

Unit Conceptual Framework



The Buffalo State College Teacher Education Unit is committed to the intellectual, personal and professional growth of future and practicing professionals in the diverse fields of education. We seek to prepare reflective, innovative, student-centered educators who are committed to transform the lives and the communities in which they live and serve.

Reflective

Reflective teachers recognize the importance of continuous improvement and data-driven decision-making. They possess the competence and commitment to infuse these ideals into their teaching. At the core of this principle is, first, the knowledge that all students, no matter what background or situation, can learn and become responsible citizens of this world; and second, that it is the responsibility of teachers to partner with school leaders, community members, and family, to help each student grow to his or her potential. This responsibility is grounded in a commitment to the profession and to the significant role that schools and education play in furthering a socially just and democratic society. At Buffalo State, we foster this level of reflection through an awareness and understanding of social and global equality issues, a readiness and ability to examine the latest research and best practices of the field, a collaborative spirit that seeks to consult and learn from community and culture, and expertise to perform deliberate and thoughtful assessment in each new situation.

Innovative

Innovation in teaching is the ability and ambition to find and create solutions for student and school challenges, to embrace change in the interest of all students, and to view mistakes and challenges as opportunities for growth. Innovation in the field of education involves regular and responsive collaboration with community and school partners; it involves new technologies and new uses for old technologies; and it recognizes fewer and fewer boundaries between every student and a quality education. The field of education must be as dynamic and progressive as the world around us. Buffalo State is committed to preparing educators who recognize the importance of innovation in education. We ensure our candidates achieve this principle through interaction with passionate and seasoned faculty, quality field experiences, curricular exercises, exposure to cutting-edge research, and professional development opportunities.

Student-Centered

Student-centered education is achieved by understanding what is valued by the student and engaging them in those areas; by including students in planning, implementation, and assessments; and empowering students to become life-long learners. Student-centered education ensures both equity and excellence in teaching. Educators must differentiate instruction and personalize the relationship. Student-centered instruction recognizes that marginalizing the education of those who learn differently or who are put at risk by social and cultural discrimination, limits the education of all students. Buffalo State teacher candidates are prepared to be student-centered with a curriculum aligned with the RISE principles as well as national and state standards. Student-centered practices are infused in all

levels and programs and assessed regularly to assure our candidates understand and can effectively use these best practices to develop life-long learners.

These three principles--reflection, innovation, and student-centered education--work interdependently and are integral to developing teacher candidates who possess the necessary content knowledge, professional awareness, and professional dispositions to support and enhance the education of all students in all contexts. Buffalo State College is committed to the development of these principles in all our candidates so that they may become effective leaders in the education of a just and equitable society.

Buffalo State Educators RISE to meet the following seven unit goals:

Content

The professional educator will know the subject matter to be taught to P-12 learners.

Learner

The professional educator will understand P-12 learners' socialization, growth, and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning.

Pedagogy

The professional educator will attain an understanding of the strategies that candidates use to teach all learners.

Technology

The professional educator uses technology as a vehicle for learners to acquire information, practices, skills, use higher order thinking skills, and participate in collaborative projects.

Reflection

The professional educator exhibits the ability to reflect and assess his/her own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.

Diversity

The professional educator is aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.

Dispositions

The professional educator demonstrates respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.

Unit Professional Dispositions

(amended by the Teacher Education Council May 2017)

1. Professional:

- Follow the New York State Code of Ethics
- Maintain confidentiality
- Exhibit professional pride in appearance and demeanor
- Demonstrate high quality communication skills in both written and oral communications

2. Reliable and Dependable:

- Are punctual and organized
- Complete essential tasks without prompting
- Meet deadlines

3. Respectful:

- Committed to meeting student needs
- Practice judicious and empathetic interactions with students and colleagues on campus and in the community
- Show care and thoughtfulness in using the intellectual and physical property of others

4. Committed to Student Learning:

- Make decisions and plans that are student centered and foster higher-order thinking skills

- Demonstrate understanding of the important contribution of diversity of thought, background and ethnicity in high-quality educational experiences
- Use culturally-relevant curricula
- Demonstrate and affirm the expectation that all students can learn, and it is the teacher's responsibility to investigate research and practice in differentiating instruction to reach all learners' needs
- Display in their lessons and plans a thorough knowledge of current theory, content, pedagogy, technology tools and assessment practices

5. Reflective:

- Show an openness to continuous improvement
- Listen effectively
- Demonstrate receptivity to feedback by improving performance
- Tailor and reformat instruction based on assessed student needs

6. Enthusiastic:

- Show initiative and leadership
- Practice creative problem solving
- Demonstrate willingness to take calculated risks and to monitor students' receptivity to teaching innovations
- Are energetic, and open to new ideas

7. Collaborative:

- Work well with peers, faculty and mentors and seek to learn from them and share ideas
- Practice tactful communication skills, especially when sharing critique and constructive suggestions with others
- Seek appropriate leadership roles