Conceptual Framework Model

SYLLABUS
EDUC 330 –01 Educational Psychology and Measurement (3) credits

| Instructor: Jerry Dale Jones          |
| Office: Butler Building, Room 252    |
| Phone Number: Office: 910-672-2135   |
| Fax Number: (910) 672 – 2075         |
| E-mail address: jjone134@uncfsu.edu  |
| Semester: Fall: 2015 (Aug.19th-Dec 4th) |
| Course Location: TBA                 |
| Meeting Day & Time: Wednesday 9am-11:50am |
| Office Hours: M-TU: 12-3pm Wed: 12-2pm |

Jerry Dale Jones • FSU • Dept. of Educational Leadership
1200 Murchison Rd. In Butler Building • Fayetteville • NC • 28301-4298
“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

Required Text:

The professor will provide additional readings and handouts to augment the textbook and course content.

I. Course Description:
An exploration of psychological principles and their application to the problems of teaching and learning, including characteristics of stages in human development, theories of motivation and learning, classroom management strategies, individual differences, exceptional children, and the measurement and evaluation of student achievement and teaching strategies. A 10 – clock hour field experience in an educational setting is required as part of the course.

Disclaimer: The Conceptual Framework Themes are aligned alphabetically and not by priority or importance.

Description
The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility;
communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

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<th>School of Education Expectations</th>
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<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
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<td>Communication (2)</td>
<td>Candidates communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
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<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
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<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to inform practice and to participate in research to expand their knowledge bases.</td>
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<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
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<tr>
<td>Technological Competence and Educational Applications (6)</td>
<td>Candidates understand that technology is a tool that supports learning and know how to utilize technology to enhance instruction, learning, research, and data management.</td>
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<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand the contemporary family and communities and use that knowledge to help students learn, achieve, and succeed in life.</td>
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II. **Student Learning Outcomes:** Upon completion of the course, each student will demonstrate knowledge of:

A. The role of research in “Educational Psychology” and the four major stages – investigation, interpretation, presentation, and application, including demonstrating knowledge of the identification and testing of variables to ascertain that relationships exist. **(Core Standards: 1c, 4a, 4h, 5a, 5c)**

B. Theories of cognitive development, including Piaget’s theory and the contraposition taken by some psychologists who do not fully accept the theory. **(Core Standards: 4a, 4e)**

C. Learning theories as they relate to cognitive development, including behavioral theories and the techniques for processing information and developing strategies for improving memory. **(Core Standards: 2d, 4a, 4c, 4e)**

D. The theories of learning as a basis upon which their own theories of teaching must be developed. **(Core Standards: 5a, 5b)**

E. The importance of utilizing goals and objectives throughout the teaching process and be able to categorize them as long term versus short term-utilizing goals and goal oriented teaching to improve the teaching process. **(Core Standards: 1a, 1b, 2c, 2e, 5b)**

F. The need for expanding the scope of the teacher’s activity in the classroom beyond “teaching the textbook”. This learning carries beyond the classroom into the home – the teacher should not be averse to making the child’s home a point of visitation. **(Core Standards: 1a, 2a, 2e, 5c)**

G. The neophyte teacher and the successful teacher, and be able to identify and apply the techniques required to get “maximum performance” from students. **(Core Standards: 1a, 1b, 2d, 2e, 4c, 4d, 4e, 4g)**

H. The differences between memory, retention, recognition and recall, and the relationship of transfer to all of the aforementioned entities. An understanding and familiarity with these relationships is essential to effective teaching methods. **(Core Standards: 2b, 4a, 4b, 4c, 4h, 5a)**

Students will acquire skills that will enable them to:

A. Define teaching and learning.

B. See the classrooms as agents of social influence where interpersonal relationship can be directed in a manner that will develop desirable patterns of behavior.

C. Discuss the use of “Educational Psychology” as an applied science in regard to theory building and refining and the application of such theories to classroom practice.

D. Use assessment devices to determine the various characteristics of student in addition to achievement, ability, and interest: (1) Being able to ask for the kinds of assistance needed to establish individual student profiles; (2) Setting up data on the characteristics, achievement, etc., of students so that it can be clearly understood by parents and others; (3) Being able to interpret the data provided by the specialists in the area of assessment who also provide assistance in assessing the specific characteristics of students.

Students will demonstrate **dispositions that will enable them to:**

A. Keep abreast of new ideas and understandings in the field of education.

B. Understand and accept that “Why Teaching is the Hardest Job in the World and why teachers Secretly Love It – A Dedication.”

C. Recognize that all students are individuals with a variety of cognitive, physical and social differences.
**North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standards**
The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below. (The standards, in their entirety, will be distributed in class.)

<table>
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<th>I. Teachers demonstrate leadership</th>
<th>II. Teachers establish a respectful environment for a diverse population of students.</th>
<th>III. Teachers know the content they teach.</th>
<th>IV. Teachers facilitate learning for their students.</th>
<th>V. Teachers reflect on their practice.</th>
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**NCDPI Technology Standards**
The following technology standards developed by NCDPI will also be addressed through the activities outlined in this course.

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<th>I. Teachers demonstrate a sound understanding of technology operations and concepts.</th>
<th>II. Teachers plan and design effective learning environments and experiences supported by technology.</th>
<th>III. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.</th>
<th>IV. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.</th>
<th>V. Teachers use technology to enhance their productivity and professional practice.</th>
<th>VI. Teachers understand the social, ethical and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.</th>
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**NCDPI Diversity Standards**
The following diversity standards developed by NCDPI will also be addressed through the activities outlined in this course.

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<th>I. Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.</th>
<th>II. Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.</th>
<th>III. Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members, and agencies that enhance the educational experiences and well being of diverse learners.</th>
<th>IV. Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.</th>
<th>V. Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.</th>
<th>VI. Teachers of diverse students are reflective practitioners who are committed to educational equity.</th>
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**III. Course Outline and Calendar:**

**General Information/Requirements**
- The Instructor reserves the right to adjust the course outline as deemed necessary.
- All assignments and exams are due by assigned date. Late work will be penalized at the professor’s discretion. If an assignment or an exam is missed due to circumstances beyond the student’s control, they may be allowed to complete it or make it up providing there is documented evidence explaining/justifying the occurrence, otherwise **no make-up will be offered**. Forgetting to complete an assignment or take an exam does not qualify as explanation/justification. Any change to this policy is Completely at the discretion of the instructor. **Assume the personal responsibility to create a calendar for ALL due dates. You are expected to manage your calendar.**
- The following guidelines will assist when communicating:
  1. “Bb” refers to Blackboard whenever it is used.
  2. Email should be the primary form of communication. In the event communication isn’t possible through email, a phone call should be made. (cell phone: 304-550-5345)
ASSIGNMENTS

Field Experience

- Failure to complete the Field Experience assignment will result in a course grade of “F.”

Go to school of education web-site and download field experience sheets and information for EDUC 330. You should start your observation as soon as possible, some students wait until the last minute to complete this field experience which experience says this is a bad decision. Ms. Christy Thomas in the Education Dept. is over the field experience part of your program of study. You will turn your written papers into me and I will sign and give it to Ms. Thomas. You will be asked to write a one page reflection paper on this (10 hour) experience describing your school and what you observed. More detail is provided below on this experience. If you have any questions please call my cell phone at 304-550-5345. Do not wait to start your field experience: Start the process the first week or no later than the 2nd week of this semester…. 
Course Outline and Schedule all on-line
All Assignments are due on the Wednesday of the Week designated.

Week of August 19th, 2014 Introduction and Overview of the Course
A. Introductions/Roll Call: 1st assignment: Due Date: August 21st: A reflection: Send to your classmates on the discussion board a few sentences of yourself: relate: how many hours you have in the program, what grade level you would like to teach at this point in your education. Who was the most instrumental effective teacher you had during your 13 years in the public schools or private school.
B. Review of Course Syllabus and Expectations
C. Introduction to the Conceptual Framework Themes and Indicators and Performance Expectations
D. If after reviewing the syllabus if you have any questions please email me at jjone@uncfsu.edu or call me on my cell at 304-550-5345

Week 2: Week of August 26, Educational Psychology – Chapter 1
A. Using Educational Psychology to promote “good teaching”
B. Teachers, Teaching, and Educational Psychology
C. Research, Educational Psychology, and Teaching
D. Becoming an Intentional Teacher
E. 2nd Assignment: Due Date Aug. 28th: Submit after reading Chapter one: a one page paper: to discussion board Can good teaching be taught, and when do you know you are in a room of a good teacher? What are the 21st century skills and what is the common core. (be brief)

Thursday Aug. 29th – Chapter Exam #1 | Chapter 1 – Educational Psychology | Score:

Week 3: Week of September 2nd
Cognitive Theories of Learning and Information Process – Chapter 6
A. Information-Processing Model
B. Elements of Cognitive Perspective
C. Metacognition, Regulation, and Individual Differences
D. Learning and Teaching about Concepts
E. 3rd Assignment: Due Date: Sept. 10th: Explain the information-processing model and do you agree with it or disagree and why. Respond to one of your classmates who had a similar or different way of looking at the model….submit to discussion board.

Week 4: Week of September 9th,
Cognitive Theories of Learning and Information Process – Chapter 6 (cont.)
A. Information-Processing Model
B. Elements of Cognitive Perspective
C. Metacognition, Regulation, and Individual Differences
D. Learning and Teaching about Concepts
Week 5: Week of September 14th  Theories of Development & Development During Childhood & Adolescence – Chapter 2
   A. Piaget’s Theory of Cognitive Development
   B. Implications of Piaget’s Theory for Teachers
   C. Vygotsky’s Sociocultural Perspective
   D. Implications of Vygotsky’s Theory for Teachers

E. 4th Assignment: Due date: September 17th: After reading the Chapter choose either Piaget or Vygotsky and discuss implications of the theory you chose for you as a classroom teacher. One page only …
Week 6: Week of September 23rd
Theories of Development & Development During Childhood & Adolescence – Chapter 2 (cont.)
A. Piaget’s Theory of Cognitive Development
B. Implications of Piaget’s Theory for Teachers
C. Vygotsky’s Sociocultural Perspective
D. Implications of Vygotsky’s Theory for Teachers
E. Good time to spend in the Library working on your case study: time is a paradox everyone has all the time in the world yet no one has any time at all.

Week 7: Week of September 30th Behavioral
Theories of Learning – Chapter 5
A. Understanding Learning
B. Applied Behavior Analysis
C. Behavioral Approaches to Teaching and Management
D. Self-Regulation and Cognitive Behavior Management
E. 5th Assignment: Due Date: October 8th: Explain Pavlov’s Classical conditioning and B.F. Skinner’s Operant Conditioning: further, have you observed or noticed any of this in your observation for this field experience or a previous one. Do you see any relevance to this for yourself as a classroom teacher? No more than one page…

Week 8: Week of October 7th
Behavioral Theories of Learning – Chapter 5 (cont.)
A. Understanding Learning
B. Applied Behavior Analysis
C. Behavioral Approaches to Teaching and Management
D. Self-Regulation and Cognitive Behavior Management

Week 9: Week of October 14th (Now we begin the second part of this course)
Motivation in Learning and Teaching – Chapter 10
A. General Approaches to Motivation
B. Motivation to Learn in School
C. Teacher Expectations
D. Strategies to Encourage Motivation and Thoughtful Learning
E. Using Graphic Organizers

Week 10: Week of October 21st
Motivation in Learning and Teaching – Chapter 10 (cont.)
A. General Approaches to Motivation
B. Motivation to Learn in School
C. Teacher Expectations
D. Strategies to Encourage Motivation and Thoughtful Learning
E. 6th Assignment: Please look on page 268 under Key Terms in our text. Choose any six of the sixteen terms referenced in this area, and write a paragraph explaining that term. The area refers you to the page where that area you have chosen can be found. Please be to the point, for some it may only require a few sentences for others a paragraph. Due Date: October 22nd

F. Using Graphic Organizers
\textbf{Week 11: Week of October 28th}

\textbf{The Effective Lesson – Chapter 7}

A. Components of an Effective Lesson Plan  
B. Instructional Processes  
C. Learning Strategies  
D. Constructivist Views of Learning  
E. Applications of Constructivist and Situated Perspectives on Learning

\textbf{Week 12: Week of October 28th (cont.)}

A. Components of an Effective Lesson Plan  
B. Instructional Processes  
C. Learning Strategies  
D. Constructivist Views of Learning  
E. Applications of Constructivist and Situated Perspectives on Learning  
F. \textbf{Assignment 7: Due Date: Oct. 30th} On page 184 in Chapter Seven you are presented a sample lesson for Basic Math: Subtraction with renaming. Read over this sample very carefully. In one page please respond to the following: Respond to the format or sequence of steps…is it logical would you approach it differently. Do you feel based on this lesson plan as a substitute teacher that you could teach this lesson? How would you document to the regular teacher that you completed this lesson and explain how it went or did not go well…If you were teaching this class tomorrow how you would begin the lesson, and transfer learning to the class tomorrow. I realize not knowing the student puts you in a disadvantage, but often you are put in that position as a substitute teacher for a day or two.

\textbf{Week 13: Week of Nov 4th}

\textbf{Standardized Tests – Chapters 14}

A. Standardized Tests, Issues in Standardized Testing, and Accountability  
B. Application and Use of Data

\textbf{Week 14: Week of Nov. 11th}

\textbf{Standardized Tests – Chapters 14}

A. Standardized Tests, Issues in Standardized Testing, and Accountability  
B. Application and Use of Data  
C. \textbf{Assignment 8: Due date, November 13th}..: Please read the four areas on page 407: 1. What are standardized Tests and how are they used? 2. What types of Standardized Tests are given? 3. How are standardized tests interpreted? 4. What are some issues concerning Standardized and classroom testing? After reading the four areas in one page paraphrase each so a parent of one of your students would understand each. Remember when you took a standardized test and how you felt. Hard to cram for a standardized test.

\textbf{Week 15: Monday November 18:}
Instructor review and perhaps a simulation

Thanksgiving Holiday:  25-29: Enjoy

Week 16: Week of December 2nd
Assessing Student Learning – Chapters 13
   A. Evaluation, Measurement, and Assessment
   B. Formative and Summative Assessment
   C. Self-Assessment
   D. Authentic Assessment Processes
   E. Grading and Reporting
      Overview of Final exam

Final Exam: We will follow the University
Schedule for the final exam:
IV. **Modes of Instruction:**
   A. Large/Small group discussion  
   B. Individual reports (Teach Out)  
   C. Classroom Observations and Interaction: Field Experience  
   D. Self-Assessment  
   E. Simulations

V. **Assessment and Evaluation:**

1. **Attendance and Participation**  
   Class attendance (on-line) this will be evaluated on your 8 assignments

2. **Exams**  
   You will have a mid-term and final exam, the weekly (Teach Outs) to be explained first day of class will be looked at as quizzes as well as your weekly attendance in the class. (NCDPI PTS: I, IV, V: CF All) (Core Standards: 1a, 4h, 5a).

3. **Observation/Practicum Report**  
   Each student will complete a cumulative field experience report to describe, discuss, and connect the experiences in the classroom to theories and other concepts covered in class. The report should be at least one page long. Please refer to the Field Experience Manual for completion of this activity. The Field Experience Evaluation Form and the Time Log are to be completed and signed by the supervising teacher. Directions and an example are in Bb in the Assignments folder. Forms are available at: http://www.uncfsu.edu/ote/forms.htm. (NCDPI PTS All; CF All; Core Standards: 1a, 1b, 2a, 2b, 2c).

4. **Assessment (Research paper) Due Date: November 11th…Start working on this soon**  
   A research Study is an evaluation of a single example of a program, setting, learning experiences, or activities that may impact student growth this is to be centered around the Teaching and Learning Process: Each student is responsible for collecting (5) current research articles that reflect the study. The study should focus on a particular activity within the educational setting (e.g. student learning, strategies for improving student learning, impact of parental involvement, results of leadership and teacher involvement, diversity, motivation, memory, cognitive strategies, differentiated instruction, etc). The Study must follow APA style format. The paper should be no less than 5 pages and no more than 10 double spaced pages. Please utilize the latest in technology that is available as well as other resource areas for your research paper. Pursue an area you would like to learn more about. When you have made a decision on the topic, email the instructor and inform him the direction you are going. Make a decision by September 16th. If you have any question please call my cell 304-550-5345 or jjone134@uncfsu.edu good writing. (Core Standards: 4b, 4e, 4h, 5a, 5c).

VI. **Grading Procedures:**

**Evaluation Criteria**

1. Assignments (Eight) 5 points each  
   40 Points

2. Research Study and PowerPoint  
   20 Points

3. Field Experience  
   10 Points
4. Mid-Term 10 Points
5. Teach Outs and Attendance 10 Points
6. Final exam 10 Points
Total.........................................................100 points

All components of evaluation must be completed on time in order to receive full credit and a grade. Assignments have specific due dates. All late assignments will be accepted at the discretion of the instructor and if accepted may have points deducted.
University Grading Scale:
A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = 59 and below

VII. Institutional Guidelines:

Disruptive Behavior in the Classroom
The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): A students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights of all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Threats or statements that jeopardize the safety of the student and others;

Class Attendance is expected
Students are expected to be engaged and reflective, including laboratories in our case the (field experience)
Disability Statement

“Fayetteville State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover Fayetteville State University values diversity and actively seeks to recruit talented students, faculty, and staff from diverse backgrounds.” (Undergraduate Catalog, 2006; 2008; FSU).

Additional Resources:

http://www.ncpublicschools.org/curriculum/
http://www.testprepreview.com/praxis_pr (Praxis I)

Bibliography:


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Fayetteville State University
School of Education

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Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Licensed Professional Counselor
Spaulding Building, Room 165
(910) 672-387
psmith@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu

Reporting an Incidents of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff
Deputy Title IX Coordinator for Students
Spaulding Building, Room 155
(910) 672-1222
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director, Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent such will not impede the University's investigation of the complaint as required by federal regulations."

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.
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<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
</tr>
<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
</tr>
<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
</tr>
<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
</tr>
<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
</tr>
<tr>
<td>Caring Disposition &amp; Ethical Responsibility (1)</td>
<td>Communication (2)</td>
</tr>
<tr>
<td>------------------------------------------------</td>
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<tr>
<td>Establish a safe and supportive learning environment</td>
<td>Improve communication and collaboration skills</td>
</tr>
<tr>
<td>Facilitate a caring and nurturing climate for all</td>
<td>Model effective oral, written, and non-verbal communication</td>
</tr>
<tr>
<td>Demonstrate dedication to high levels of ethical and responsible behavior</td>
<td>Design effective linguistic strategies to deliver instruction to diverse students</td>
</tr>
<tr>
<td>Model professional ethical standards at all times using digital technology and social media</td>
<td>Assist students in articulating thoughts and ideas clearly and effectively</td>
</tr>
<tr>
<td>Demonstrate equity and fairness and promote respect and appreciation of diversity</td>
<td>Apply teaching methodologies and strategies to ensure student progress and learning</td>
</tr>
<tr>
<td>Caring Disposition &amp; Ethical Responsibility (1)</td>
<td>Communication (2)</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td><strong>Develop positive relationships with parents, guardians, and/or caregivers</strong></td>
<td><strong>Possess in-depth knowledge of the North Carolina Standard Course Of Study (NCSCOS) and professional standards</strong></td>
</tr>
<tr>
<td><strong>Promote and participate in collegial interactions within the educational environment</strong></td>
<td><strong>Use continuous reflection of teaching and assessment to analyze how knowledge gained from past experiences can be used in future teaching, learning, and professional growth</strong></td>
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<td></td>
<td><strong>Demonstrate enthusiasm about the field of education by practicing lifelong learning through professional development</strong></td>
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<td></td>
<td><strong>Promote global awareness and the interconnectedness of content area/discipline</strong></td>
</tr>
<tr>
<td>Caring Disposition &amp; Ethical Responsibility (1)</td>
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<tr>
<td>Demonstrate knowledge of the relationship between core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness</td>
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<tr>
<td>Collaborate within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and sharing this work throughout the professional community.</td>
<td></td>
</tr>
</tbody>
</table>