



SOUTHERN UNIVERSITY AT NEW ORLEANS

COLLEGE OF EDUCATION

Reflective Practitioners for Global Environments



The visual representation illustrates a balanced set of scales against a backdrop of a two-dimensional representation of the globe. The scales contain 14 gold nuggets representing the core values of the Unit on the left side of the scale, and the knowledge, skills, and dispositions included in the 5 strands, represented on the right side by large gold bars. The balanced scales represent program completers who are also balanced in their core values and their proficiencies. The backdrop of the globe represents locations from which the students, whom candidates are prepared to teach, will come.

Southern University at New Orleans
College of Education

Conceptual Framework: **Reflective Practitioners for Global Environments**

Executive Summary

After the events of 2005, in which Southern University at New Orleans was nearly devastated by back-to-back Hurricanes Katrina (August 29) and Rita (September 24), the College of Education, along with representatives of the University community, partner schools, and candidates, revisited the Conceptual Framework in light of the current state of the Unit (College of Education or COE). The Conceptual Framework of the College of Education, *Reflective Practitioners for Global Environments*, is consistent with and guided by the mission, vision, and core values of the institution, which are articulated in the [University Catalog](#), Strategic Plan and other University documents.

Mission: The mission of SUNO is “*to create and maintain an environment conducive to learning and growth, to promote the upward mobility of all people by preparing them to enter into new as well as traditional careers, and to equip them to function optimally in the mainstream of the global society.*”

Vision: Building on a legacy of educational excellence, equal access, and opportunity to students from all walks of life, SUNO envisions itself as a state university which values excellence in teaching, research, and public service. The College of Education has a vision to build upon this legacy through the provision of academic excellence, linking all aspects of university activities with community needs and economic development, and helping students become productive citizens.

Core Values: Excellence, Responsibility, Integrity, Accountability, Diversity, Nurturing, and Service

The College of Education believes that the Conceptual Framework theme - **Reflective Practitioners for Global Environments** - captures the nature of teaching in the changing New Orleans environment. The fact that many or some of our candidates are located, at least temporarily, in far-reaching areas mandates such change. The Unit identified the values and beliefs that it associates with this theme. The 14 resulting values and beliefs are clustered into five strands. These strands are: **Instructional Leaders, Continuous Assessors, Astute Technologists, Advocates for Diversity and Collaboration, and Reflective Professionals**. The strands are research-based and focus on outcomes. They are aligned to the national, state, and professional standards and to the assessments for candidates and the Unit (See Appendix: [Conceptual Framework Strands Alignment Chart](#)).

The Unit reviewed the entire curriculum for teacher preparation programs and aligned course content, field experiences, as well as candidate proficiencies and dispositions to these strands. Program completers are expected to acquire the following proficiencies prior to program exit:

1. Instructional Leaders

- demonstrate expertise in content area
- develop a coherent curriculum framed around the theories, principles, and practices of pedagogy and student learning
- use a variety of instructional methods, materials, practices, and activities to meet the diverse learning styles and student needs

2. Continuous Assessors

- use multiple assessments, including authentic assessment data, to improve instruction
- align assessment practices to local, state, and national standards, and best practices research

3. Astute Technologists

- design technology-enhanced, developmentally appropriate instructional strategies to support the diverse needs of learners
- know concepts related to current and emerging technologies
- understand state, national, and international technology standards for teachers

4. Advocates for Diversity and Collaboration

- know how to implement culturally appropriate instructional strategies
- collaborate with colleagues, families, communities, and others from diverse backgrounds to enhance learning for all students
- develop lessons to accommodate all learners including students with special needs

5. Reflective Professionals

- document and evaluate candidate's own teaching outcomes and address necessary adjustments
- develop portfolios to demonstrate commitment to continuing professional development and participation in relevant professional associations

The Visual Representation of the Conceptual Framework

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