

# College of Education—Conceptual Framework Proficiencies

WSU programs for initial teacher preparation as well as advanced programs for educators ensure that graduates gain/increase proficiencies directly related to our conceptual framework. Our graduates:

## 1. Knowledge Base Proficiencies

- a. Use a range of pedagogical, leadership, or counseling skills in different settings
- b. Develop coherent, articulate curricula
- c. Promote self worth and dignity of all P-12 students
- d. Use research, theory, wisdom of practice in their professional lives
- e. Assess effects of teaching, leadership, or counseling
- f. Analyze and reflect on their practice
- g. Refine and improve their instruction, leadership, or counseling as a result of reflection on practice
- h. Use what P-12 students are thinking to reshape teaching, leadership, or counseling
- i. Evaluate effects of choices/actions on students, parents, professionals
- j. Grow professionally

## 2. Theory and Practice in Education Proficiencies

- a. Know and use appropriate content
- b. Know and use appropriate content pedagogy, leadership skills, or counseling
- c. Know and use appropriate general pedagogy
- d. Understand curriculum
- e. Understand learners/Understand context
- f. Know, understand, and assess educational ends

## 3. Learners in Cultural Contexts

- a. Use culturally responsive teaching, leadership, or counseling
- b. Seek transformative academic knowledge
- c. Ensure content integration
- d. Enact equity pedagogy
- e. Promote and assess academic achievement of all students

## 4. Engaged Learning with Meaning and Purpose

- a. Ensure that P-12 students engage with schooling
- b. Ensure that P-12 students regard learning as authentic
- c. Explicitly connect learning, community, culture
- d. Challenge learners to use prior knowledge, experience, frames of reference
- e. Ensure that learners assume responsibility for their own learning
- f. Facilitate learners' construction of knowledge
- g. Consider background, knowledge, and beliefs of learners
- h. Extend learning extends beyond classroom

## 5. Ethical Leadership

- a. Respect student integrity
- b. Resolve dilemmas with purpose, knowledge, authority, vision, and trust
- c. Understand the inter-connectedness of ethical leadership, organizational ethics, and social responsibility

## 6. Local and Global Responsibilities toward a Sustainable and Just Future

- a. Incorporate sustainability education/inquiry in teaching
- b. Understand pedagogical initiatives related to sustainability education (e.g., place-based education)
- c. Understand pedagogical processes related to sustainability education (e.g., experience of local environments, communities)

