



THE EDUCATOR

A FACILITATOR OF LEARNING

MILES COLLEGE

DIVISION OF EDUCATION

The theme of the conceptual framework for the Division of Education at Miles College is “The Educator: A Facilitator of Learning.” The educator is a catalyst for learning. He/She acquires the knowledge needed to transfer to the students, creates the climate for learning, initiates activities that are meaningful to the students and provides encouragement for student learning in P-12 schools. The coursework and performance-based activities allow education candidates to enhance their abilities in these four overarching tenets. The Division of Education has designed programs of study that meet the needs of teacher candidates in four tenets along with the expected proficiency outcomes to prepare educators to work in P-12 schools:

Conceptual Framework Overarching Tenets:

1.0 Acquiring Knowledge

Expected Proficiencies Outcome: (EPO)

1. Plan Instruction
5. Diversity

2.0 Creating a Climate for Learning

Expected Proficiencies Outcome: (EPO)

1. Plan Instruction
2. Impact Student Learning
3. Communication
5. Diversity
6. Model Professionalism

3.0 Initiating Meaningful Activities

Expected Proficiencies Outcome: (EPO)

1. Plan Instruction
3. Communication
4. Assessment and Evaluation
5. Diversity

4.0 Providing Encouragement

Expected Proficiencies Outcome: (EPO)

3. Communication
5. Diversity
6. Model Professionalism

The following indicators are used to identify, connect and assess knowledge, skills and professional dispositions within and among programs. Indicators related to Diversity are identified by #. Indicators related to Technology are identified by *.

1.0 Acquiring Knowledge is the integration of understanding and mastery of procedural skills and experience gained through coursework and performance based activities to promote life-long learning with students in P-12 schools.

Each Student:

- 1.1 Knows, analyzes and synthesizes subject content using historical and philosophical perspectives (**knowledge**)
- 1.2 Uses problem-solving processes and learning strategies to enhance student learning and development (**skill**)#*
- 1.3 Implements curriculum that exemplifies equity and diversity (**professional disposition**)#

2.0 Creating a Climate for Learning is the commitment to the awareness, knowledge, and acceptance of human diversity which leads to the ability to form relationships to sustain learning with students in P-12 schools.

Each Student:

- 2.1 Demonstrates self-awareness, self-confidence and an understanding of the cultural differences of others that could impede or enhance student learning (**professional disposition**)#
- 2.2 Manages an appropriate classroom environment for maximum learning to take place (**skill**)#
- 2.3 Implements curriculum that includes methods and strategies for applying technology to maximize learning (**skill**)*

3.0 Initiating Meaningful Activities is the use of state-of-the-art materials, equipment, and strategies that enhance curriculum, classroom instruction, field experiences, clinical practice, assessments and evaluation in P-12 schools.

Each Student:

- 3.1 Integrates various subject matter to facilitate learning (**skill**)
- 3.2 Evaluates and uses data effectively to assess the needs of all students (**skill**)#

4.0 Providing Encouragement is modeling values and beliefs that guide thought, activities, and attitudes which create a more just and humane world and are expressive of the worth and value placed on all beings to instill high expectations for all P-12 students.

Each Student:

- 4.1 Motivates all students to become life-long learners and change agents in society (**professional disposition**)#
- 4.2 Uses appropriate oral and written communication and body language to enhance student learning (**skill**)#