

## Appendix 2A: EPP Conceptual Framework in Syllabus

**The Unit’s mission is to prepare change agents for classrooms, schools, and communities who educate to liberate.**

Our mission to prepare change agents to teach in diverse classrooms and schools in urban communities is embodied in our Candidate Department Standards of knowledge and skills. The attributes which candidates will understand, practice, and demonstrate upon successful completion of a program of study in the Department are:

- Knowledge
- Personal and Global Consciousness
- Analytical Ability
- Creativity
- Professionalism
- Effective Communication
- Collaboration
- Commitment and Caring

### **DISPOSITIONS OVERVIEW**

There are dispositions that candidates are expected to maintain and demonstrate. Education degree candidates are expected to maintain dispositions appropriate to the profession throughout their program of study. The Department embraces the definition of dispositions as *the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.*

#### **School of Education Dispositions**

The Department asked candidates to reflect on what dispositions they considered to be necessary for success as education degree candidates and future teachers. Their responses, grounded in our Conceptual Framework, formed the basis of our dispositions and its assessment framework\*. Candidate dispositions will be self-assessed and assessed by the professor for diagnostic information that identifies areas in which candidates may require mentoring

1. Enthusiasm about teaching and learning
2. Respect for diversity
3. Reflective practice
4. Belief in social justice, ethical behavior, and honesty
5. Resourcefulness and responsibility
6. Openness to constructive critique
7. Rapport with the learning community
8. Caring and commitment

<b>MEC EDUCATION DEPARTMENT ALIGNMENT OF PHILOSOPHY &amp; CANDIDATE PERFORMANCE STANDARDS OF KNOWLEDGE, SKILLS AND DISPOSITIONS</b>
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Philosophy
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Knowledge and Skills
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<p>We believe,  <b>Education brings people together from diverse cultures who are knowledgeable about their own cultural/historical experiences and the experiences of the many cultures that make up urban life.</b> We wish to create shared experiences that unite members of these diverse communities, while respecting the uniqueness of each individual's particular history and culture. We see the home, school and community, and the interactions among them, as the first settings where children share experiences and learn about diversity and democracy.</p>	<p>Knowledge  Candidates possess a comprehensive understanding of the Liberal Arts and Sciences, and the concepts and modes of inquiry and disciplines</p>
<p><b>Candidates develop a deeper understanding of themselves in order to more fully interact with the array of nationalities and cultures that they will encounter daily in their classrooms.</b> Through this knowledge, candidates gain the pride in themselves and their heritage that will enable them to better understand and interact with others in a diverse society.</p>	<p>Personal and Global Consciousness  Candidates examine, deconstruct, and evaluate values and perspectives to understand and acceptance towards others' cultures.</p>
<p><b>Candidates acquire cultural literacy.</b> We believe that culture is a complex set of relationships that express a people's ideas, beliefs and knowledge and that the representations of cultural ideology in art, music, literature and philosophy are fluid and ever changing as cultures interact with other cultures and with changing historical times.</p>	<p>Analytical Ability  Candidates effectively and comprehensively analyze meanings, to make connections, to evaluate perspectives toward various ideas and cultures.</p>
<p><b>Gaining knowledge is a complex and interactive process that includes candidates learning how to learn,</b> how to create a learning environment, how to reflect and assess one's teaching and its impact on learners.</p>	<p>Collaboration  Candidates work effectively with others, valuing multiple points of view, and</p>
<p><b>Candidates are scholars</b> who engage in inquiry to create effective learning experiences for learners.</p>	<p>Effective Communication  Candidates speak and write in appropriate purposes and demonstrate comprehension.</p>
<p><b>Candidates become change agents, committed to transforming themselves, their schools and their communities.</b> We further believe that critical awareness and critical pedagogy, as defined by Carter G. Woodson and Paulo Freire, are the cornerstones of the transformation.</p>	<p>Creativity  Candidates conceptualize, design, and</p>
<p></p>	<p>Commitment and Care  Candidates practice social justice, and hold high expectations of themselves in teaching and learning.</p>
<p></p>	<p>Professionalism  Candidates adopt a reflective practice, collaborate with parents, colleagues, reciprocity and critique.</p>