

The Concordia University, Nebraska

College of Graduate Studies Conceptual Framework

Teaching knowledge

T-K1: Student Development – InTASC 1 Learner Development

The graduate candidate understands how children learn and develop, and can provide learning opportunities that support a child's spiritual, intellectual, social, and personal development.

Teaching skills

T-S1: Multiple Instructional Strategies – InTASC 8 Instructional Strategies

The graduate candidate understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.

T-S2: Planning – InTASC 7 Planning for Instruction

The graduate candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

T-S3: Assessment – InTASC 6 Assessment

The graduate candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

T-S4: Motivation and Management – InTASC 3 Learning Environments

The graduate candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Teaching dispositions

T-D1: Passion for Teaching

The graduate candidate demonstrates a passion for teaching and motivation to spread the Gospel and/or strengthen the child's value system as evidenced in preparation and performance in his/her classroom.

T-D2: Personal Characteristics

The graduate candidate displays positive personal characteristics such as respect for others, dependability, punctuality, perseverance, appropriate sense of humor, social awareness, organization, management of paperwork, personal appearance and hygiene, and energy and health.

Leading knowledge

LD-K1: Content Pedagogy - InTASC 4 Content Knowledge

The graduate candidate understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Leading skills

LD-S1: School and Community Involvement – InTASC 10 Collaboration

The graduate candidate fosters relationships with school colleagues, parents, and agencies in the Christian community as well as the larger community to support students' learning and well-being.

LD-S2: Diverse Learners – InTASC 2 Learning Differences

The graduate candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

LD-S3: Communication and Technology – InTASC 5 Innovative Applications of Content

The graduate candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Leading dispositions

LD-D1: Character / Faith Development

The graduate candidate models a value system which emphasizes moral and ethical character; the Lutheran school teacher integrates faith and learning while modeling Christian mission and service according to the doctrines and teachings of the Lutheran Church – Missouri Synod.

Learning knowledge

LR-K1: Depth of Knowledge in Endorsement Area – InTASC 4, Content Knowledge

The graduate candidate possesses a depth of subject/content knowledge for his/her endorsement as well as knowledge of teaching the faith for the LTD candidate.

Learning skills

LR-S1: Reflective Practice: Professional Growth – InTASC 9 Reflection and Continuous Growth

The graduate candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Learning dispositions

LR-D1: Lifelong Learning – InTASC 9 Reflection and Continuous Growth

The graduate candidate can articulate the value of lifelong learning and has implemented a professional development plan.