**Early Childhood Preservice Education Program Conceptual Framework**

**Democratic Ally Leaders**
Advocates as an ethical leader and moral agent striving for social justice, and who acknowledges and practices multiple, multiethnic, multicultural, multiracial, multi social and economic, and multilingual perspectives in a global society.

**Teacher as Co-Decision Maker**
Co-constructs curriculum as a co-worker with learners and others (parents, families, colleagues and community members) to make sound decisions for learning and teaching experiences as opposed to being a passive receivers of prescribed curriculum.

**Culturally Relevant Pedagogical Experts**
Utilizes research and theory to develop varied and effective pedagogies and assessments that will positively impact all students’ learning. Learning and teaching is a transdisciplinary practice.

**Critical Educator/Teacher Leader**

**Curriculum Experts**
Synthesizes conceptual understandings of children, theory, content, technology, and sociocultural contexts into meaningful activities and opportunities for learning with all Pre-K – grade 3 students.

**Committed Professionals**
Committed to the children and their learning, the families, and the local community while having an awareness of the global context. Engages in continuous self-improvement and lifelong learning. Possesses skills, knowledge, and dispositions to challenge “questionable” policies that limit opportunities for all children.

**Reflective Learners/Thinkers**
Engages in the habit of self-assessment in order to continually uncover unknown possibilities in children’s learning, classroom practice, educational theory, and one’s own teaching identity in the local and global context.

**Critical Educators/Teacher Leaders**: As an end result of the program, beginning teachers will possess well-grounded views of these six categories to facilitate engaging in the construction, de-construction, and re-construction of developmentally meaningful and culturally relevant educational practices for all children and their own teaching identity—encompassing KSU domains for teacher competency (NAEYC/NCATE), Ohio teacher performance domains (ODE) as well as the values reflected in the International Baccalaureate Organization’s mission statement.