California University of Pennsylvania has a rich history of developing teachers since 1852. The faculty is committed to the preparation of today’s students to become tomorrow’s teachers. Teaching in the 21st Century is and will continue to be challenging. Advances in learning theory, technology, global communications, and a better understanding of changing family dynamics require that tomorrow’s teachers have the most up-to-date skills possible.

The theme for our teacher education conceptual framework is “Preparing Tomorrow’s Teachers Through Knowledge, Pedagogy, and Professionalism.” California University of Pennsylvania’s conceptual framework for our teacher education program is based upon The Three Principles of Knowledge, Pedagogy, and Professionalism that form the philosophical foundation of our teacher preparation efforts. Three elements support each of The Three Principles creating a strong base for our candidates to build the required knowledge, skills, and dispositions required of a 21st century teacher.

**The Three Principles**

- **#1 - Knowledge**
  - 1A - Content
  - 1B - Standards
  - 1C - Technology
- **#2 - Pedagogy**
  - 2A - Child Development
  - 2B - Diversity
  - 2C - Design, Delivery, & Assessment
- **#3 - Professionalism**
  - 3A - Professional Disposition
  - 3B - Leadership Abilities
  - 3C - Continuing Development

The Three Principles have been developed with strong ties to the Pennsylvania Department of Education’s General Standards and Specific Program Guidelines for State Approval of Professional Educator Programs, the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice, Pennsylvania’s Code of Professional Practice and Conduct for Educators, the Pennsylvania Academic Standards, the Interstate New Teacher Assessment and Support Consortium Principles as well as standards from each discipline’s specialized professional association.

- Knowledge of content is crucial for our candidates to master; they cannot effectively teach what they do not know. Standards are learned by our candidates; knowing what content to teach is on equal footing with knowing how to teach. Technological literacy is a necessity for teachers in the 21st century; more and more instruction is being delivered in non-traditional ways.

- Pedagogical skills are essential in the development of our candidates. Candidates need to know the theory of child development and how to adapt instruction to diverse populations - race, physical and mental ability levels, and socio-economic levels. Our candidates learn how to design, deliver, and assess the effectiveness of instruction to meet the needs of all students.

- Professionalism begins in our candidates’ first semester. The candidates’ professional disposition towards teaching, children, and schools is essential for success. Candidates learn the importance of leadership in developing relationships with school colleagues, parents, and agencies in the community to support students' learning and well-being. Continuing development as a professional is an expected part of our program.

The faculty of California University of Pennsylvania believes that the Teacher Education Candidates who thoroughly understand and implement The Three Principles of Knowledge, Pedagogy, and Professionalism are prepared to become teachers in the 21st century.

Adopted by the Teacher Education Faculty on February 18, 2004.