



Council on Teacher Education
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

UIUC Conceptual Framework: Teaching and Learning in a Diverse Society

Executive Summary

The conceptual framework is a formal document that states the University's shared vision for preparing educators to work effectively in P-12 schools. The purpose of the conceptual framework is to provide direction for program development, course planning, and assessment of candidates' performance in programs leading to certification. Many faculty members, students, and public school personnel participated in drafting our conceptual framework. A focus on diversity is a major theme as reflected in the title, *Teaching and Learning in a Diverse Society*.

In general, our professional preparation programs are designed to shape the knowledge, skills, and dispositions that our graduates need to serve children and adolescents in a diverse society. Our graduates must have a deep knowledge of their subject matter, theories of learning and instruction, and the students and communities in which they practice. Our graduates must have the skills to create experiences that foster the learning of students from diverse ethnic, cultural, linguistic and socioeconomic backgrounds. Our graduates must demonstrate a belief that all students can learn; they must be committed to their own continuing professional development; and they must be eager to serve the diverse communities in which they practice.

The overall theme of *Teaching and Learning in a Diverse Society* is supported by two primary components, called "pillars." The two pillars of our conceptual framework are: (1) establishing community in teaching and learning environments; and (2) guiding the development of inquiring and reflective minds.

Pillar One: Establishing Community in Teaching and Learning Environments.

- Create and maintain positive and effective learning environments that recognize the diverse talents and needs of all students.
- Effectively communicate with students, parents, colleagues, and others to support and enhance learning communities.
- Exhibit professional conduct and dispositions consistent with the commitment to 'establishing community in teaching and learning environments'.

Pillar Two: Guiding the Development of Inquiring and Reflective Minds.

- Demonstrate thorough knowledge of the subject matter they will teach.
- Display a disposition toward inquiry.

- Develop and deliver appropriate instruction that reflects the knowledge bases of subject matter content, pedagogy, and human growth and development.
- Assess student learning and use results of assessment to revise and improve teaching.
- Engage in critical self-reflective techniques to improve teaching.
- Seek and participate in opportunities for continuing educational and professional growth.
- Locate, critically evaluate, and use multiple resources – including technology – to enhance curricula and instruction.

Providing the foundation for these pillars are two essential elements: (1) a commitment to service and (2) the understanding and effective use of technology. These pillars and their foundational elements undergird all parts of our professional preparation programs. They are integrated into professional courses and field experiences, and they shape the assessment of our candidates at all stages of their professional preparation.

The *UIUC Conceptual Framework: Teaching and Learning in a Diverse Society*, is available at <http://www.ed.uiuc.edu/cte>.

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