



Shippensburg University

Conceptual Framework Standards

For those Preparing to Teach, Counsel and Lead in Public Schools

“Collaborative Decision-makers: Assessing, Planning, Reflecting”

Our unit of certification programs is a body of collaborative decision-makers who perform within a conceptual framework of assessing, planning and reflecting. Our faculty and candidates are committed to the following standards developed collaboratively by the members of our unit:

1. Promote supportive educational environments that are respectful of and responsive to individual differences.
 - 1.1. Demonstrate understanding of the differences in how students learn and know how to accommodate diversity. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
 - 1.2. Accommodate diverse learning needs through informed decision-making that supports academic success for all students. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
 - 1.3. Show respect for the diverse needs and talents of all learners and demonstrate commitment to helping them develop self-efficacy and achieve academic success. Diversity includes, but is not limited to, differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.
2. Reflect continuously upon one’s own performance and demonstrate progress in the development of the knowledge, skills and dispositions required for effective professional performance.
 - 2.1. Affirm the University’s educational and ethical responsibility to produce highly qualified education professionals.
 - 2.2. Demonstrate academic integrity and uphold the trust of those with whom one works.
 - 2.3. Respond productively and respectfully to the responsibility of meeting professional standards, including state and national standards.
 - 2.4. Demonstrate commitment to ethical practices as described in relevant institutional and professional codes of conduct.
 - 2.5. Demonstrate professional and ethical responsibility through active engagement in the development of the knowledge, skills, and dispositions required to be an effective educator.
 - 2.6. Demonstrate initiative in fulfilling program requirements and in seeking advice and feedback that support achievement of professional goals.
 - 2.7. Respond positively to learning experiences and constructive feedback intended to improve professional knowledge, skills and dispositions.
 - 2.8. Demonstrate qualities that characterize professional conduct in both university and clinical settings.
3. Demonstrate the use of best practices and technologies in order to positively impact the achievement of all learners.
4. Demonstrate the use of appropriate authentic assessments and analytical data to make informed decisions that impact learner achievement.
5. Collaborate with critical others in making informed decisions within educational contexts.