

Hudson Valley Community College Teacher Preparation Department Conceptual Framework

The Teacher Preparation Department is committed to preparing sensitive, caring, reflective, and considerate students who are academically strong, pedagogically skilled, and culturally responsive to the needs of diverse learners within a global society.

We believe that students should demonstrate a strong foundation and knowledge of typical and atypical child development by modeling attitudes and beliefs which reflect socioeconomic and cultural sensitivity, consideration of others, and flexibility when working with children, adults, coworkers, community members and families within a global content and in diverse settings.

Students should demonstrate developmentally appropriate best teaching practices in a culturally responsive, inclusive, adaptive and interactive learning environment. Each student should maintain a professional demeanor in which the student displays a positive, appropriate approach toward children and learning which demonstrates an awareness of each child's diverse learning needs.

Our daily teaching practices are grounded in these beliefs and values which we strive to nurture within ourselves as well as in our students.

We expect our graduates to demonstrate the following five components which are the foundations upon which all teaching is centered.

Components Of Our Conceptual Framework

1. Promoting a strong foundation and knowledge of typical, atypical child development and learning:

- developmental ages/stages of children [EDUC 100] [ECCE 111, 108]
- historical perspectives, assessment in education [EDUC 110]
- focus on children's diverse strengths and needs [EDUC 100, 108, ECCE 122, 123, 226]
- creation of healthy, respectful, supportive, culturally sensitive and cognitively challenging environment [EDUC 122, 123, 226, 227]

2. Building Family & Community Relationships by modeling attitudes and beliefs which reflect sensitivity, consideration of others, and flexibility when working with children, adults, coworkers and families:

- connecting with children and families utilizing a culturally responsive, inclusive, adaptive and interactive environment [EDUC 108, 120, ECCE 111, 226, 227, ECCE 122, 123, 230]
- advocate for change [ECCE 226, 227, ECCE 230, EDUC 108, 216, 218]

3. Observing, documenting and assessing children's needs to support children and their families by:

- systematic observation, documentation and assessment [ECCE 122, 123, 226, 227, EDUC 110]

4. Demonstrating developmentally appropriate best teaching practices and approaches to teaching & learning in a culturally responsive, inclusive, adaptive, and interactive learning environment by using a wide array of effective approaches, strategies and tools to positively influence children's development & learning:

- classroom management [EDUC 120, 108, ECCE 122, 123, 226, 227]
- interactive hands-on learning [ECCE 111, 123, 226, 227, EDUC 225, EDUC 108]
- differentiated learning [EDUC 108, EDUC 225]
- reflection [ECCE 122, 123, 226, 227]
- communication and written skills [ECCE 122, 123, 226, 227, EDUC 108, 216, 225]
- integration of learning across subject areas [All Courses]
- talk, read, write, think, socialize [All Courses]

5. Becoming a professional by maintaining a professional demeanor in which the student displays a positive approach toward children and learning which demonstrates an awareness of each child's diverse learning needs and demonstrates:

- emotionally healthy, confident, strong interpersonal skills [All Courses]
- ethical, moral behavior in a responsible manner
- focuses on children's strengths and needs
- independence in critical thinking
- reflective and critical perspectives in their work
- critical thinking about global issues
- respect for children and adults
- preparedness, continuous collaboration with others
- punctuality