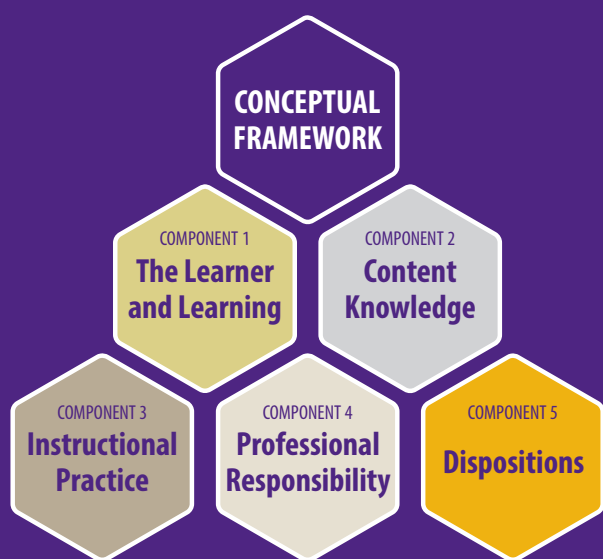


PREPARING EDUCATORS TO BE KNOWLEDGEABLE ETHICAL CARING DECISION MAKERS FOR A CHANGING WORLD



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KANSAS STATE
UNIVERSITY

College of Education

Conceptual Framework

for Excellence in Educator Preparation

Kansas State University College of Education (K-State COE) is an educator preparation provider (EPP) accredited by the Kansas Department of Education (KSDE) and the Council for Accreditation of Educator Preparation (CAEP).

We embrace all students in our day-to-day practice, offering them the warmest welcome to the EDCATS family from their first semester in our programs, either on campus or online, and supporting them throughout their journey of becoming, or transitioning into, a professional educator. Our motto "EDCATS" represents:

E: Exceptional Experience
D: Dedicated Faculty and Staff
C: Connected Community
A: Advocates for All
T: Technology and Innovation
S: Student-Centered.

The conceptual framework serves as the guide for fulfilling our mission, practicing our motto, establishing robust quality assurance, and ensuring we meet the profession's highest standards.

We ensure all students, as educator candidates, understand the critical concepts and principles of their discipline. We are intentional in the development of our curricula and clinical experiences for all students/educator candidates to demonstrate their ability to effectively work with P-12 students and their families (CAEP Standard R1/RA1).

Initial-licensure educator preparation

The framework components for initial programs are linked to standards of the Interstate Teacher Assessment and Support Consortium (InTASC), the Kansas Educator Evaluation Protocol (KEEP), and CAEP standards. The first four components address the knowledge, skills, and responsibilities of a professional educator. The fifth component consists of dispositional qualities necessary for the educator to appropriately and successfully apply their knowledge, skills, and effectively work with P-12 students and their families.



Component 1: The Learner and Learning
The educator is able to apply critical concepts and principles of learner development (InTASC 1, KEEP 1.1), learning differences (InTASC 2, KEEP 1.2), and creating safe and supportive learning environments (InTASC 3, KEEP 1.3) in order to work effectively with P-12 students and their families (CAEP R1.1).



Component 4: Professional Responsibility
The educator engages in professional learning, acts ethically (InTASC 9, KEEP 4.1), takes responsibility for student learning, and collaborates with others (InTASC 10, KEEP 4.2) to work effectively with P-12 students and their families (CAEP R1.4).



Component 2: Content Knowledge
The educator knows the central concepts of their content area (InTASC 4, KEEP 2.1) and is able to apply the content in developing equitable and inclusive learning experiences (InTASC 5, KEEP 2.2) for P-12 students (CAEP R1.2).



Component 5: Dispositions
The educator values learning and professional development (InTASC 9, KEEP 4.1), commits to professional, ethical, and legal conduct (InTASC 9, KEEP 4.1); values positive, caring, and respectful relationships (InTASC 10, KEEP 4.2); embraces fairness (InTASC 2, KEEP 1.2); and, commits to wise and reflective practice (InTASC 9, KEEP 4.1).



Component 3: Instructional Practice
The educator is able to assess (InTASC 6, KEEP 3.2), plan for instruction (InTASC 7, KEEP 3.1), and utilize a variety of instructional strategies (InTASC 8, KEEP 3.3) to provide equitable and inclusive learning experiences for P-12 students; and, model and apply the International Society for Technology in Education (ISTE) standards to engage and improve learning for all students (CAEP R1.3).

Advanced-licensure Educator Preparation

At the advanced level, we ensure all educator candidates demonstrate proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- applications of data literacy;
- use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies;
- employment of data analysis and evidence to develop supportive school environments;
- leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- supporting appropriate applications of technology for their field of specialization;
- and, application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization (CAEP RA1.1).

We also ensure program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific