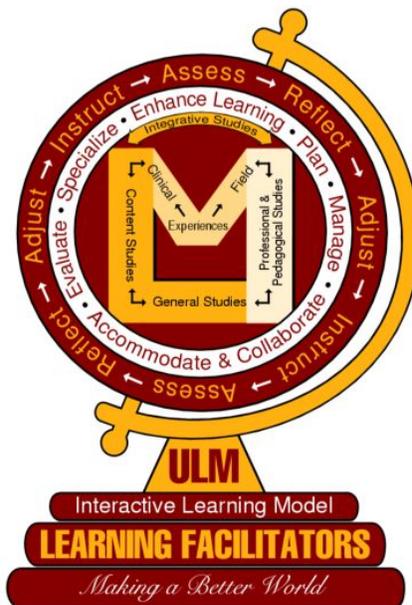


The ULM Conceptual Framework: Process, Product, and Context

The ULM Interactive Learning Model: Learning Facilitators Making a Better World, graphically depicted below structures unit programs and provides focus and continuity between degree levels within individual programs and among various programs. Both undergraduate and graduate programs within the unit subscribe to the conceptual framework, which is knowledge-based, articulated, shared, coherent, mission-congruent, and continuously evaluated. The central core of the graphic superimposes the letters of our name, ULM, and outlines the interactive *process* of the conceptual framework undergirding and defining the unit's professional education programs. The process, based upon standards, research findings, and sound professional practice, reflects the professional beliefs of unit members and addresses five program components: 1) general studies; 2) content studies; 3) professional and pedagogical studies; 4) integrative studies; and 5) sequential, structured clinical and field experiences. Of the five components, the clinical and field experiences provide the uniting link and offer the most authentic interaction, facilitate knowledge construction, provide a forum in which candidates apply that knowledge, and give concrete meaning to programs. At the graduate level, undergraduate programs serve as the general studies component, and Content and Professional and Pedagogical Studies are Integrative.



The design of the graphic for **The ULM Interactive Learning Model: Learning Facilitators Making a Better World** outlines the conceptual framework that defines the unit's professional education programs.

The conceptual framework *product*, Learning Facilitator, is characterized by six major performance areas on the inner circle of the graphic. Learning Facilitators demonstrate effective knowledge, skills, and dispositions in: 1) planning, 2) management, 3) learning enhancement, 4) evaluation, 5) accommodation and collaboration, and 6) specialization. Undergraduate and alternate certification graduate programs prepare Basic Learning Facilitators who focus on learning facilitator performances in all areas, but with special emphasis on the first four areas. Graduate programs prepare Advanced Learning Facilitators who exhibit advanced performances in all six areas, but emphasize the area of specialization wherein they demonstrate knowledge, skills, and dispositions consistent with specialty professional standards specific to specialization area and seek continued professional development.

The conceptual framework *context* for both program and candidate performances is described on the outer circle of the graphic as the cycle of assess-reflect-adjust-instruct of the assessment system that provides for continuous improvement. The design, organization, and sequence of courses and learning experiences and the assessment system ensure candidate mastery of targeted knowledge, skills, and dispositions.

The books supporting the visual model base symbolize the *knowledge base* foundation, and the globe configuration conveys the shared vision and ultimate goal of the conceptual framework, *making a better world*.

ULM Learning Facilitator Knowledge, Skills, and Dispositions

Knowledge, Skills, & Dispositions	Learning Facilitator Outcomes
	Learning Facilitators . . .
Knowledge	<p>K1. <i>Plan & Manage</i>: Demonstrate understanding of the power of and procedures for careful planning, effective use of technology, and efficient management of the teaching and learning process.</p> <p>K2. <i>Know Content</i>: Demonstrate broad and deep content and pedagogical content knowledge.</p> <p>K3. <i>Enhance Learning</i>: Recognize effective teaching and learning, evidence-based strategies, successful integration of technology, and procedures to facilitate learning for <i>all</i> students.</p> <p>K4. <i>Evaluate</i>: Exhibit understanding of appropriate assessment and evaluation for and of instruction to improve teaching, learning, and P-12 impact.</p> <p>K5. <i>Accommodate & Collaborate</i>: Display knowledge of both the need and the procedures for accommodating <i>all</i> learners as well as for collaborating to improve teaching and learning.</p> <p>K6. <i>Specialize</i>: Evidence understanding of professional standards and effective principles, practices, legal policies, and content knowledge specific to general teaching as well as the specialization area(s).</p>
Skills	<p>S1. <i>Plan</i>: Effectively plan and prepare instruction to accommodate <i>all</i> learners.</p> <p>S2. <i>Manage</i>: Efficiently organize and manage the learning environment to maximize learning and maintain desired behaviors.</p> <p>S3. <i>Enhance Learning</i>: Enhance and facilitate learning for <i>all</i> learners through masterful delivery of standards-based instruction, full command of content, effective communication and evaluation, and appropriate modifications and use of technology.</p> <p>S4. <i>Evaluate</i>: Systematically assess and evaluate teaching, learning, and P-12 impact, using multiple forms of formal and informal procedures, adjust plans, improve accordingly, reflect, & reassess.</p> <p>S5. <i>Accommodate & Collaborate</i>: Accommodate for external influences, learning and performance differences, psychosocial needs, and diversity and collaborate to improve teaching and learning.</p> <p>S6. <i>Specialize</i>: Demonstrate performances consistent with appropriate professional standards and effective principles, practices, and legal policies specific to specialization area(s), and seek continued professional development.</p>
Dispositions	<p>D1. <i>Prepare & Manage</i>: Prepare thoroughly for <i>all</i> teaching and learning in terms of content knowledge, planning, organization, technology, and management, with high but reasonable expectations for teaching and learning.</p> <p>D2. <i>Communicate</i>: Display habits of effective communication interpersonally, orally, in writing, in use of technology, in collaboration to improve teaching and learning, and in acceptance of supervision and constructive criticism and appropriate response.</p> <p>D3. <i>Enhance Learning</i>: Value and facilitate active and continuous learning lifelong for <i>all</i> students and for self, with responsiveness to diverse learning styles and multiple intelligences.</p> <p>D4. <i>Evaluate</i>: Seek continuous improvement for <i>all</i> students and for self, following the assess reflect-adjust-instruct cycle in all appropriate endeavors.</p> <p>D5. <i>Respect</i>: Show respect and appreciation for human diversity and capabilities, <i>all</i> constituents of the teaching and learning process, and the education profession through actions, honesty, integrity, tolerance, acceptance, fairness, appropriate caring, and concern for <i>all</i> individuals.</p> <p>D6. <i>Commit to Professionalism</i>: Demonstrate commitment and responsibility to high professional, ethical, and performance.</p>