



**School of Education**  
**Teacher Preparation Program**  
**Inclusive Communities of Practice Investigating Learning and Teaching**

**Conceptual Framework Standards**  
**Knowledge, Skills, and Dispositions**

**CF # Description**

- CF.A Inclusive Communities of Practice: Understand and use “community building” theory to guide and maintain effective learning communities. (SEP Learning Environments 5-4)**
- CF.A.1 Understand and demonstrate the knowledge base, dispositions, and skills of community processes including communication, caring communities, chaos, conflict resolution, cultural valuing, and shared experience.
- CF.A.2 Demonstrate the knowledge, dispositions, and skills of reflection and construction of meaning that result from collaboration in *Inclusive Communities of Practice*.
- CF.A.3 Provide evidence of personal and professional growth through course work, field experiences, and other professional practice.
- CF.B Investigating Learning and Teaching: Use research, colleagues, and professional development opportunities to become a better teacher, learner, and leader. (SEP Reflection and Professional Development 9-3)**
- CF.B.1 Provide evidence of a knowledge base and understanding in subject matter, historical foundations, and learning and teaching theory.
- CF.B.2 Provide evidence of investigating relationships between learning and teaching (e.g. reflection, self-study, collaboration, and action research) in course work, field experiences, and other professional practice.
- CF.B.3 Provide evidence of multiple assessments of student learning for guiding practice.

- CF.B.4 Provide evidence of advocacy for the profession, children, and families, including support for social/political, cultural, health, and educational needs, in course work, field experiences, and other professional practice.
- CF.B.5 Provide evidence of competency in technology operations and concepts: planning and designing learning environments and experiences; teaching, learning, and the curriculum; assessment and evaluation; productivity and professional practice; social, ethical, legal, and human issues.

**CF.C Core Values:**

- CF.C.1 **Inquiry** involves the use of questioning, research, and reflective processes for learning and teaching. (SEP 4-3, 9-3)
- CF.C.2 **Human Diversity** is valuing similarities and differences among groups of people and individuals based on ethnicity, race, socio-economic status, gender, exceptionalities, language, age, religion, sexual orientation, and geographical area. (SEP 3-1, 3-2, 3-3, 7-1, 7-2)
- CF.C.3 **Socio-Cultural Interaction** requires understanding and applying cultural and social learning theories in context. It is the ability to interact with other people and groups within the context of learning communities, where people are engaged in actions and relationships. (SEP 3-1, 3-2, 3-3, 5-1, 5-2, 5-3, 5-4)
- CF.C.4 **Positive Learning Environments** A positive learning environment is created through the physical setting and psychological tone. (SEP 2-1, 5-1, 5-2, 5-3, 5-4, 10-3)
- CF.C.5 **Beliefs, Values, and Knowledge Structures** means that learners organize their beliefs, values, and knowledge structures and construct a philosophy to guide practice. Teaching practice is guided by philosophy. (SEP 2-1, 2-2, 2-3, 9-2)
- CF.C.6 **Democracy** practices the principles of equitable, respectful treatment of others, and encourages caring citizenship when engaged in actions and relationships. (SEP 3-3, 5-1, 5-4, 10-3)
- CF.C.7 **Leadership** means being a positive contributor for the profession, children, families, and various communities of practice (SEP 4-1, 9-3, 10-3)

Key:

SEP = MN Standards of Effective Practice

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