5 (b), (c), (e), (f), (i), (j), (n)
- 6.5 An educator develops and implements support for learner literacy development across content areas. InTASC – 4 (i), (l); 5 (h)

Critical Dispositions

- 6.6 An educator realizes that content knowledge is complex, culturally situated, and ever evolving, and keeps abreast of emerging ideas and understandings in the field. InTASC – 4 (o); 5 (q)
- 6.7 An educator appreciates multiple perspectives within the discipline, as well as cross-disciplinary perspectives, and facilitates learners' critical analysis of these perspectives. InTASC – 4 (p), (q); 5 (r)
- 6.8 An educator values learner-centered environments that encourage learner exploration, discovery, and expression across content areas. InTASC – 4 (r); 5 (s)