SCHOOL OF EDUCATION
MISSION STATEMENT
State University of New York at Oswego

The faculty of the School of Education, working in partnership with citizens of the world, supports and promotes extraordinary educators and learners.

Building on the wisdom of the past, the realities of the present and the promise of the future, innovative educational programs will prepare individuals who will continually strive for personal growth and become socially conscious catalysts for change.

We will instruct, involve, challenge and care for all learners, children and adults, in the legacy of Edward Austin Sheldon.

THE NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE) provides this definition for:

Professional Dispositions

The behaviors demonstrated as educators interact with students, families, colleagues and communities, which are expected of professionals and support student learning and development. NCATE expects candidates to demonstrate classroom behaviors that are consistent with the ideas of fairness and the belief that all students can learn. Based on their mission, professional education units may determine additional professional dispositions they want candidates to develop. NCATE expects institutions to assess professional dispositions based on observable behavior in educational settings.

IN SUNY OSWEGO'S SCHOOL OF EDUCATION, all candidates who complete programs for both initial and professional certification are expected to demonstrate these professional dispositions:

- Commitment to authentic learning and teaching
- Advocacy
- Critical reflection
- Integrity
- Socially-conscious responsibility
- Socially-conscious respect
- Collaboration
Professional Dispositions & the Conceptual Framework
Professional dispositions are the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to fulfill the vision expressed by the conceptual framework of the School of Education at SUNY Oswego. The conceptual framework uses weaving a braid as a visual metaphor for the interactive, recursive and transformative nature of the teaching and learning process. Educators continually weave strands of KNOWLEDGE, PRACTICE, REFLECTION, COLLABORATION and LEADERSHIP, thus creating a complex braided school fabric in which AUTHENTIC LEARNING is an everyday reality for diverse students. Concern for SOCIAL JUSTICE anchors the educational process; it is the knot at the top of the braid.

WEAVING
a Transformative School Fabric

Commitment to authentic learning and teaching ~
Educators exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for all students* to learn at high levels; and seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice.

Advocacy ~
Educators understand how social structures and power relationships disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure that all students* can learn authentically at high levels in socially just schools.

Critical reflection ~
Educators exhibit self-awareness and critical inquiry into their own biases and teaching practice within a socio-cultural perspective; and seek and respond appropriately to constructive feedback from others* to improve their own practice.

Socially-conscious responsibility ~
Educators hold themselves accountable for authentic learning by all students*; and exhibit initiative, reliability, maturity and sound judgment in implementing equitable best practice for all students* and others* in the learning community.

Socially-conscious respect ~
Educators demonstrate cultural sensitivity, empathy, caring, and rapport; seek to understand others*; and believe all students* can learn authentically at high levels.

Developing Professional Dispositions
Educators must express professional values, commitments and ethics in order to promote authentic learning by all students* in socially just school environments. We expect the potential for these dispositions to be exhibited by candidates at entrance to all programs. Faculty, administrators, teachers and other school personnel associated with programs in the School of Education support the development of candidates' understanding and practice of these professional dispositions with a socio-cultural perspective. Our goal is to prepare educators to function effectively as socially conscious catalysts for change who create and sustain school environments where excellence is cherished and social justice flourishes.