# PRAIRIE VIEW A&M UNIVERSITY
# WHITLOWE R. GREEN COLLEGE OF EDUCATION
# CONCEPTUAL FRAMEWORK

## Shared Vision

### Coherence
The Unit principles emphasized in the conceptual framework provide a system for ensuring coherence among program development, course work, clinical practice, and assessment of candidate performance across a candidate's program.

### Dispositions
This Unit's philosophy is articulated in the core beliefs and dispositions that drive the conceptual framework, guide the development of programs, and guide the delivery of each program. These core beliefs and dispositions are born of consideration for the Unit's goals for excellence in teaching; the examination of established national, state, and Unit standards for teaching and learning; and the review of curriculum experiences and expectations in all programs.

### Diversity
Understanding and appreciating human diversity is one of the primary goals of the Unit's conceptual framework. The Unit ensures that knowledge, skills, and dispositions related to diversity are integrated into all coursework field experiences and assessments. The field experiences including student teaching, practicum, and internships occur in rural, urban and suburban school districts with highly diverse student populations, in terms of race, ethnicity, national origin and economic status.

### Technology
The Unit's commitment to technology is demonstrated through course experiences and assessments requiring the use of technology to collect, organize, analyze and present information. The Unit faculty is committed to the effective use of educational and informational technology.

*The conceptual framework for both the initial and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. The framework consists of four major goals anchored by technology and assessment.*



**Reflective & Continual Learning**
The educator knows the fundamental principles of teaching and learning and uses that knowledge to guide his/her actions when confronted with real-world classroom problems.

**Growth & Development**
The educator demonstrates subject matter expertise and makes the subject meaningful for students.

**Diversity & Global Awareness**
The educator within diverse populations and environments knows how to assist all students especially those who have difficulties, are under prepared, or may have exceptional needs.

**Problem Solving/Critical Thinking/Decision Making**
The educator fosters intellectual curiosity, open-mindedness, and respect for other viewpoints. They are guided by belief systems reflective of philosophical and historical knowledge of teaching and learning.