

# CONCEPTUAL FRAMEWORK

## USC Upstate College of Education, Human Performance, and Health Conceptual Framework Summary

According to the Council for the Accreditation of Educator Preparation (CAEP), a conceptual framework is: "...an underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability."

The following are components of the USC Upstate College of Education, Human Performance, and Health conceptual framework:

### The USC Upstate College of Education, Human Performance, and Health Vision

The USC Upstate College of Education, Human Performance, and Health aims to be recognized nationally for its outstanding teacher preparation programs whose graduates are excellent, learner-centered practitioners and professionals.

### The USC Upstate College of Education, Human Performance, and Health Mission

- To prepare effective teachers who are reflective practitioners and professionals.
- To serve the needs of schools in the state of South Carolina, particularly the upstate, working collaboratively with K-12 school personnel.
- To advance understanding of how teaching and learning occur effectively.

### The USC Upstate College of Education, Human Performance, and Health Goals

- The faculty and candidates of the USC Upstate Professional Program demonstrate reflective teaching practice,
- The faculty and candidates of the USC Upstate Professional Program demonstrate learner-centered pedagogy,
- The faculty and candidates of the USC Upstate Professional Program demonstrate performance-based assessment,
- The faculty and candidates of the USC Upstate Professional Program demonstrate a commitment to diversity
- The faculty and candidates of the USC Upstate Professional Program demonstrate a commitment to professional responsibility.

### The USC Upstate College of Education, Human Performance, and Health Philosophy

The faculty members and administrators of the SOE have developed a set of consistent principles and values that serves as the foundation of the school's approach to curriculum, pedagogy and program development.

- A general exposure to and an appreciation of the traditional liberal arts and sciences of both western and non-western traditions.
- A specific exposure to the most up-to-date pedagogical theories and practices.
- A set of ethical principles, values, and dispositions.

- A commitment to the principle of equality of educational opportunity for all students regardless of group or individual differences.
- A commitment to knowledge of both theory and practice and an understanding of how one informs and strengthens the other.

### Theoretical Underpinnings of the USC Upstate College of Education, Human Performance, and Health Program

The philosophy of the SOE is consistent with the tenants of progressivism and constructivism. Practices and behaviors consistent with these approaches include:

- Application of problem-solving and scientific inquiry;
- Use of cooperative learning experiences and self-discipline;
- Emphasis on how to think not what to think with the teacher serving as a guide;
- Appreciation of the interdisciplinary nature of learning;
- Preparation of all students for full participation in a democracy.

### Guiding Principles of the USC Upstate College of Education, Human Performance, and Health

In accordance with its mission, philosophy, and theoretical orientation, the SOE follows these guiding principles based on the Interstate New Teacher Assessment and Support Consortium (INTASC) and the South Carolina Assistance, Development and Evaluation of Professional Teaching (ADEPT) standards. Teachers prepared at USC Upstate:

- demonstrate competence as effective long-range instructional planners;
- demonstrate competence as effective daily instructional planners;
- demonstrate competence in the areas of student assessment and reflective self-assessment;
- establish high expectations for all learners;
- are knowledgeable of and capable of implementing a variety of instructional strategies which utilize state of art instructional technology;
- possess thorough and accurate knowledge of the content they teach;
- effectively monitor student learning and provide meaningful feedback to students;
- maintain a classroom environment that promotes and facilitates learning;
- manage their classrooms effectively with equity, firmness, and fairness;
- strive to develop as a teacher both professionally and personally.

### Guiding Principles of USC Upstate Graduate Education Programs

Using the model teacher paradigm captured in the propositions of the National Board for Professional Teaching Standards, USC Upstate graduate programs are built around these propositions. Teachers completing USC Upstate graduate programs:

- demonstrate reflective teaching practice.
- demonstrate learner-centered pedagogy.
- demonstrate performance-based assessment.
- demonstrate a commitment to and affirm diversity.
- demonstrate a commitment to professional responsibility.

## **Multicultural/Diversity Perspectives in USC Upstate Teacher Education Programs**

Its mission, philosophy, principles and organizing themes serve as the root of the USC Upstate College of Education, Human Performance, and Health's commitment to multicultural education. Graduates of SOE programs as reflective teachers:

- believe that all children can learn;
- create a learning environment that is anti discriminatory;
- understand, respect, and accommodate for group and individual differences;
- instruct for empathy and tolerance;
- instruct for altruism;
- promote justice, empathy and tolerance.

## **Performance Assessment in USC Upstate Teacher Education Programs**

The USC Upstate SOE assessment systems monitor and measure candidate progress through both the undergraduate and graduate programs on a continuous basis. Portfolios are an important tool used to assess both the performance of the candidates and the quality of programs. Portfolios for undergraduate are aligned with INTASC and ADEPT standards; undergraduate portfolios are developed over the course of programs and finally completed during the student teaching semester.

## **Technology in the College of Education, Human Performance, and Health Professional Program**

Guided by the standards of the International Society for Technology in Education (ISTE) USC Upstate teacher education majors at both the undergraduate and graduate levels:

- Demonstrate a sound understanding of technology operations and concepts;
- Plan and design effective learning environments supported by technology;
- Implement curriculum plans that include methods and strategies for applying technology to maximize student learning;
- Apply technology to facilitate a variety of effective assessment and evaluation strategies; and
- Understand the social, ethical, and legal implications of technology.