

## **Concordia University, Nebraska Conceptual Framework**

### **Teaching knowledge**

#### **T-K1: Student Development – InTASC 1 Learner Development**

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

#### **T-S3: Assessment – InTASC 6 Assessment**

The teacher education 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 teacher education 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 teacher education candidate can articulate reasons for wanting to become a teacher and demonstrates a passion for teaching and motivation to spread the Gospel and strengthen the child's value system as evidenced in preparation and performance during practicum and field experiences.

#### **T-D2: Personal Characteristics**

The teacher education 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 teacher education 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 teacher education 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 teacher education 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 teacher education 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 teacher education candidate models a value system which emphasizes moral and ethical character; the Lutheran school teachers 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 teacher education 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 teacher education candidate is a reflective practitioner who continually evaluates the effects of his or 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 teacher education candidate can articulate the value of lifelong learning and has developed a beginning professional development plan.