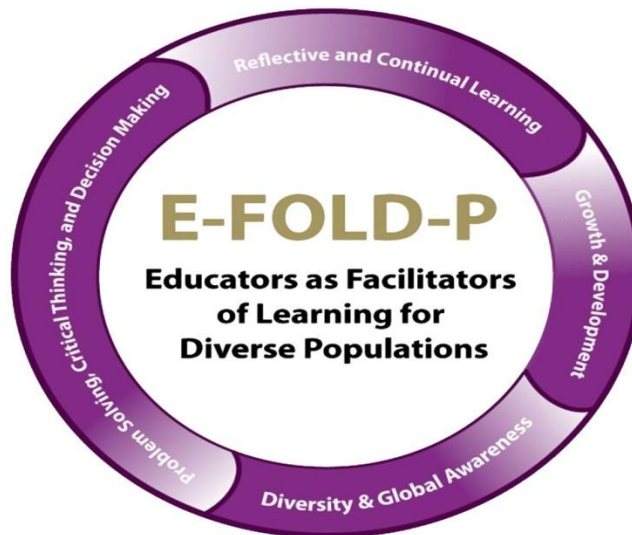


CONCEPTUAL FRAMEWORK

Our teacher education program focuses on Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P).



Permission granted from Western Oregon University to adapt circular design of conceptual framework for Prairie View A&M University, Whitlowe R. Green College of Education.

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.

The PVAMU conceptual framework model – Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P) – supports the major goals of the Teacher Education Unit. E-FOLD-P guides the design and implementation of teacher education programs located in the College of Education and constitutes a commitment by the Unit to:

1. Develop and prepare candidates as:
 - problem solvers, critical thinkers, and decision makers;
 - reflective and continual learners who utilize effective teaching practices;

- facilitators of student growth and development, by precept and example;
 - educators with understanding and appreciation of human diversity and global awareness.
2. To promote the professional development and competence of students preparing for student teaching.
 3. To prepare beginning professionals as problem-solvers, critical thinkers, and decision-makers who are able to communicate these cognitive skills to students.
 4. To prepare beginning professionals as facilitators of student growth and development by exhibiting a positive self-esteem and concept, and by being able to transmit these affective components to learners.
 5. To prepare beginning professionals as reflective and continual learners who initiate and distribute knowledge and skills and who utilize effective teaching practices.
 6. To prepare beginning professionals as those who understand and appreciate human diversity, and who demonstrate global awareness by recognizing that diverse learners can meet all learner outcomes.