

TSU COE Conceptual Underpinning for Professional Educators

“Education professionals at Tennessee State University will be competent and caring facilitators of learning committed to diversity and the success of all.”

Knowledge and Skills	Elements	Descriptors
KS1	Plan	Design and implement instructional plans that reflect sound content knowledge and include meaningful learning for all, utilizing appropriate technology and accommodating diverse needs.
KS2	Maximize Learning	Encourage critical thinking, problem solving, active inquiry, and cultural pluralism; and differentiate learning opportunities for diverse needs, using human, literary, and technology resources effectively.
KS3	Evaluate	Systematically assess and evaluate learners’ diverse abilities; and in teaching and learning, reflect, adjust for diverse needs, and repeat the process.
KS4	Manage	Competently apply theory to create a caring, positive and productive learning environment, facilitated by technology and with sensitivity to diversity.
KS5	Model Professionalism	Demonstrate professional ethics, standards, and responsibilities, including respect for diversity; pursue service and professional growth opportunities, and use technology effectively.
KS6	Communicate	Demonstrate effective oral, written, and interpersonal communication abilities in interactions with students, families, and the professional community, while respecting cultural and familial diversity.
KS7	Specialize	Demonstrate and apply thorough content knowledge and effective principles and practices specific to the area(s) of specialization.
Dispositions	Element	Descriptors
D1	Plan	Value learners’ experiences and strengths as a basis for growth and their errors as learning opportunities.
D2	Maximize Learning	Provide quality education to <i>all</i> learners, encourage critical thinking and self-efficacy, and believe in and help <i>all</i> to succeed.
D3	Evaluate	Facilitate ongoing learning through reflection and assessment.
D4	Manage	Maintain a positive and productive learning environment that also both encourages and protects learners.
D5	Model Professionalism	Consistently demonstrate caring, fairness, responsibility, professional dress and behaviors, appropriate interactions, professional standards and ethics, commitment to service, and respect for <i>all</i> learners and constituents.
D6	Communicate	Habitually communicate effectively in all teaching and learning interactions, cooperate with <i>all</i> constituents, and value the communication of others.
D7	Specialize	Demonstrate dispositions consistent with specialty area(s) standards in order to facilitate the success of all.

Philosophical Beliefs and Value Statements	
1.	Research-based learner-centered content promotes critical thinking and empowers students to take responsibility for their learning.
2.	Technology maximizes opportunities for learning and enhances the competence of the professional education candidates.
3.	Service learning and civic engagement promote reflective thinking and enhance caring qualities.
4.	Diversity competency prepares teacher candidates to work with varied populations and enhances teacher candidates' multicultural perspectives.
5.	Collaboration prepares the teacher candidates for working with students, other professionals, parents, and the wider community to facilitate students' learning.