GSE Conceptual Framework	PSU Special Education Vision & Mission
A. Research Based Practices & Professional Standards B. Evidence Informed Decision Making C. Diversity & Inclusiveness D. Impact on Learning & Development	The Special Education Department at PSU is dedicated to preparing and supporting professionals to improve the educational outcomes and quality of life for all learners. We strive to increase the use of evidence based practices by preparing exemplary educators, collaborating with schools, building community partnerships and conducting and disseminating research.

CRITICAL CONCEPTS IN EDUCATION

Scaffolding Instruction	Collaboration & Teaming	Inclusion & Diversity	Data Based Decision Making	Individualization	Leadership & Advocacy
Scaffolding enables a learner to perform a skill or carry out a task which would be beyond his or her unassisted efforts. Scaffolding encompasses many strategies and should be based on assessment of the learner's current performance. It is a flexible, temporary support designed to be gradually removed as the learners performance improves.	A dynamic process of effective communication, and mutual effort across stakeholders (e.g. learners, families, school personnel, community members) involving shared resources, collaborative decision making, and joint accountability to achieve meaningful outcomes.	Inclusion embodies the values, policies, and practices that ensure the right of every learner and family to full membership in classrooms, schools and communities. Supports enable all learners to be engaged participants in social, academic and extra-curricular activities.	Continuous, purposeful process of collecting, interpreting, presenting and using data to inform actions that support positive educational outcomes. Data based decision making considers the learner's progress within the contexts of instruction, curriculum and environment.	A systematic and collaborative process to develop and adapt environments, supports and instruction to individual needs. Individual considerations include the strengths, cultural and family contexts, preferences and priorities of the learner and family.	Leadership and advocacy are guided by research and professional standards with a robust understanding of context including perspectives across stakeholders. Leaders and advocates actively engage a range of strategies to facilitate effective practices, systems and policies to support learner outcomes for an individual or across learners.