

## GSU PEF Conceptual Framework

### “Preparing informed, empowered, committed, and engaged educators”

#### Vision

The vision of the Georgia State University (GSU) Professional Education Faculty (PEF) is to provide international leadership in educational research and to create and implement exemplary educational programs in metropolitan areas. The PEF envisions a world that embraces diversity; where social justice, democratic ideals, and equal opportunity can be increasingly enacted; and where technology is used to enhance opportunities for human development. The PEF believes that all people should be lifelong learners.

#### Mission

The GSU PEF represents a joint enterprise within an urban research university between the College of Arts and Sciences and the College of Education, working in collaboration with P-16 faculty from diverse metropolitan schools. Grounded in these collaborations, our mission is to prepare educators (i.e., teachers and other professional school personnel) who are:

- **informed** by research, knowledge and reflective practice;
- **empowered** to serve as change agents;
- **committed** to and respectful of all learners; and
- **engaged** with learners, their families, schools, and local and global communities.

#### Guiding Principles

Educators are **informed** by research, knowledge, and practice. They critically examine theoretical and applied inquiry, their own practices, and the practices of others to make well-reasoned, data-based decisions about teaching, learning, and development (Bandura, 1977, 2001; Bowlby, 1969, 1980; Bruner 1996; Cochran-Smith & Lytle 2004; Darling-Hammond & Bransford, 2005; Darling-Hammond, Bullmaster & Cobb 1995; Erikson, 1950, 1968; Feiman-Nemser & Floden 1986; Feiman-Nemser, 2001; Freud, 1974; Gilligan, 1982; Kohlberg, 1976; Kohlberg, Levine, & Hower 1983; Piaget, 1952; Shulman 1987; Vygotsky, 1978, 1987; Watson & Raynor, 1920;).

In addition, educators are **empowered** to serve as change agents in the pursuit of social justice and equity (Cochran-Smith 2004; Cochran-Smith & Lytle 1992, 2004; Fairbanks, et al, 2010; Freire 1999; Nieto, Noffke, & Brennan 1997; Sleeter, 1992). Along with being reflective and deliberate in their actions (King & Kitchener, 2004; Pultorak, 1996; Schon, 1983, 1987; Van Manen, 1977; Zeichner & Liston, 1996), they understand how educational policies and practices affect the lives of those they serve (Milner, 2010).

#### Outcomes

- Our candidates use their knowledge of child, adolescent, and adult development and theories of learning to design meaningful educational opportunities for all learners.

- Our candidates possess and use research-based, discipline-specific knowledge and pedagogy to facilitate learning for all.
  - Our candidates reflect critically upon data as part of a recursive process when planning, implementing and assessing teaching, learning, and development.
  - Our candidates critically analyze educational policies and/or practices that affect learners in metropolitan contexts.
- II. Educators are respectful of all learners and committed to the belief that all people can learn (Delpit, 1995; Dewey, 1933; Gay, 2000, 2010; Hilliard, 1995; King & Castenell, 2001; Ladson-Billings, 1995a, 1995b; Neito, 1992; United States Department of Education, 2002). They are caring, ethical, and knowledgeable advocates for students and their families (Freire 1999; Noddings, 2002; Pianta 1999; Pianta & Nimetz 1991). Educators view education as the pathway to personal and societal success (Goodlad, 2008; Kozol, 1992, 2005). Educators maximize the potential of all learners in diverse educational environments so that everyone will be able to participate as a productive, respectful member of our global society (Darling-Hammond, 2005; Garcia, Beatriz Arias, Harris Murri, & Serna, 2010; Haberman & Post, 1998).

### Outcomes

- Our candidates know and respect individual differences, establish productive and ethical relationships with students, and modify the learning environment to positively impact student learning.
  - Our candidates create engaging learning communities where the diverse perspectives, opinions, and beliefs of others are acknowledged and respected.
  - Our candidates commit to continuing personal and professional development.
- III. Educators are engaged with learners, their families, schools, and local and global communities (Lieberman & Mace, 2010). They understand and intentionally consider the dynamic interactions between learners and educators within complex socio-cultural contexts (Bronfenbrenner, 1986; Habermann & Post, 1998; Vygotsky, 1978; Wenger, 2002). Educators recognize the potential and use of technology to enhance learning and communication (Gee, 2003, Landow, 2006, Laurillard, 1993; Sherin, 2004; Wysocki, 2004). They see technology as a vital cultural tool with socio-cultural implications.

### Outcomes

- Our candidates use knowledge of students' cultures, experiences, and communities to create and sustain culturally responsive classrooms and schools.
- Our candidates coordinate time, space, activities, technology and other resources to provide active and equitable engagement of diverse learners in real world experiences.
- Our candidates implement appropriate communication techniques to provide for learner interaction within local and global communities.

“Moving lives forward!”

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