

PART V-A: ANDREWS UNIVERSITY - PHILOSOPHY OF THE PROGRAM

The Unit and the Teacher Preparation Program operate under the same philosophical assumptions. We believe that God is the ultimate reality, and that He has chosen to reveal Himself through His created universe and through His Word. God created human beings in His image and for relationship with Him. Through His love and mercy, God has provided in His son Jesus Christ the means to redeem human beings from their brokenness and to restore in them His image. As Christian educators supporting the world mission of the Seventh-day Adventist Church, we conceptualize the task of education to be a partnership with God in His work of redemption and restoration. Our role in this partnership is to facilitate the spiritual, mental, physical, and social development of our students through modeling and exhortation. Accordingly, we hold that:

- God calls students to recognize Jesus Christ as Savior and Lord and through His Spirit to use principles of Scripture as a guide in their relationships with others.
- God calls students to be worthy scholars in their chosen academic discipline and to contribute to that discipline as responsible practitioners and researchers.
- God calls students to live by principles of good health as stewards of His gift of life.
- God calls students to develop and maintain supportive personal and professional relationships and to use their talents in generous service to the church and society in a culturally diverse world. To these ends, we work for the glory of God.

PROGRAM RATIONALE

True education means more than the perusal of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers. It prepares the student for the joy of service in this world and the higher joy of wider service in the world to come. . . . In the highest sense the work of education and the work of redemption are one. Ellen G. White (1903), *Education*, Mountain View, CA: Pacific Press, p. 13, 30.

The Andrews University Teacher Preparation Program (TPP) embraces this vision as the organizing theme for its Conceptual Framework and the inspiration for its mission. Thus the TPP's mission is to "prepare teachers who are competent, compassionate, and committed to quality education."

PROGRAM OBJECTIVES

The TPP's mission is articulated by seven Conceptual Framework elements and a strong knowledge base (an extensive bibliography). The desired learning outcomes associated with each of the seven overarching elements are embedded in the various academic programs so that TPP's mission is evidenced in the lives of every graduate. The TPP's Conceptual Framework is aligned with the Unit's through the sharing of the first six conceptual framework elements. The TPP faculty, with the encouragement and support of the Teacher Education Council, added one element specific to their program, Content Knowledge (see below).

PROGRAM OBJECTIVES AND CONCEPTUAL FRAMEWORK

The Conceptual Framework is used for organizing all key learnings (core concepts, ideas, skills, values,

dispositions, and use of technology) for all degree candidates completing a professional preparation program in teacher education. Successful candidates must demonstrate that they will be able to:

Element I: Worldview

- Explain worldviews and trace their historical development
- Critique worldviews from a Christian perspective
- Integrate principles of a Christian worldview into their chosen fields of study

Element II: Human Growth and Change

- Describe human development
- Apply current theories of learning

Element III: Groups, Leadership, and Change

- Facilitate change in groups and organizations
- Relate effectively with various cultural, racial, and special interest groups
- Identify political and legal issues
- Manage human, financial, and material resources
- Demonstrate servant leadership

Element IV: Communication and Technology

- Communicate effectively in written, verbal, and non-verbal forms
- Use electronic tools effectively for professional communication, teaching, and research

Element V: Research and Evaluation

- Read and evaluate research
- Conduct research
- Report research findings

Element VI: Personal and Professional Growth

- Demonstrate continuing professional development
- Demonstrate ethical behavior in all professional activities
- Demonstrate balanced physical, mental, spiritual, and social development

Element VII: Content Knowledge

- Demonstrate
- Demonstrate in-depth understanding of at least one specific subject area

SEQUENCE OF COURSES AND EXPERIENCES

To develop the breadth of knowledge needed by self-contained classroom teachers, TPP candidates take courses in religion, arts and humanities, physical/natural science, social science, language and communication, mathematics and computer science, wellness, and service. To develop the depth of knowledge needed by departmentalized elementary and/or middle school teachers, TPP candidates complete courses in two subject area minors or one subject area major.

Candidates develop pedagogical knowledge, skills, and dispositions within three phases of their preparatory experience. The first phase focuses on developing foundational understanding of structures, laws, core concepts, and ideas through four course experiences and the initial development of a reflective professional portfolio. The second phase, which requires admission to the TPP, focuses on developing the pedagogical base candidates need for teaching. As a part of this coursework, candidates integrate prior learnings along with strategies for implementing technological enhanced instruction. Candidates take these methods courses concurrently with their advanced subject area courses. At the same time the reflective professional portfolio is developed to its first of two completion

levels. The third phase focuses on practical implementation and shaping of pedagogical knowledge, skills, and dispositions. This entails full time immersion in the First Days of School and the Student Teaching experiences. Included along with this experience, candidates participate in a Professional Days conference in which they meet with and are interviewed by Professional Teachers and Administrators from P-12 settings. During the Student Teaching experience, candidates refine and complete their professional reflective portfolios. Candidates use their portfolios as part of the interview process during Professional Days. (See attachments Three and Four for course listings.)

CANDIDATE PREPARATION TO USE VARIOUS INSTRUCTIONAL APPROACHES

Students acquire multiple methods along with content knowledge in their major/minor coursework as well as the courses they take in the Planned Program. Each methods course focuses on a particular content but integrates language arts skills throughout instruction and assignments. Candidates are expected to integrate their own language arts skills into assignments; in addition they are expected to integrate language arts skills into lessons they teach in the elementary classroom. Narratives that include elements of mathematics are included in math methods; history and math are integrated into science methods. In each of the methods classes particular pedagogical skills appropriate to the discipline are emphasized. Candidates are expected to create teaching units that include some inductive lessons and or some inquiry lessons; all teacher candidates use reading comprehension strategies, cooperative learning strategies and technology as they prepare to micro-teach sample lessons from these units. Teacher candidates are required to write lesson plans that include strategies to help diverse learners master Michigan Curriculum Standards.

PROGRAM INCORPORATION OF DIVERSITY

From their first course experience through the culmination of their programs, candidates in the Andrews University TPP benefit from firsthand experience the broad global student population on campus and the subsequent perspectives accompanying such students. This population is annually recognized by *US News and World Reports* as one of the most diverse (ethnically and multiculturally) undergraduate college populations in the United States.

The TPP’s Conceptual Framework Element I reflects the core value of diversity stated as an “appreciation of the perspectives of others and development of a personal philosophy from which action and service arise.” In addition, one outcome listed under Element III states that graduates will be able to “relate effectively with various cultural, racial, and special interest groups.” Because we value incorporation of diverse perspectives in teaching, the teacher preparation curriculum, field work, and clinical experiences are designed to provide this training to their candidates. The following courses listed below specifically deal with diversity and exceptionalities:

Table 4.1: Courses with Exceptionality Content

Courses with Exceptionality Content	Program Requirement	Field component
EDTE228 Strategies for Educating Exceptional and Diverse Learners	Teacher Education, initial	Yes
EDPC525 Psychology and Education of Exceptional Children	Teacher Education, advanced	Yes

EDTE165 Philosophical and Social Foundations of Education	Teacher Education, initial	Yes
EDTE408 Principles of Teaching and Learning	Teacher Education, initial	Yes
EDFN500 Philosophical Foundations of Education	Teacher Education, advanced	No
EDCI565 Improving Instruction	Teacher Education, advanced	Yes

Throughout the rest of the coursework an element related to diverse learning needs is emphasized. Candidates read such material in methods textbooks and children’s literature. Candidates undertake multiple field experiences in which they are faced with and make instructional decisions which incorporate gender, ability, and multicultural and global perspectives. Professors use heterogeneous cooperative groupings throughout candidate studies. These opportunities prepare candidates to meet the needs of students who have learning differences and diverse cultural or economic backgrounds before they reach their clinical experiences. Examples of these are found in course outlines for EDTE420, and EDTE417, and EDTE480.

CANDIDATES PREPARATION TO USE MULTIPLE METHODS OF ASSESSMENT

Core learnings regarding assessment are introduced in educational psychology courses candidates take (EDPC302 or EDPC514). Assessment strategies are integrated throughout candidates’ methods’ courses. Candidates are prepared to choose and use a variety of assessment strategies appropriate to the sequence of learning, the developmental age of the children in the class and the particular content. A wide variety of assessment options are modeled throughout the program. Additionally, students take a specific course, EDTE424 Classroom Testing and Evaluation, that addresses the guidelines on assessment for instruction. It includes, but is not limited to, the following topics: Writing instructional objectives; preparing classroom assessments to measure the attainment of those objectives; concepts in reliability and validity; simple item analysis; interpreting data from standardized tests; alternative assessment; grading and reporting. Candidates develop and use a variety of classroom assessment techniques in planning for and supporting instruction; including performance assessment, rubrics, checklists and projects. Candidates demonstrate in assessment plans developed strategies for dealing with the needs of individual learners. Candidates describe how to construct, select, and use non-test evaluation procedures and discuss current trends and issues in educational measurement. In EDTE424 and subsequent methods courses candidates describe the role of, participate in, and practice formative, summative and diagnostic assessments.

COLLABORATION BETWEEN PROGRAM AND SCHOOL PARTNERS

Collaboration between the unit and school partners is evident in the clinical and teaching experiences SED candidates receive throughout the course of the Teacher Education program. On-site supervisors are valued as colleagues in the education process. An example of this was the appointment of Dennis Lundgren, Director of Berrien County Math and Science Center, as adjunct faculty in the Math endorsement program and the sharing of his expertise through the co-teaching of math courses to SED students.

Collaboration between the unit and school partners happens through four intentional activities:

- Program faculty and P-12 professionals collaborate to enhance candidates' learnings. This is accomplished through two primary venues: guest presentations in university classes and placements for field experiences during methods courses and student teaching.
- The Teacher Education Council includes representatives from local school districts, the University lab schools, the Andrews University College of Arts and Sciences, and the Unit.
- Twice a year the Teaching, Learning, and Curriculum Department invites candidates, field supervisors, College of Arts and Sciences faculty, University administrators, and Unit faculty for a celebration of candidates' achievement. This Celebration of Teaching celebrates the accomplishments of student teachers. The Student Teacher Professional Days Conference outlines components of the Conceptual Framework and demonstrates the links between the assessment/feedback instruments used in the student teaching experience and the Conceptual Framework.
- The content area folio teams involve a minimum of three people each—a P-12 professional, and Unit faculty member and an Arts and Science faculty member. This systematic folio submission plan has enabled the Unit to establish long-term, relationships with College of Arts and Sciences and P-12 colleagues.

The Unit was a charter member in the state-wide Michigan Consortium for Outstanding Achievement in Teaching and Technology (COATT). In the fall of 2001, COATT received a \$2.2 million PT3 grant. This involves the enhancement of student teaching field experiences through training in technology infusion. This technology training is delivered to collaborative teams consisting of a student teacher, the supervising P-12 teacher, the building P-12 educational technologist, and a University professor. These groups design and support technology-enhanced instruction for P-12 students during student teacher internships. After several years of inactivity, COATT has now resumed functioning with Andrews as a contributing member.