



## Meredith College Department of Education

The conceptual framework guides the work of the Department of Education and reflects our commitment to the vision of teaching, learning and leading in a global society set forth by both the College and the State Board of Education. The Department of Education has thriving undergraduate and graduate programs that are highly regarded for the accomplishments and leadership of alumni in educating all students effectively. In the tradition of our college and our profession, programs are known for academic rigor and integrity; meaningful field experiences connected to course content; and ongoing advising and professional support. Programs are rooted in school system partnerships where students learn and practice collaboration and collegiality with both classmates and school-based educators, resulting in a community of professional learning and reflective practice.

### Meredith Teachers...

- **Practice global awareness through culturally responsive, inclusive, and connected pedagogy.** Meredith teachers recognize that they participate in a diverse global community and maintain high expectations for all students to become critical thinkers. In making instructional decisions, teachers understand that teaching and learning must be relevant to the students; therefore, they create student centered classrooms and design instruction that addresses the backgrounds and needs of all students inclusively. They practice culturally responsive teaching, are open to cultures and ideas other than their own, connect the content they teach to the lives and the communities of their students, and affirm the cultural practices that students bring to the classroom. They differentiate instruction to meet the needs of students with exceptionalities.
- **Understand the content they teach.** Meredith teachers demonstrate depth of content knowledge and effectively combine that content knowledge with pedagogical and professional knowledge. They use technology effectively to expand their own content knowledge and to help students understand content. By connecting content to students' families and communities, teachers design instruction that reflects understanding of the interactions among content, cultural diversity, and diverse learning needs.
- **Contribute to student growth and learning.** Meredith teachers establish communities of purposeful learners and engaged citizens who grow academically, socially, and emotionally. Meredith teachers create a culture of success in the classroom through inquiry, collaboration, and problem solving. They understand that their success in the classroom is connected to the academic growth and learning of their students. Through the use of best practices and continuous formal and informal assessments, Meredith teachers collect and interpret student data in order to meet the instructional needs of each student. Meredith teachers also commit to their own continued growth and learning. They use appropriate technology, collaborate with colleagues, and participate in professional development opportunities.
- **Exhibit leadership.** Meredith teachers exemplify the professional dispositions necessary to become teacher leaders. Meredith teachers understand that reflection is at the heart of leadership in the classroom, school, community, and profession. They collaborate with colleagues to systematically collect and analyze multiple types of data in order to set goals and implement educational initiatives that promote student learning and curiosity. To support shared goals and communities of learners, Meredith teachers maintain meaningful relationships with families to establish community-school partnerships. They engage in ongoing dialogue with educational leaders and policy makers, advocate for their students, and lead in their classrooms, schools, communities, and profession.