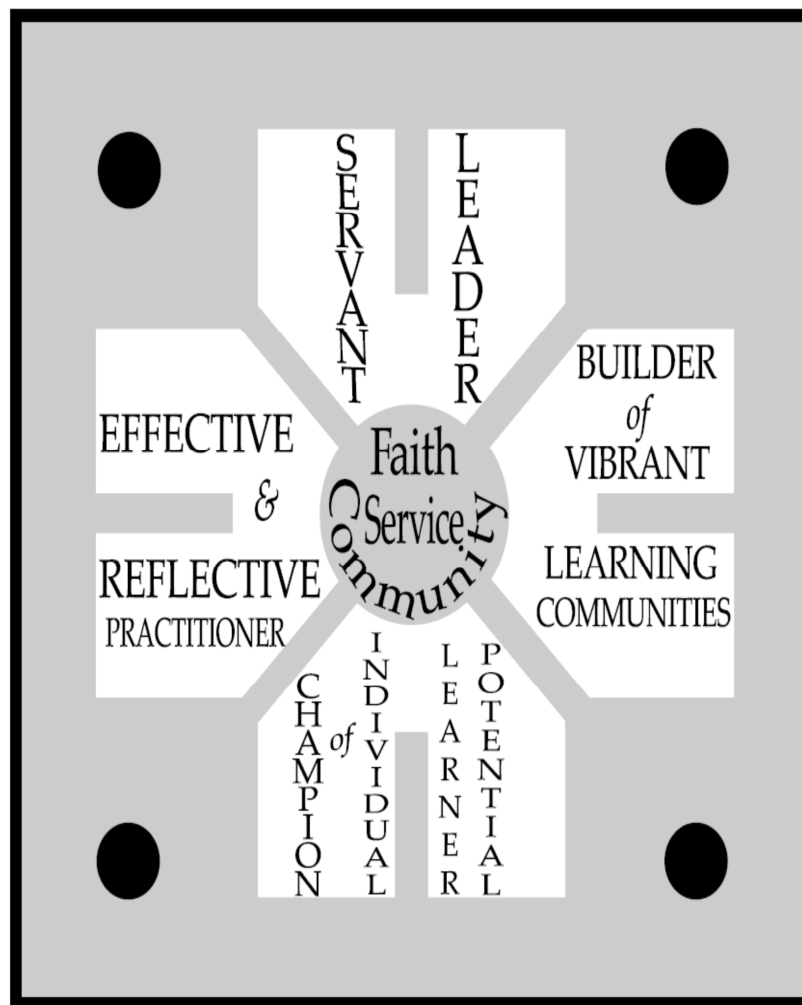


CONCEPTUAL FRAMEWORK

Christian Brothers University



Christian Brothers University Education Unit Conceptual Framework

The conceptual framework of the education unit has been influenced by the mission and core values of the university and the mission statement of the School of Arts. The university's mission statement is:

Educating minds. Touching hearts. Remembering the presence of God.

We believe that this mission statement is best represented by the core values of the university. The core values are:

Faith: Our belief in God permeates every facet of the University's life.

Service: We reach out to serve one another and those beyond our campus.

Community: We work to build better communities and a better society.

The mission statement for the School of Arts was rewritten in 2013 and states:

To advance the Lasallian synthesis of knowledge and service by teaching students to think, to communicate, to evaluate, and to appreciate.

Building on the core values and the mission statement are the Department of Education's candidate proficiencies as identified in the conceptual framework. This conceptual framework includes four themes – Servant-Leader, Effective and Reflective Practitioner, Champion of Individual Learner Potential, and Builder of Vibrant Learning Communities. These themes are outlined below:

Theme/Core Concept: Servant-Leader

1. Candidates exhibit moral and ethical responsibility, skills of leadership, service and professionalism that represent concern for the welfare of others above self-concern and self-interest.

2. Candidates express commitment to the human mission of education and to the goals of access, equity, and opportunity.

3. Candidates show respect for others by honoring the worth and dignity of children, families, community, and colleagues.

4. Candidates demonstrate communication, social interaction, collaboration, and team-building skills characteristic of excellent leaders.

Theme/Core Concept: Effective and Reflective Practitioner

1. Candidates meet professional standards established and codified by state, national, and specialized organizations.

2. Candidates demonstrate professional, pedagogical, and content knowledge required for their teaching practice by:

a. conceptualizing, planning, and delivering curriculum, instruction, and assessment as a coordinated and integrated process that impacts learner growth and achievement.

b. engaging, energizing, and encouraging learners to take responsibility for their own learning and development.

c. integrating technology effectively in the learning environment.

d. reflecting on their teaching practices and modifying their practice to continually challenge learners.

e. using effective communication in all aspects of the learning environment as well as in the community.

3. Candidates value lifelong learning and ongoing professional development.

4. Candidates demonstrate the capacity for reflection and self-assessment in the areas of collaboration, communication, scholarship, respect, and responsibility.

Theme/Core Concept: Champion of Individual Learner Potential

1. Candidates can apply theories of human development and learning to learners with widely varied abilities and motivations.
2. Candidates value and affirm many kinds of human diversity and develop school environments by developing learning experiences that enhance individual learner potential and achievement.
3. Candidates advocate effectively for individual learners.
4. Candidates work to solve problems of learner underachievement in classrooms and schools.

Theme/Core Concept: Builders of Vibrant Learning Communities

1. Candidates create positive learning cultures in the classroom, school, and community.
2. Candidates engage in collaboration, shared decision-making, positive interactions with parents, peers, colleagues, administrators, and community members.
3. Candidates use effective communication and management techniques that promote positive learning and social interaction.

Values Identified by the Department

1. Professionalism and Leadership – we expect candidates to demonstrate professionalism through appropriate attitude, ethics, professional development and service, human relations, and daily performance and responsibilities in the education workplace.
2. Service and Diversity – in line with concepts of diversity and the work and mission of Saint John Baptist De La Salle, we believe that a Lasallian

education centers on values and personal relationships, emphasizing academic excellence, spiritual formation, inclusion, individual service, and social justice. A Lasallian educator strives to enrich each student's cultural, intellectual, physical, social, and spiritual development.

3. Communication and Technology – both communication and technology skills are core areas needed by educators to convey information to others. This includes the ability to use verbal, nonverbal, and written forms of communication. We believe that helping to develop effective communication skills “is vital to the successful efforts of any team” (Helms, 2014, p. 6). The ability to select and implement appropriate communication media, including various forms of technology, is also important to this component.

4. Curriculum and Content Knowledge – we expect candidates to plan effective instruction for students based on knowledge of subject matter, students, community, and curriculum goals. Candidates are able to implement effective instruction using a variety of instructional strategies that promote the development of critical thinking and problem solving.

5. Classroom Management – we expect that candidates will be able to organize and manage instructional settings using proactive skills that involve interventions and strategies. These proactive skills should include positive expectations, self-evaluation, and growth for all learners.

6. Assessment – we expect that candidates will use various assessment tools both formal and informal. Candidates are able to display appropriate assessment practices that incorporate both formative and summative evidence of student learning. Further, candidates are able to analyze assessments that allow for all learners to be successful.

University - Core Values	College - Mission	Department - Conceptual Framework	Department - Values
<ul style="list-style-type: none"> • Faith 	<ul style="list-style-type: none"> • Lasallian 	<ul style="list-style-type: none"> • Servant-Leader • Effective-Reflective Practitioner 	<ul style="list-style-type: none"> • Professionalism and Leadership • Service and Diversity
<ul style="list-style-type: none"> • Service 	<ul style="list-style-type: none"> • Knowledge and service • Teaching 	<ul style="list-style-type: none"> • Servant-Leader • Effective-Reflective Practitioner • Champion of Individual Learner Potential 	<ul style="list-style-type: none"> • Professionalism and Leadership • Service and Diversity • Communication and Technology • Curriculum and Content Knowledge • Classroom Management • Assessment
<ul style="list-style-type: none"> • Community 	<ul style="list-style-type: none"> • Knowledge and service • Teaching 	<ul style="list-style-type: none"> • Servant-Leader • Effective-Reflective Practitioner • Builder of Vibrant Learning Communities 	<ul style="list-style-type: none"> • Professionalism and Leadership • Service and Diversity • Curriculum and Content Knowledge