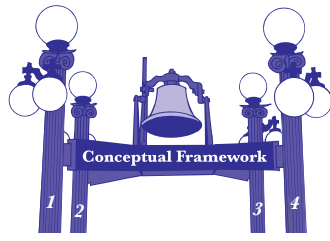


Professional Studies

Introduction

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.

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.

Foundations of Education

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 #13; INTASC #9)

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 students use instructional technology effectively. (KSDE #12)

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 #2)

Standard 4

The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and are 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 students. (KSDE #1; INTASC #1)

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 students' abilities to understand relationships between subject areas. (KSDE #11)

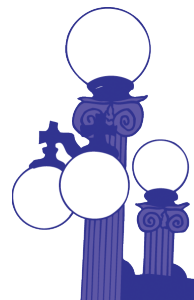
Planning

Standard 7

The educator plans effective integrated and coherent instruction based upon the knowledge of all students, 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 #8)



Category 2

Learning Environment

Disposition 3

The educator takes responsibility to establish an environment of respect and rapport and a culture for learning.

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 #5)

Category 3

Instruction

Disposition 4

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 students.

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)

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 classroom. (KSDE #6; INTASC #6)

Category 4

Professionalism

Disposition 5

The educator seeks to keep abreast of new ideas and understandings in teaching and learning.

Disposition 6

The educator demonstrates collaboration and cooperation with students, families, community, and educational personnel to support student learning and contribute to school and district improvement efforts.

Disposition 7

The educator reflects on his/her professional strengths and weaknesses and develops goals and plans to improve professional practice.

Disposition 8

The educator accepts responsibility as a professional to maintain ethical standards.

Standard 12

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

Standard 13

The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support students' learning and well being. (KSDE #10; INTASC #10)

Revised August, 2008

KSDE= Kansas State Department of Education
INTASC= Interstate New Teacher Assessment and Support Consortium
QPA= Quality Performance Assessment

Mission of Kansas State University

Kansas State University is a comprehensive, research, land grant institution first serving students and the people of Kansas, and also the nation and the world.

Since its founding in 1863, the University has evolved into a modern institution of higher education, committed to quality programs, and responsive to a rapidly changing world and the aspirations of an increasingly diverse society. Together with other major comprehensive universities, Kansas State shares responsibilities for developing human potential, expanding knowledge, enriching cultural expression, and extending its expertise to individuals, business, education, and government. These responsibilities are addressed through an array of undergraduate and graduate degree programs, research and creative activities, and outreach and public service programs. In addition, its land-grant mandate, based on federal and state legislation, establishes a focus to its instructional, research, and extension activities which is unique among the Regents' institutions.

- Through quality teaching, the University is committed to provide all students with opportunities to develop the knowledge, understanding, and skills characteristic of an educated person. It is also pledged to prepare students for successful employment or advanced studies through a variety of disciplinary and professional degree programs.

- Research and other creative endeavors comprise an essential component of Kansas State University's mission. All faculty members contribute to the discovery and dissemination of new knowledge.

- Kansas State University's mission includes enriching the lives of the citizens of Kansas by extending to them opportunities to engage in life-long learning and to benefit from the results of research.

The mission of Kansas State University is enhanced by symbiotic relationships among the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life through research applications. Coordinated teaching, research, and extension services help develop the highly skilled and educated work force necessary to the economic well-being of Kansas, the nation, and the international community.

www.k-state.edu/provost/planning/mission.html

Notice of nondiscrimination

Kansas State University is committed to nondiscrimination on the basis of race, color, ethnic or national origin, sex, sexual orientation, gender identity, religion, age, ancestry, disability, military status, veteran status, or other nonmerit reasons, in admissions, educational programs, or activities and employment, including employment of disabled veterans and veterans of the Vietnam Era, as required by applicable laws and regulations. Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans With Disabilities Act of 1990 has been delegated to the director of Affirmative Action, Kansas State University, 214 Anderson Hall, Manhattan, KS 66506-0124, 785-532-6220 or TTY: 785-532-4807.

Mission of the Professional Education Unit

The professional education unit at Kansas State University is committed to a vision of preparing educators to be **knowledgeable, ethical, caring decision makers** through a mission characterized by:

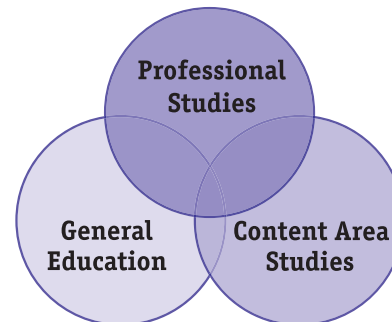
- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

General education, content area studies, and professional studies provide a coherently structured set of courses and experiences for professional education.

General Education includes courses and experiences wherein students develop theoretical and practical knowledge and understanding related to the arts, communications, history, literature, mathematics, sciences, and the social studies.

Content Area Studies courses and experiences provide students opportunities to master the structure, skills, concepts, ideas, values, facts, and methods of inquiry that constitute their subject matter fields of specialization.

Professional Studies courses and clinical and field-based experiences ensure that students understand and apply appropriate strategies for meeting individual learning needs in the educational environment.



Conceptual Framework for the Preparation of Professional Educators

The Conceptual Framework (CF) for Kansas State University's professional education unit serves as a guide for fulfilling our vision of **preparing knowledgeable, ethical, caring decision makers**. This vision expressed as a theme for all professional education programs is closely aligned with the mission of both the institution and the unit.

The graphic on the cover of this brochure, with unit logo pillars representing four main categories of professional studies, emerged as stakeholders deliberated the contributions of general education, content area studies, and professional studies to the preparation of educators.

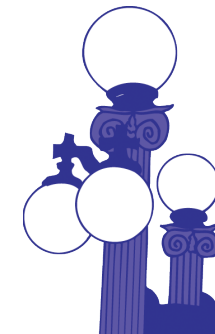
The CF has been adopted by the faculty in the unit. Grounded in research, and reflecting national, state, and professional standards, the CF is influenced by the work of Charlotte Danielson (1996, 2007). Reference to the CF is a key component of unit course syllabi.

The creation and continuous review of the CF aid in the consistent and coherent delivery of undergraduate programs in the unit. The CF serves as the foundation for advanced programs. A complete CF document is found at www.coe.ksu.edu/about/vision.htm

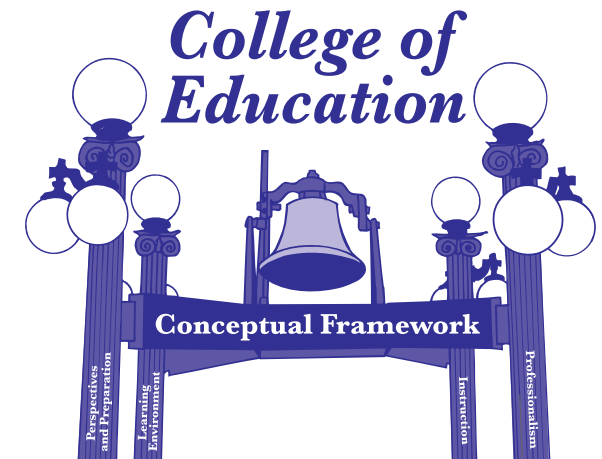
For information concerning professional education programs at Kansas State University:

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Kansas State University



Conceptual Framework for the Preparation of Professional Educators



**Preparing Educators To Be Knowledgeable,
Ethical, Caring Decision Makers**

Kansas State University

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