

CANDIDATE PROFICIENCIES

The following proficiencies reflect professional, state and institutional standards.

Competent Professionals...

1. understand the central concepts, tools of inquiry and structures of the content they teach or practice.
2. create learning experiences that make the content they teach or practice meaningful for individuals.
3. understand how individuals differ in their approaches to learning and create instruction or implement other professional practices adapted to this diversity.
4. use knowledge of how individuals learn and develop to provide educational opportunities that support intellectual, social and personal development.
5. understand and use a variety of evidence-based professional practices in reasoned and flexible ways to encourage individual development of critical thinking, problem solving and performance skills.
6. use 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.
7. use knowledge of effective verbal and non-verbal communication to foster active inquiry, collaboration and supportive interaction in learning environments.
8. plan professional practices based upon knowledge of subject matter, individuals, the community and identified goals.
9. understand and use formal and informal assessment strategies to evaluate and ensure continuous progress toward identified goals.
10. use technology in appropriate ways.

Committed Professionals...

11. engage in responsible and ethical professional practices.
12. contribute to collaborative learning communities.
13. demonstrate a commitment to diversity.
14. model and nurture intellectual vitality.

Reflective Professionals...

15. analyze past practices to stimulate ongoing improvement of future practices.



AUBURN
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Conceptual Framework

A Keystone in Building a Better Future for All

Established as the Department of Education in 1915, the Auburn University College of Education is the sixth-oldest among the university's 12 colleges and schools. Historically, the college hosts the university's largest graduate enrollment and fifth-largest undergraduate enrollment. The college consists of five academic departments: Counselor Education, Counseling Psychology and School Psychology; Curriculum and Teaching; Educational Foundations, Leadership and Technology; Health and Human Performance; and Rehabilitation and Special Education.

The college and its programs are accredited through the National Council for Accreditation of Teacher Education (NCATE). All programs preparing teachers and other professional school personnel are approved by Alabama's State Board of Education. In addition, many of the college's academic and professional programs hold accreditation, certification or distinction within their respective disciplines.

MISSION

The mission of the Auburn University College of Education is to build a better future for individuals, our state, our nation and our world. We fulfill our mission by preparing competent, committed and reflective professionals as we engage in outstanding teaching, cutting-edge research and meaningful outreach.

VISION

Our vision is one of transformation. We strive to be and prepare agents of change. We seek to establish and work collaboratively within socially responsive learning communities that value the mosaic of a diverse society. Our vision includes engaging in the continuous learning necessitated by a rapidly advancing world; identifying and addressing critical issues related to the education of all people; and using technology to broaden and support learning opportunities. Ours is a vision of change embracing the inclusive, collaborative and technological aspects of our mission, thereby establishing us as a college representing educational advocacy and innovation in the 21st century.

PHILOSOPHY, PURPOSE AND GOALS

Our philosophy of learning and teaching emphasizes that building a better future for all means creating learning environments for diverse learners that acknowledge the active, collaborative and ever-evolving nature of learning. This philosophy also values teaching that promotes the development of safe, stimulating learning communities enriched with diverse perspectives; is grounded in reasoned and purposeful decision making; and is enacted in proactive, flexible and self-regulating ways.



A Keystone in Building a Better Future for All

The keystone, the topmost stone of an arch, serves as a visual reminder of our mission and our goals. Just as the keystone supports and holds an arch together, education holds intact the promise of a better future for all. We believe that education is the keystone of opportunity and equity in a richly diverse, increasingly technological, and ever-changing world. It is the critical building block that enables individuals and societies to flourish in a global community.

KNOWLEDGE BASE

The college's Conceptual Framework is grounded in a view of continuous improvement that is steeped in collaboration and reflection, situated within school and community partnerships, rooted in a commitment to diversity as a core value, and supported by explorations of emerging technologies. The knowledge base draws on theories, research, the wisdom of practice, educational policies, and professional standards. It integrates current understandings related to learning and human development, curriculum and instruction, assessment, diversity including exceptionality, subject matter expertise, leadership, and advocacy. The college embraces this broad and comprehensive knowledge base and actively contributes to its advancement.

ASSESSMENT SYSTEM

The College of Education is committed to working with its professional community in the ongoing refinement of an assessment system that reflects the Conceptual Framework as well as professional and state standards. Data from candidate performance assessments, satisfaction surveys and focus group meetings fuel the continuous improvement of the college and its programs.

