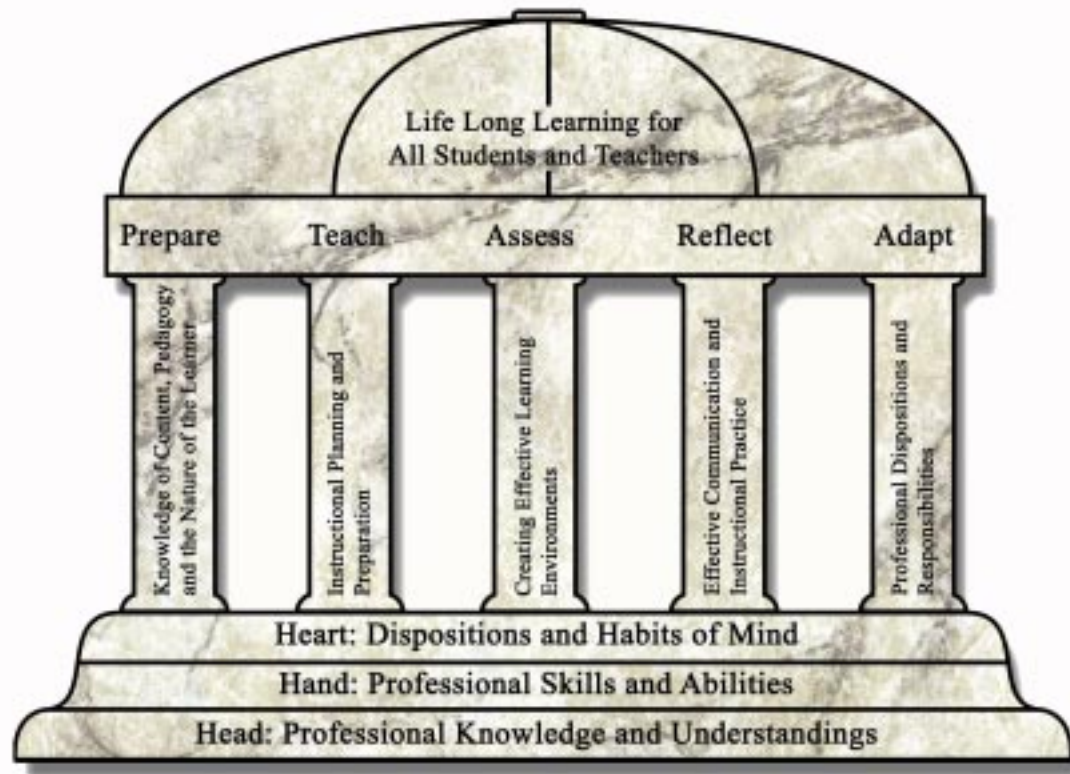


SUU Professional Education Unit Conceptual Framework

Head, Hands, and Heart: Empowering Students and Teachers to Make Learning Live Forever



Head, Hands and Heart (knowledge, skills and dispositions) provide the foundation which guides the professional educator who seeks to direct the development of these attributes in the students he or she teaches.

Five Pillars of Professional Practice, grounded in unit, state and national standards describe the competencies (knowledge, skills and dispositions) essential to good teaching. Each of the five pillars represents a key area of professional competence and expertise.

A Model for Reflective Teaching, emphasizes a process of continuous improvement of professional practice through reflecting on teaching performance and using the results of reflection to improve teaching and learning.

Life Long Learning for All Students and Teachers is the goal which undergirds all we seek to accomplish as educators. Both teacher and student are an integral part of a larger community of learners which recognizes the joy of learning and the importance of personal growth.

Five Pillars of Professional Practice

Expected Outcomes for Program Completers

1. Professional Knowledge and Understandings

1.1. Knowledge of content: The candidate demonstrates in-depth knowledge of content and provides evidence of continuous growth in his/her understanding of these areas

1.2. Knowledge of pedagogy: The Candidate demonstrates an understanding of current research on best instructional practices and these practices are reflected in his/her emerging pedagogical skill.

1.3. Knowledge of content/pedagogy: The candidate's knowledge of content pedagogy reflects the findings of current research on best practices within the discipline he/she teaches.

1.4. Knowledge of learner characteristics and diverse learner needs: The candidate displays an in-depth understanding of the developmental characteristics of diverse student populations and uses knowledge about individual differences to plan, deliver and analyze instruction.

1.5. Knowledge of philosophical and theoretical perspectives : The candidate exhibits an understanding of a wide variety of alternative theoretical perspectives, research and reflection on practice to guide instructional decision making.

1.6. Knowledge of appropriate uses of technology: The candidate demonstrates knowledge of the appropriate use of various technologies in the planning, delivery, analysis and assessment of learning and instruction and models appropriate uses of technology to students.

2. Instructional Planning and Preparation

2.1 Selecting appropriate instructional goals and outcomes for all learners: The candidate selects and/or develops instructional goals which are appropriate and valuable and which take into account the varying learning needs of individual students or groups.

2.2. Selecting appropriate strategies, resources and tools of inquiry for all learners: Candidates use research to plan and select a wide variety of instructional strategies, resources and tools of inquiry aimed at meeting the needs of all learners.

2.3. Designing challenging, coherent and compelling learning activities: Candidates design learning activities which are challenging and highly relevant to all students. Learning activities address standards and instructional goals, progress coherently and meet the needs of diverse students by allowing for multiple paths to learning.

2.4. Designing and employing appropriate assessment techniques: Candidates develop assessment strategies which are congruent with instructional goals. Assessment criteria are clear and appropriate for all students and lead them to an awareness of progress toward meeting established goals, outcomes and standards.

3. Creating and Managing Effective Learning Environments

3.1. Establishing and maintaining a community of learners: The candidate exhibits genuine caring and respect for all students and enthusiasm for his/her subject and for learning in general. He/she conveys high expectations for achievement and encourages all students to produce work of high quality.

3.2. Motivating students and inviting cooperation in diverse classroom environments: Candidates develop and implement strategies for promoting individual and group motivation which encourage positive social interaction, active engagement in learning and self-motivation on the part of all students. He/she monitors student behavior and effectively redirects misbehavior in ways which are sensitive to the individual needs and dignity of all students.

3.3. Engaging all students in learning: The candidate engages all students in activities and assignments. Content is linked to students' knowledge and experience and they are provided opportunities to initiate or adapt activities and projects to enhance understanding and learning.

3.4. Using available resources, technologies and research to support, extend and improve student learning: The candidate exhibits an awareness of resources and technologies available in his/her school and community. Decisions regarding the appropriateness of using various technologies to improve student learning are based on research and best practice.

3.5. Managing classroom procedures, records and the physical environment: The candidate establishes routines, procedures, and strategies for managing noninstructional duties and the physical environment of the classroom to maximize the use of instructional time.

Five Pillars of Professional Practice

Expected Outcomes for Program Completers

4. Effective Communication and Instructional Practice

4.1. Communicating clearly, and accurately with students, parents and colleagues: The candidate's spoken and written language is correct and appropriate to the situation. Directions to students are clear and anticipate possible misunderstandings. The candidate communicates with students, parents and colleagues in ways that demonstrate a sensitivity to cultural and gender differences.

4.2. Presenting content to students in challenging, clear and compelling ways: Candidates engage all students in learning activities which are challenging and relevant to the needs of diverse learners. Instruction is adjusted for students who need additional help and enrichment is provided for advanced students.

4.3. Providing effective feedback to students and parents: The candidate provides effective feedback to students and parents in a timely manner, enabling them to assess student performance. Feedback is consistently high in quality and provision is made for students to use feedback in their learning.

4.4. Using appropriate questioning and discussion techniques and strategies: The candidate's questions are of uniformly high quality and adequate time is provided for students to respond. Students are encouraged to formulate questions of their own.

4.5. Responding to student feedback and adjusting instruction to meet the needs of diverse learners: The candidate responds to student input, evaluates plans on the basis of this input and makes necessary adjustments to meet individual student needs and enhance instruction for all learners.

4.6. Communicating with parents and families: The candidate provides information to parents about the instructional program and positive and negative aspects of student progress. Response to parents' concerns is handled sensitively and the candidate attempts to engage parents in the instructional program.

5. Professional Dispositions and Responsibilities

5.1. Reflecting on teaching and using reflection to improve professional practice: The candidate evaluates outcomes of his/her own professional practice. He/she uses action research, experimentation and reflection to improve student learning and his/her teaching performance.

5.2. Engaging in opportunities for professional growth: The candidate seeks out opportunities to grow professionally. He/she participates in professional development activities provided by the district and/or state and national organizations.

5.3. Recognizing when personal dispositions need changing and developing growth plans for doing so: The candidate reflects on his/her attitudes, dispositions, biases and professional beliefs and, when necessary, makes adjustments to insure appropriate professional behavior.

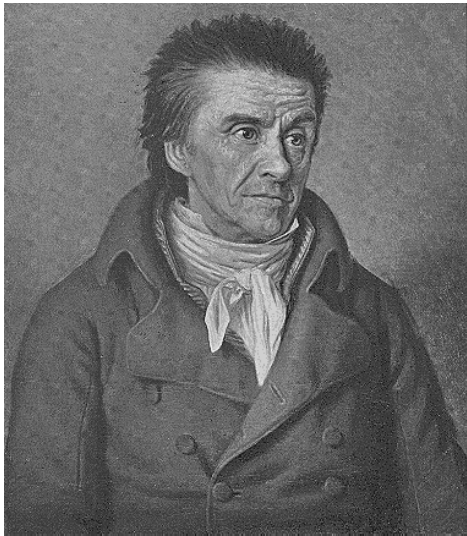
5.4. Engaging in collaboration and group decision making: The candidate takes a leadership role in team or departmental decision making and strives to make decisions which reflect the highest professional standards.

5.5. Being an active participant in a community of learners: Candidates and their students take obvious pride in their work and collaborate with each other to improve it. Candidates and students formulate questions, explore content and share their findings. Students and candidates work together to advance their understanding.

5.6. Engaging in scholarly activity: The candidate participates in activities which contribute to the profession including mentoring, writing for publication and presenting at professional conferences.

5.7. Providing service to students, parents, colleagues, school and community: Candidates volunteer to participate in school events and in school and district projects, assuming a leadership role and making substantial contributions.

5.8. Being an advocate for all students: The candidate is highly proactive in serving students and helps to ensure that the needs of all students, particularly those traditionally under-served by public education, are met by the school.



Education of the Heart

Teachers should be humble and truly humanitarian. True education begins with the heart which forms our emotions of true love of mankind and compassion for all. We must recognize the importance of religion to man's well-being and his relation to his God. This relationship involves love, gratitude, patience and obedience. When the heart is educated, man is ready to learn.

Education of the Head

The mind is in control of the whole body. What the mind thinks, the body does. It is not just an organism to receive sense impressions; it is an active force involved in the analysis, discrimination, and organization of impressions and the ordering of them into concepts. The mind must be developed logically and actively, moving from the known to the unknown and from the simple to the complex.

Education of the Hand

Education of the heart and the head would not be complete without education of the hand. Children must be able to do as well as to think. Action is essential to the learning process. Learning how to do is essential in true education for he who has not learned how to do cannot be considered to have learned at all.

J. Heinrich Pestalozzi

To Pestalozzi
Teacher of the unteachable,
Father of the fatherless
Lover of the unloved,
Humbler of the unhumbled...

With complete conviction of his own ideals,
With ultimate faith in all God's children,
With powerful dedication against falseness,

He set out to demonstrate:
The nobleness and the potential
Of individual man

Believer in mankind,
Champion of the underprivileged,
Motivator of the disenchanting,
Rekindler of the spark of life...

He restored the dignity of noble spirits,
He restored re-examination of teaching
He restored respect and worthiness of men

With little recognition by his contemporaries:
He earned the eternal gratitude
Of countless generations.

Morris A. Shirts

Our Unit's Mission:

To direct the operation of a coherent teacher education program to produce teachers who possess the knowledge, skills and dispositions to positively impact learning for all students in diverse classroom environments.

Our Unit's Vision:

To be recognized as the premier teacher education institution in Utah and to establish a regional reputation for developing high quality teachers who can facilitate life long learning and positive change within diverse student populations and learning environments.

Our Unit's Aim:

To facilitate life long learning and growth for all students through individual empowerment, interconnectivity and social change.