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Richard W. Riley College of Education and Leadership
Conceptual Framework and Educator Preparation
Provider Outcomes

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Riley College of Education and Leadership

Conceptual Framework and Educator Preparation Provider Outcomes

Walden University has developed a conceptual framework in collaboration with the professional community that articulates the shared vision of the Professional Education Unit's efforts to prepare educators to work in P-12 schools. This conceptual framework provides the College of Education Unit's philosophical foundation and serves as a guide for decision making. The Unit's theme - **Leadership and Social Change Through Teaching and Lifelong Learning** - is consistent with the vision and mission of the institution. Educator Preparation Provider Outcomes include the eight critical components of the conceptual framework and three additional unit outcomes addressing professional dispositions, and the diversity and technology proficiencies.



"Walden University introduced me to the idea of social change. Throughout my extensive educational career at Walden, every experience revolved around creating a better future for all."

Desmond Pittman

MS in Education (MSEd) Graduate,
Education Specialist (EdS) Graduate,
Doctor of Education (EdD) Student

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Critical Components of the Conceptual Framework

1. **1. Teaching and Lifelong Learning:** Demonstrate current knowledge and skills with the understanding that educators are lifelong learners who continually add to their knowledge and skills.
2. **2. Research with Application:** Analyze educational issues in light of current research and best practice through Walden University's scholar-practitioner model.
3. **3. Reflective and Analytic Thought:** Reflect on and analyze educational issues in light of current research to inform best practice in P-12 classrooms.
4. **4. Leadership:** Demonstrate leadership to build a shared vision for effective teaching and learning that positively impacts all stakeholders within a given educational community.
5. **5. Collaboration:** Demonstrate collaborative skills that integrate multiple perspectives in order to create ongoing support for the learning environment.
6. **6. Communication:** Demonstrate skills to communicate effectively and appropriately in a variety of professional and interpersonal contexts.
7. **7. Diversity:** Act in ways that honor multiple perspectives and affirm the dignity and respect of all individuals internal and external to the learning environment.
8. **8. Social Change:** Demonstrate the skills and dispositions that advocate for social change where the educator works and lives.

Critical Components of the Conceptual Framework (continued)

Walden University has also developed three additional unit outcomes—addressing diversity, professional dispositions, and use of technology—drawn directly from the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles and the National Board of Professional Teaching Standards (NBPTS) Propositions:

1. **1. Diversity Proficiencies:** Create educational opportunities that are adapted to diverse learners and remove barriers that inhibit learning.
1. **2. Professional Dispositions:** Build meaningful relationships to improve student learning by effective planning, communication, use of assessment data, and high-caliber delivery of instruction.
1. **3. Technology:** Design and develop learning environments that integrate various technology tools and applications, connect technology usage to content areas, and embed technology into assessment strategies.