Conceptual Framework

for the Preparation of Professional Educators

The Conceptual Framework serves as a guide for designing and organizing courses and field experiences in professional studies. Each of the four categories of the framework represent documented responsibilities of a professional educator. All four categories emphasize professional dispositions that drive application of knowledge and skills expressed in program standards.

Category 1
Perspectives & Preparation

Disposition 1
The educator demonstrates a belief that all students can learn, has high expectations for all students, and persists in helping all students achieve success. (InTASC #2)

Disposition 2
The educator demonstrates a belief in the inherent dignity of all people, respects the customs and beliefs of diverse groups, and provides equitable opportunities for all students to learn. (InTASC #2)

Disposition 3
The educator takes ethical responsibility to use accurate and appropriate assessment data to guide instructional planning that accommodates learners' needs for their own growth. (InTASC #6)

Foundational Knowledge and Skills

Standard 1
The educator is a reflective practitioner who uses an understanding of the historical, philosophical, and social foundations of education to guide his or her educational practices. (KSDE #3; InTASC #5, #10)

Standard 2
The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information; enhance instructional practices; facilitate professional productivity and communication; and help all learners use instructional technology effectively. (KSDE #12; InTASC #6)

Students and Learning

Standard 3
The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development. (KSDE #2; InTASC #1, #2)

Standard 4
The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, based on developmental levels, and adapted to diverse learners, including those with exceptionalities. (KSDE #3; InTASC #3)

Content and Pedagogy

Standard 5
The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and creates opportunities that make these aspects of subject matter meaningful for learners. (KSDE #1; InTASC #4)

Standard 6
The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all learners' abilities to understand relationships between subject areas. (KSDE #11; InTASC #6)

Planning

Standard 7
The educator plans effective integrated and coherent instruction based upon the knowledge of all learners, home, community, subject matter, curriculum standards, and current methods of teaching reading. (KSDE #7; InTASC #7)

Standard 8
The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and personal development of all learners. (KSDE #8; InTASC #6)

Category 2
Learning Environment

Disposition 4
The educator takes responsibility to establish an environment of respect and support and a culture for learning. (InTASC #1, #3)

Standard 9
The educator 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. (KSDE #5; InTASC #1, #2, #3)

Category 3
Instructional Practices

Disposition 5
The educator is flexible and responsive in seeking out and using a variety of strategies to meet the cognitive, physical, emotional, and social needs of all learners. (InTASC #4, #5, #7, #8)

Standard 10
The educator understands and uses a variety of appropriate instructional strategies to encourage and develop various kinds of students' learning including critical thinking, problem solving, and reading. (KSDE #4; InTASC #4, #5)

Standard 11
The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the learning environment. (KSDE #6; InTASC #5)

Category 4
Professionalism

Disposition 6
The educator seeks to keep abreast of new ideas and understandings in teaching and learning. (InTASC #4)

Disposition 7
The educator demonstrates collaboration and cooperation with learners’ families, community, and educational personnel to support student learning and contribute to school and district improvement efforts. (InTASC #10)

Disposition 8
The educator reflects on his or her professional strengths and weaknesses and develops goals and plans to improve professional practice. (InTASC #10)

Disposition 9
The educator accepts responsibility as a professional to maintain ethical standards. (InTASC #9)

Standard 12
The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (learners, parents, and other professionals in the learning community), actively seeks opportunities to grow professionally, and participates in the school improvement process. (KSDE #9; InTASC #9)

Standard 13
The educator fosters collaboration with school personnel, parents, and agencies in the larger community to support students’ learning and well being. (KSDE #10; InTASC #10)

Updated November, 2012
KSDE = Kansas State Department of Education
InTASC = Interstate Teacher Assessment and Support Consortium

Perspectives & Preparation

Learning Environment

Instructional Practices

Professionalism

Accredited by the Kansas State Board of Education and the National Council for Accreditation of Teacher Education