



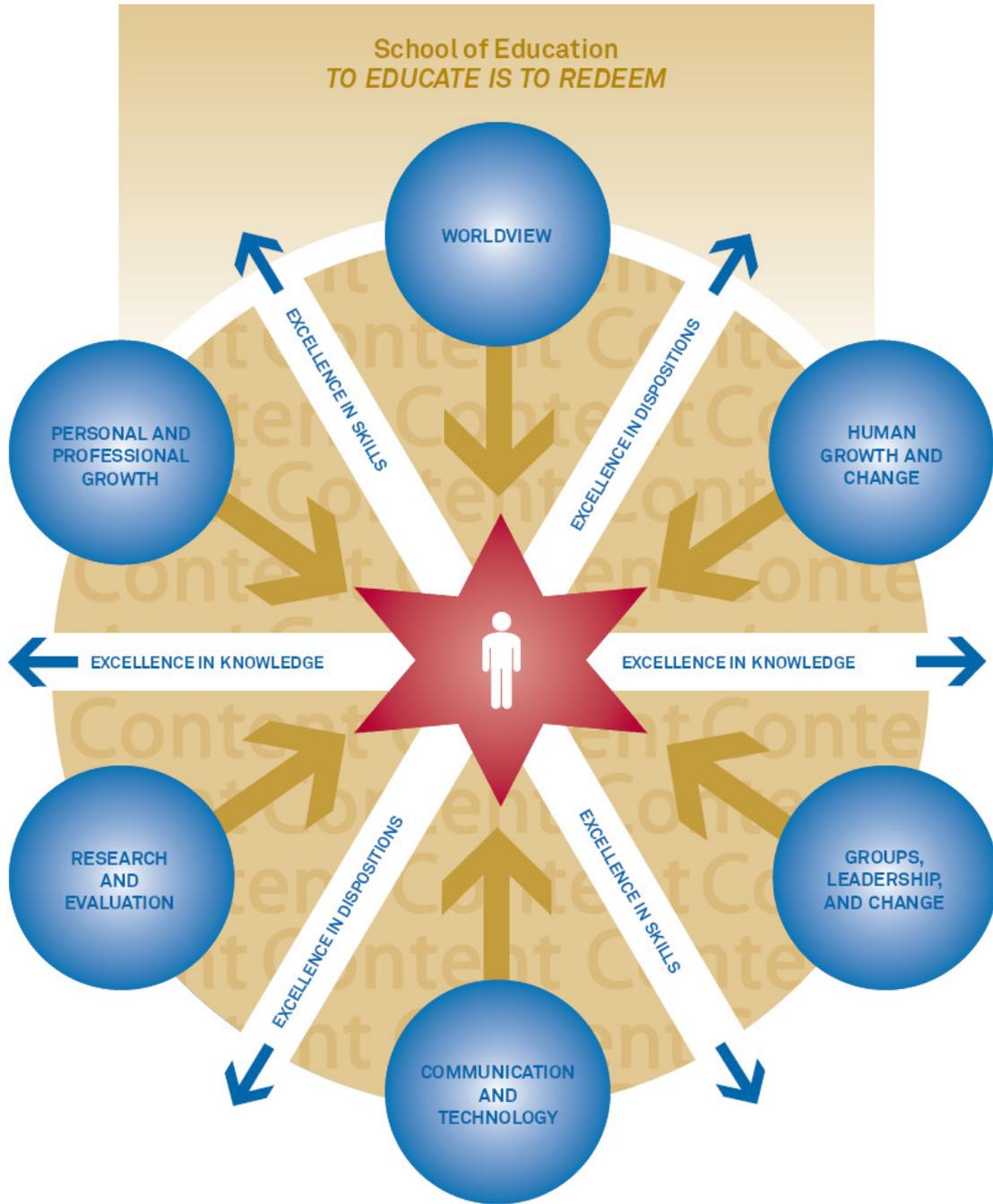
# **Conceptual Framework**

## **“To Educate Is to Redeem”**

**Revised 2010**

**James R. Jeffery, Dean**

# Conceptual Framework



Andrews  University  
Seek Knowledge. Affirm Faith. Change the World.

*A conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the unit's intellectual philosophy and institutional standards, which distinguish graduates of one institution from those of another. (NCATE, 2008, p. 12)*

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# CONCEPTUAL FRAMEWORK

*“TO EDUCATE IS TO REDEEM”*

## INTRODUCTION

Andrews University is a Christian university in the Seventh-day Adventist tradition. It encourages its students to study, practice, and develop an active religious experience. By corporate worship, community service, and a common concern for all, Andrews University students are led to develop a philosophy that makes them Christian not just in name, but in action. The university is comprised of six schools/colleges:

- College of Arts and Sciences
- College of Technology
- School of Business Administration
- School of Education
- School of Architecture
- Seventh-day Adventist Theological Seminary

## HISTORY OF THE UNIVERSITY

The history of Andrews University began in 1874 when the Seventh-day Adventist denomination founded Battle Creek College in Battle Creek, Michigan. In 1901, the school was moved to Berrien Springs, Michigan, along the banks of the St. Joseph River and was named Emmanuel Missionary College. In 1960, Emmanuel Missionary College, the Theological Seminary, and the School of Graduate Studies united under one charter as Andrews University—with an integrated board of trustees, administration, and faculty.

The name, Andrews University, honors John Nevins Andrews (1829-83), pioneer Adventist theologian, editor, administrator, and the denomination’s first official missionary to serve outside North America. The 1,600-acre campus is located between M-139 and the St. Joseph River. It includes 27 instructional buildings, three residence halls, and three apartment complexes, as well as service and support buildings. For more history, see <http://www.andrews.edu/about/history.html>.

## THE MISSION OF ANDREWS UNIVERSITY

The mission of Andrews is stated in these words:

“Andrews University, a distinctive Seventh-day Adventist Christian institution, transforms its students by educating them to **seek knowledge** and **affirm faith** in order to **change the world.**” (<http://www.andrews.edu/about/mission.html>)

Accordingly, Andrews University students will:

**Seek knowledge** as they

- Commit to a mindset of intellectual discovery
- Demonstrate the ability to think clearly and critically
- Communicate effectively utilizing multiple media
- Understand the arts, letters and sciences from a Christian point of view
- Become competent to serve humanity in their chosen disciplines and professions
- Prepare for meaningful work in a complex, technological and global society

**Affirm Faith** as they

- Nurture life in the Spirit through a personal relationship with Jesus Christ
- Deepen their faith commitment and practice
- Demonstrate personal and moral integrity
- Embrace a wholesome way of life
- Respect ethnic and cultural diversity

**Change the World** as they go forth to

- Cultivate the capacity for creative problem-solving and innovation
- Commit to generous service through civic engagement
- Create a caring culture of global leadership
- Carry out the worldwide mission of the Seventh-day Adventist church  
(<http://www.andrews.edu/about/mission.html>)

## **SCHOOL OF EDUCATION HISTORY**

The School of Education began as the Normal Department of Battle Creek College, established in 1874 in Battle Creek, Michigan. By 1960 the Education Department offered master's degree programs. In September 1970, Andrews University was approved by NCATE for accreditation of its elementary and secondary teacher-education programs at both the baccalaureate and master's degree levels.

The North Central Association of Colleges and Schools approved the introduction of doctoral programs (1973) and granted accreditation to Andrews University as a doctoral degree-granting institution in 1979. In 1981, the department reorganized into three areas: Educational Leadership and Management, Educational and Psychological Services, and Teacher Education. The following year, the PhD degree was introduced with approval of the North Central Association. In June 1983, the various undergraduate and graduate programs merged into a School of Education.

The School of Education currently consists of three academic departments which are housed in Bell Hall:

- Educational and Counseling Psychology (ECP)  
(<http://www.andrews.edu/sed/ecp/index.html>)
- Teaching, Learning, and Curriculum (TLC)  
(<http://www.andrews.edu/sed/tlc/index.html>)
- Leadership and Educational Administration (LEAD)  
([http://www.andrews.edu/sed/lead\\_ed\\_admin/index.html](http://www.andrews.edu/sed/lead_ed_admin/index.html))

Andrews University is accredited by the North Central Association of Colleges and Schools to confer degrees at the bachelor's, master's, specialist, and doctoral levels. The teacher-preparation and school-service personnel programs, which include teacher education, curriculum and instruction, special education, and K-12 educational administration, are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Michigan Board of Education. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the Community Counseling (MA) and School Counseling (MA) programs. The National Association of School Psychologists (NASP) has approved the EdS program in School Psychology.

## **CONCEPTUAL FRAMEWORK AND MISSION**

Andrews University was founded as Battle Creek College in 1874. One of the founders, Ellen White (1903), presented a compelling vision for education. The mission of the School of Education is captured in her vision statement:

True education means more than the pursuit 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. (pp. 13, 30)

The Andrews University SED embraces this vision as the organizing theme for its Conceptual Framework and the inspiration for its mission.

Thus the SED's mission is "to provide programs based on a redemptive Christian worldview to prepare professionals for global service."

The School of Education serves an international clientele, preparing educators for excellence in thinking, teaching, service, and research. The mission of the unit is achieved by collaboration across all programs through six SED elements and a strong knowledge base. The desired learning outcomes associated with each of the six overarching elements are embedded in the various academic programs so that the unit's mission is evidenced in the lives of every graduate.

## HISTORY AND DEVELOPMENT OF THE CONCEPTUAL FRAMEWORK

In 1970, Andrews University received initial NCATE accreditation. Since that time the School of Education (beginning with its predecessor, the Department of Education) has continued to develop a shared vision of teacher education with our colleagues in P-12 schools and with the College of Arts and Sciences and the College of Technology.

The SED Conceptual Framework builds on a framework initially developed during the 1997-98 academic year. That Conceptual Framework was carefully crafted through a process of collaborative deliberation, initiated by the teacher education faculty during their program redesign efforts. During that year, a model for teacher preparation was developed that consisted of six domains or competency areas: *Christian Principles, Content Knowledge, Instructional Processes, Management Processes, Professional Habits, and Spiritual Habits.*

As a result of the University's desire to move to the semester system beginning in the fall of 2000, the SED began to further refine its Conceptual Framework during the 1998-99 academic year. Within this atmosphere of revision and renewal, the SED faculty developed a revised Conceptual Framework, through a series of faculty meetings and e-mail dialogue. The framework for the SED purpose was expressed in two phrases—"Harmonious Development for Service" and "Educar es Redimir." Harmonious development means facilitating an individual's development in the physical, social, and spiritual realms in addition to the intellectual development. "Educar es Redimir," a Spanish phrase meaning "to educate is to redeem," communicates both the spiritual nature and global focus of our work in the SED. In an SED pre-school meeting in August 2003, it was voted to replace "Educar es Redimir" with the equivalent English phrase "To Educate Is to Redeem." These two purpose statements help define the "value added" nature of preparing education professionals at Andrews University.

The revised model consisted of six competency areas: 1) *Worldview*; 2) *Human Growth and Change*; 3) *Groups, Leadership and Change*; 4) *Communication and Technology*; 5) *Research and Evaluation*; and 6) *Personal and Professional Growth*. This set of concise statements went through four versions, presented at four different full faculty meetings, before an agreed-upon fifth version was adopted by the faculty as the official SED Conceptual Framework and Statement of Philosophy in early December 1998.

In a spring 2009 meeting of the Teacher Education Council (a group of constituent educators representing surrounding P-12 schools and relevant programs of the SED and the College of Arts and Sciences), faculty from the College of Arts and Sciences questioned the apparent absence of "content knowledge" as an element of our Conceptual Framework element. This led the SED to undertake a careful re-evaluation of the Conceptual Framework and its elements. After thorough discussion in several SED faculty meetings, it was concluded that "content" need not be listed as a separate Conceptual Framework element, because it is infused in the whole of the Conceptual Framework. It was decided in the fall of 2009 to make no changes in the Conceptual

Framework or its elements. Instead, a committee was commissioned to create a redesigned graphic representation of the Conceptual Framework and its elements that would demonstrate that “content” permeates the whole Conceptual Framework. This new Conceptual Framework graphic was approved by the SED faculty in November 2009.

In summary, the SED Conceptual Framework represents the vision of the unit for how our graduates will be professionally prepared. The initial framework was developed during the 1997-98 academic year, revised further in the 1998-99 academic year and has been continuously refined through the years. The specific knowledge base underpinnings for the six elements of the Conceptual Framework have been periodically updated through the years since 1999. This SED Conceptual Framework guides all initial and advanced preparation programs and is the basic foundational ideal which guides the preparation of our education professionals.

## **PHILOSOPHY OF THE UNIT**

The School of Education faculty believes 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. When they rebelled against Him, they entered a state of brokenness that extends to every dimension of life. Through His love and mercy, God has provided in His son Jesus Christ the means to redeem human beings from their brokenness, to restore in them His image, and to reestablish their relationship with Him.

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.

## SIX KEY ELEMENTS OF THE CONCEPTUAL FRAMEWORK

Using the theme “To Educate Is to Redeem,” all curriculum and instruction reflect a commitment to six overarching elements. These elements are embedded across all academic programs and fulfilled in the lives of our graduating educational professionals.

The first of these elements is *Worldview*. This element fosters professionals who appreciate the perspectives of others and understand the importance of developing a personal philosophy from which action and service arise. SED graduates must be able to explain worldviews and trace their historical development, critique worldviews from a Christian perspective and, in a manner appropriate to their personal assumptions, integrate the ethic of a Christian worldview into their chosen fields of study.

The second element is that of *Human Growth and Change*. This element addresses principles of growth, development, and learning and the use of these principles to effect positive change. In this regard our graduates must be able to describe human development and apply current theories of learning.

The third element, *Groups, Leadership and Change*, addresses principles of group behavior. To maintain high levels of service demanded of them, our graduates must be able to 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, and above all demonstrate servant leadership.

Element four, *Communication and Technology*, speaks to oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning. SED graduates will be able to communicate effectively in written, verbal, and non-verbal forms and use electronic tools effectively for professional communication, teaching, and research. In order to be able to apply technology to the teaching and learning of specific subjects, candidates learn about and use a variety of educational technologies both in concentrated coursework and through a coherent set of experiences that occur throughout the program.

The fifth element, *Research and Evaluation*, points to the necessity of valuing and conducting disciplined inquiry for proper decision-making. Our professionally trained graduates will be able to read and evaluate research, conduct research and report research findings.

The final element, *Personal and Professional Growth*, presents our graduates with a commitment to holistic personal and professional growth. Our professional educators will demonstrate continuing professional development, ethical behavior in all professional activities, and a life which expresses a balance of physical, mental, spiritual, and social development.

## KNOWLEDGE BASE

A broad knowledge base of literature informs all six elements of the SED's Conceptual Framework. The Conceptual Framework outlines the SED knowledge base in general terms, while each program faculty further defines and expands the knowledge base for their programs and course offerings. Each course syllabus makes the knowledge base much more explicit and connects it directly to the topics being studied.

The first element of the Conceptual Framework deals with *Worldview*. A worldview is a set of basic beliefs about 1) Non-self and Self (God, the animate and inanimate material universe, personal identity); 2) Relationship and Causality (interaction between self and non-self, meaning, purpose); 3) Classification (epistemological assumptions, knowledge, reason, logic); and 4) Time and Space (origins, history, death, dimensions of eternity) (Kearney, 1984). It is from the context of one's worldview that one makes decisions and ascribes meaning and sense to life. Sire (2004) defines worldview as follows:

[Worldview is a] commitment, a fundamental orientation of the heart, that can be expressed as a story or in a set of presuppositions (assumptions which may be true, partially true, or entirely false) which we hold (consciously or subconsciously, consistently or inconsistently) about the basic constitution of reality, and that provides the foundation on which we live and move and have our being. (p. 17)

In essence a worldview is a framework through which one views the world and one's calling and future in it. The study of worldview in the School of Education introduces candidates to a scholarly understanding of the topic with the purpose of helping them organize their personal worldviews in a structured, systematic manner that is as consistent as possible and as fitting as possible to the professional contributions the graduates will make (Naugle, 2002). Whether the setting is an elementary classroom, the hallways of a university, or a convocation of psychologists and counselors, dialogue and debate emerge from the worldviews held by the individual participants, and it is important to be discerning of one's own worldview assumptions and the perspectives of others (Knight, 2006; Ozmon & Craver, 2008; White, 1952).

In support of the second element of the Conceptual Framework, *Human Growth and Change*, the literature confirms that professional educators must be able to explain and apply psychological principles and human development theories to classroom practices (Damon & Lerner, 2008; Kauffman, 2009; Levin & Nolan, 2010; Piaget, 1951; Snowman, McCown, & Biehler, 2008). Theories related to cognitive development, moral development, psychosocial/psychosexual development and career development must be taught so that teachers understand how students learn and develop (Erikson, 1950; Gilligan, 1982; Maslow, 1998). This knowledge will provide professionals the opportunity and expertise for promoting the intellectual, social, and personal development of students. Current learning theories recognize that learning is a process of knowledge construction, not of knowledge recording or absorption (Kagan, 1994; Marzano & Pickering, 1997; Siemens, 2005). Learning is also knowledge-dependent,

with students using their existing knowledge to construct new knowledge. As well, learning is highly tuned to the situation in which it takes place. As such professional education candidates gain knowledge of subject matter in a variety of ways, but especially through reflection on their own practice (Salend, 2010; Henderson, 2000). Given this finding, SED programs incorporate models which assert that a candidate's field experience must be grounded in practice (Borich, 2007). Future educators must be enabled to learn about the "real world" of teaching by observing models of exemplary practice and tapping into the wisdom of experienced professionals (Joyce & Weil, 2008). Our candidates work with professional educators and mentors to develop, assess, and refine their skills over extended periods of time (Danielson & McGreal, 2000). This intellectual development is a lifelong process that begins in the initial teacher preparation program and continues throughout the educational professional's career.

Educational programs in the SED recognize that P-12 schools today are complex. Teachers, administrators, and other school professionals are continually working together to change schools in order to improve student learning. Element Three, *Groups, Leadership and Change*, guides the SED in developing the appropriate knowledge base for this area. Candidates learn about the role of diversity of social, political, cultural, linguistic, and interpersonal associations and groupings (Flinders & Thornton, 2004; Fullan, 2005; Pinar, Reynolds, Slattery, & Taubman, 2004; Wheatley, 2006). Candidates learn the principles of group behavior and how to use these principles to plan for and effect positive change. They review major theories and theorists regarding individual and organizational change, group dynamics, and leadership (Fullan, 1993, 2005, 2007; Phillion, Connelly, & He, 2007; Wiles, 2005). They learn to initiate, value, and practice effective relationships with students, colleagues, parents, and other stakeholders in the broader education community. They must be fully aware of their students' individual needs, which is a necessary requirement for effective instruction (Banks, 2007; Davidman & Davidman, 2000; Gollnick & Chinn, 2008; Grant & Sleeter, 2006). All candidates are expected to develop leadership skills (Northouse, 2007; Rath & Conchie, 2008).

The fourth element, *Communication and Technology*, recognizes that to become proficient professional educators our graduates must be able to communicate effectively in written, verbal, and non-verbal forms. They also must be able to adapt their communications to a variety of different audiences, contextual situations, and divergent and differing purposes. By emphasizing communication skills throughout courses and experiences, we prepare our candidates to be able to guide students through complex issues. Contemporary communication methods (e.g., telephone, e-mail, D2L chat rooms, listservs, and online social networking) increase the accessibility of faculty members for candidates. These tools are effectively used for sharing of useful resources, joint problem solving, and sharing of learning experiences. Use of such technologies to augment face-to-face contact inside and outside of class meetings strengthens faculty interactions with all candidates and models effect interaction between educational professionals and their students, colleagues, and communities. (Ashburn & Floden, 2006; Brooks-Young, 2006, 2007; Collins, 2009; Dede, Honan, & Peters, 2005; Dinger, 2007; Murchu & Murchu, 2006; Ribble & Bailey, 2007; Richardson, 2009; Siemens, 2005; Simonson, Smaldino, Albright, & Zvacek, 2006)

One of the essential skills of professional educators is making informed decisions. The fifth element, *Research and Evaluation*, addresses the value of graduates being able to read and critically evaluate research studies in times when “new perspectives on knowledge and approaches to acquiring or creating knowledge emerged, creating a diverse literature filled with vigorous debates about what is, and what is not, research” (Paul, 2005, p. v). Future education personnel need to learn how to interpret and use statistics and research (Huck, 2008). This element also addresses the value of conducting disciplined inquiry for decision-making. McMillan and Schumacher (2010) assert that “educators are now expected to understand and critique studies that can be used as evidence for changing curriculum, instruction, counseling, assessment, and other educational practices” (p. xi). Educators must also know and use alternative forms of assessment to monitor student progress and evaluate student learning (Gronlund, 2008; Sattler, 2008; Tierney, 2006). In schools today, valid assessment is necessary for effective instruction with the primary goal of improving student learning.

As noted earlier, teaching is a highly complex activity in which our graduates must apply up-to-date knowledge from multiple domains to develop curriculum, carry out instruction, and assess learning. The sixth element, *Personal and Professional Growth*, signifies that continuing professional development is a necessity in today’s fast changing school environment. It is an ongoing process which spans the entire career continuum of the educational professional, beginning during preparation for the profession and continuing through the career development of veteran educators (Sharf, 2006). Professional development should provide educational professionals with a wide range of opportunities for growth and continuous improvement that incorporate reflection, inquiry, collaboration, and the blending of theory and practice (Rath & Conchie, 2008). The impact of professional development is demonstrated in the learning experiences provided for students and is reflected in student achievement levels. Educational professionals must meet high standards of ethical behavior (Johnson, 2009; Nash, 2002). Due to the importance of education and the responsibilities of educational professionals in the education and development of students, they are accountable to students and families, colleagues, the profession, their employer, and the community (Goodlad, Soder, & Sirotnik, 1990; Johnson, 2009). Consequently, educational professionals need to be aware of their ethical responsibilities and vulnerabilities in their interactions and relationships with each of these groups. Often educational professionals operate under codes of ethics, which are public statements by educators that set clear expectations and principles to guide practice and inspire professional excellence. Professional educators must be committed to their holistic personal and professional growth. Balance must be obtained in the physical, mental, social and spiritual aspects of a professional’s life. As an institution that seeks to affirm faith and change the world, we build our school and educational professional programs around an Adventist Christian commitment to love, justice and humility (Micah 6:8). Candidates are expected to clarify the values and ethics that guide their professional work and are given opportunities to reflect on those as well as apply them to their clinical practices (Smedes, 1991; White, 1903, 1923, 1977).

## **ALIGNMENT WITH UNIT OBJECTIVES AND EXTERNAL STANDARDS**

The Andrews University School of Education Conceptual Framework provides assurance that the unit's academic programs will guarantee the success of its degree candidates. Through these programs, professional educators are equipped with the content, pedagogical and professional knowledge, and the technological skills that will enable them to excel as they encounter a myriad of challenges throughout their careers.

In providing these programs, the unit adheres to a number of institutional, state, national, and professional standards, including those of the Michigan Department of Education, NCATE, and content-specific Specialized Professional Associations. Partnerships with P-12 schools and collaboration with the University's College of Arts and Sciences (CAS) further increase the School of Education's ability to provide candidates with educational experiences, knowledge, and skills that are research based and that follow best practices.

The following outcomes and skills are required of all degree candidates completing a professional preparation program in teacher education, curriculum and instruction, special education, K-12 educational administration, school counseling, and school psychology programs at Andrews.

Successful candidates must demonstrate that they will be able to:

### Element I: Worldview

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

### Element II: Human Growth and Change

- A. Describe human development
- B. Apply current theories of learning

### Element III: Groups, Leadership, and Change

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

### Element IV: Communication and Technology

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

### Element V: Research and Evaluation

- A. Read and evaluate research

- B. Conduct research
- C. Report research findings

Element VI: Personal and Professional Growth

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

## CONCEPTUAL FRAMEWORK INDICATORS

### *Shared Vision*

The SED's Conceptual Framework is predicated on its graduates understanding the concepts of *Worldview; Human Growth and Change; Groups, Leadership and Change; Communication and Technology; Research and Evaluation; and Personal and Professional Growth*. This vision for preparing P-12 teachers, special education teachers, counselors, school psychologists and school administrators is shared among the SED faculty and associates in the professional preparation process. Faculty members in the Colleges of Arts and Sciences and College of Technology are exposed to the SED's Conceptual Framework through general faculty assemblies, folio committee preparations, supper meetings, planning sessions and faculty development initiatives.

The SED collaborates with P-12 schools and school districts through the placement of student teachers and other interns. The Conceptual Framework is also communicated through such venues as the Teacher Education Council, which consists of a wide representation from schools and school districts. The Conceptual Framework is also communicated to candidates through course syllabi and periodic departmental meetings. The Conceptual Framework is also communicated to their supervising teachers and counselor and administrator supervisors through their various orientations and in-service forums.

In summary, the underlying beliefs and values of the SED are expressed through the Conceptual Framework. "To Educate Is to Redeem" provides the SED imprint and unique identity for our graduates as they develop their individual philosophies, understandings, skills and dispositions essential for success in the broad field of education.

### *Coherence*

"To Educate Is to Redeem" serves as the linkage for the curriculum, classroom instruction, field experiences and clinical practices of all NCATE-approved programs. It is foundational to the assessment system and its components. The curriculum has been organized and planned to make certain that the candidates develop a professional philosophy and identity. All course requirements and course assignments, as well as the assessment of candidate performance, are grounded on the six elements of the SED's Conceptual Framework. As well, all clinical practices (in school counseling and school

psychology) and field experiences (in teacher education, special education and school administration) are planned, coordinated, and assessed against the “To Educate Is to Redeem” milieu.

### ***Professional Dispositions***

The School of Education at Andrews University is committed to producing educational professionals who exhibit professional dispositions that positively impact the learning and development of the students that they serve. These dispositions are represented by the traits, values, and ethics that graduates are expected to reflect in their work with students, colleagues, and communities.

An earlier set of seven major disposition headings (with 55 specific characteristics), defined in the early 2000’s, was derived from INTASC (Interstate New Teacher Assessment and Support Consortium) dispositions which parallel the INTASC principles of effective teaching and learning. These dispositions, identified by faculty and our Teacher Education Council partners, were carefully aligned with our Conceptual Framework.

While this set of dispositions has served the teacher education programs well, it was not completely relevant to other SED programs (educational administration, school counseling, school psychology). So in 2009 the SED undertook a restructuring and revision of its dispositions. SED personnel carefully aligned dispositions currently in use in the various programs of the SED, compared them with the recent dispositions research of Young and Wilkins (2008), and recast the SED dispositions in a way that is relevant to all SED programs and includes the two dispositions required by NCATE (fairness and the belief that all students can learn). Candidates are assessed with regard to these dispositions in compliance with the Specialized Professional Association (SPA) that is relevant to each program (INTASC, CEC, ELCC, NASP, or CACREP). Because the SED faculty has agreed that these dispositional qualities should characterize all candidates in the School of Education, the SED has officially adopted this set of dispositions. Candidates in all SED programs are expected to demonstrate the following professional dispositions:

The educational professional...

- Believes that all students can learn
- Is committed to service
- Values fairness
- Values personal and professional growth
- Is committed to inquiry
- Values respectful communication
- Recognizes personal leadership responsibility
- Values diversity

## ***Commitment to Diversity***

The School of Education at Andrews fully recognizes the diverse nature of P-12 schools. Our graduates will be entering schools whose students come from different languages, cultures, exceptionalities, learning styles, talents, and multiple intelligences which require many diverse teaching strategies. In addition, there are diversity issues related to gender, sexual orientation and religion.

A *Worldview* and *Groups, Leadership and Change* perspective addresses the notion of appreciating the perspectives of others and the development of a personal philosophy from which action and service arise. The SED professional education program enables our graduates to attain the knowledge, skills, and attitudes needed to function effectively and to serve in a nation committed to diversity. By embracing this *Worldview* element and the *Groups, Leadership and Change* element, the SED is committed to the preparation of graduates who can relate effectively with various cultural, racial and special interest groups. This is integrated across the curriculum, instruction, field experiences, clinical practice, assessments and evaluations. In summary, our graduates will be prepared to help all students learn.

## ***Commitment to Technology***

Schools everywhere face the challenge of preparing students to live, learn, and work successfully in today's knowledge-based digital society. For P-12 students to learn to use technology, they must be taught by teachers who are themselves technologically literate and capable. SED faculty and candidates are involved in several initiatives. The National Educational Technology Standards (NETS) Project is an ongoing initiative of the International Society for Technology in Education (ISTE). The primary goal of the ISTE NETS Project is to develop P-12 national standards for educational uses of technology that facilitate school improvement. The NETS Project is working to define standards for students, integrating curriculum technology, technology support, and standards for student assessment and evaluation of technology use.

In Michigan, the Department of Education “enGauge” framework identifies six Essential Conditions—system wide factors critical to effective uses of technology for student learning.

In addition, the SED is a founding member of COATT (The Consortium for Outstanding Achievement in Teaching with Technology), which is a partnership between Michigan universities, colleges, P-12 schools, and educational professional organizations. Its goal is to make Michigan first in the nation in training pre-service and practicing teachers to use technology as an effective teaching tool. Through award programs for outstanding teachers and a variety of professional development opportunities, and innovative and collaborative projects, COATT is a state leader in promoting the integration of technology into teaching and learning in Michigan.

Within the SED substantial strides have been made toward providing the technology infrastructure for faculty and pre-service teachers to successfully integrate technology

into teaching and learning. Numerous initiatives to ensure that our graduates are prepared to use technology to enhance teaching and learning include the following:

- Required technology courses (EDTE476 Methods for Integrating Instructional Technology and EDAL670 Technology for Leaders)
- Dedicated computer lab with 20 work stations (Room 182) for the needs of SED candidates
- Conversion of all SED classrooms (015, 114, 161, 175, 180, 181, and 183) to “smart” classrooms (screen, speakers, DVD player, ceiling-mounted projector, and cables to connect any laptop computer)
- Introduction of LiveText (web-based tool) for candidates to use in creating and sharing projects and portfolios, receiving instructor feedback, etc.
- Use of Desire to Learn (D2L) for online courses, supported by the Office of Distance Learning and Instructional Technology (DLIT)
- Online programs in K-12 Educational Administration and Curriculum and Instruction approved by North Central Association
- Interaction with online candidates is supported by use of resources like Adobe Connect, Camtasia, online video production, etc.
- Counseling and psychology practica make use of video technology
- The Department of Leadership and Educational Administration is conducting some portfolio presentations and dissertation defenses via video conference
- The SED is supported by several part-time technology specialists provided by Andrews ITS
- The SED supports CIRCLE (Curriculum and Instruction Resource Center Linking Educators), a comprehensive web site designed to assist Seventh-day Adventist educators in locating a broad range of educational resources

### ***Candidate Proficiencies Aligned with Professional and State Standards***

The SED is completely aligned with INTASC (Interstate New Teacher Assessment and Support Consortium). This organization has identified national standards for teacher performance, with which the SED’s teacher preparation program is completely aligned. Faculty members maintain their course outlines in alignment with professional and state content standards.

In addition, advanced programs have effected similar alignments with the standards of their respective specialty boards, including the professional standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the National Association of School Psychologists (NASP), and the Educational Leadership Constituent Council (ELCC). Course syllabi in these advanced programs fully align with the objectives of the specific specialty standards.

## **ASSESSMENT OF CANDIDATE PERFORMANCE**

Current professional education practice requires that professional education units develop and utilize assessment systems. These systems are designed to collect and analyze data on applicant qualifications, candidate and graduate performance, and unit operations. These aggregated data then become the basis for the continuous improvement of professional educational leaders (National Council for the Accreditation of Teacher Education, 2008; National Commission on Teaching and America's Future, 2002; National Board for Professional Teaching Standards, 2002; Darling-Hammond, 1996).

The professional education unit at Andrews University has developed a comprehensive assessment plan utilizing multiple measures for the evaluation of candidate performance at both the initial and advanced levels. Knowledge of content, dispositions, and professional and pedagogical skills are routinely demonstrated through a variety of behaviors, both in classrooms and in clinical and field settings. Data collection begins prior to admission to professional education programs and continues throughout the candidacy period. Follow-up studies of our graduates are consistent with assessments conducted in the unit's programs. All data are aggregated to provide the basis for continuous program enhancement and improvement.

### **SUMMARY**

The Andrews University School of Education fully subscribes to the fact that professional education programs are based on a coherent developmental process involving instruction and planned clinical/field experiences. This myriad of experiences occurs in diverse settings and is an integral part of individual and collaborative inquiry, reflection, and assessment.

This improvement process is influenced by a number of factors. These include a variety of stakeholders concerned with professional educator preparation, professional educational standards, and the shared vision disseminated by the unit faculty, the university, and the community. The SED professional education programs have been designed to develop educators who recognize the value of student achievement and the educator's responsibility and accountability for that achievement. Within the SED all accredited programs emphasize content mastery and pedagogical proficiency.

## GLOSSARY

**\*Advanced Programs:** Programs at postbaccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other school professionals. Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as nondegree licensure programs offered at the postbaccalaureate level.

**\*Assessment System:** A comprehensive and integrated set of evaluation measures that provides information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators.

**Beginning Teacher Competencies:** The knowledge, skills, and dispositions determined to be essential for all candidates. These are not subsumed under INTASC Standards.

**\*Candidates:** Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other school professionals. Candidates are distinguished from *students* in P-12 schools.

**\*Conceptual Framework:** An underlying structure in a professional education unit that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

**\*Content:** The subject matter or discipline that teachers are being prepared to teach at the elementary, middle, and/or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood education, school psychology, reading, or school administration).

**Core Courses:** These courses form the core of pedagogical knowledge for initial teacher preparation. The courses are in Phases and are sequential.

**\*Diversity:** Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The types of diversity necessary for addressing the elements on candidate interactions with diverse faculty, candidates, and P-12 students are stated in the rubrics for those elements.

**“To Educate Is to Redeem”:** The theme adopted by the School of Education to reflect the role of professional school personnel practitioners in their practice. As a Unit, we strive to prepare candidates to make sound judgments on the basis of this theme.

**ELCC (Educational Leadership Constituent Council):** A project of the National Policy Board for Educational Administration (NPBEA). The K-12 Educational Administration program is now guided by ELCC standards, which are based on the

Interstate School Leadership Licensure Consortium (ISLLC) standards required for licensure of principals in many states.

**Ethics:** The School of Education’s commitment to producing graduates whose ethical background promotes intellectual excellence, respect for diversity, caring, and responsibility.

**\*Field Experiences:** A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.

**\*Initial Teacher Preparation Programs:** Programs at the baccalaureate or post-baccalaureate levels that prepare candidates for the first license to teach. They include five-year programs, master’s programs, and other postbaccalaureate and alternate route programs that prepare individuals for their first license in teaching.

**\*INTASC:** The Interstate New Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers.

**ISLLC (Interstate School Leaders License Consortium):** A project of the Council of Chief State School Officers (CCSSO). ISLLC Standards are organized around core proposition that the most critical aspect of a school leader’s work is the continuous improvement of school learning. (See also ELCC)

**\*Knowledge Bases:** Empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

**\*Licensure:** The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional. (Some state agencies call their licenses certificates or credentials.)

**\*NBPTS:** The National Board for Professional Teacher Standards, an organization of teachers and other educators, which has developed both standards and a system for assessing the performance of experienced teachers seeking national certification.

**NCATE (National Council for the Accreditation of Teacher Education):** NCATE is a coalition of 33 specialty professional associations of teachers, teacher educators, content specialists, and local and state policy makers. All are committed to quality teaching, and together, the coalition represents over 3 million individuals. NCATE is the profession’s mechanism to help establish high quality teacher preparation. Through the process of professional accreditation of schools, colleges and departments of education, NCATE works to make a difference in the quality of teaching and teacher preparation today, tomorrow, and for the next century.

**\*Other School Professionals:** Educators who provide professional services other than teaching in schools. They include, but are not limited to, principals, reading specialists and supervisors, school library media specialists, school psychologists, school superintendents, and instructional technology specialists.

**\*Pedagogical Content Knowledge:** The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students.

**\*Pedagogical Knowledge:** The general concepts, theories, and research about effective teaching, regardless of content areas.

**\*Performance Assessment:** A comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional, and pedagogical knowledge, skills, and professional dispositions, including their abilities to have positive effects on student learning.

**\*Portfolio:** An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or other school professional. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, comments by cooperating teachers or internship supervisors, and samples of student work.

**\*Professional Dispositions:** Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are *fairness* and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions.

**\*Professional Knowledge:** The historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching.

**\*Scholarship:** Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school professionals. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

**\*School Faculty:** Licensed practitioners in P-12 schools who provide instruction, supervision, and direction for candidates during field-based assignments.

**\*School Partners:** P-12 schools that collaborate with the higher education institution in designing, developing, and implementing field experiences, clinical practice, delivery of instruction, and research.

**\*Standards:** Written expectations for meeting a specified level of performance.

**Teacher Education Council (TEC):** Gives overall direction to the teacher education program. The membership is composed of representatives from local public and private school districts, the Seventh-day Adventist school system, College of Arts and Sciences faculty, and SED faculty.

**\*Technology, Use of:** What candidates must know and understand about information technology in order to use it in working effectively with students and professional colleagues in (1) the delivery, development, prescription, and assessment of instruction; (2) problem solving; (3) school and classroom administration; (4) educational research; (5) electronic information access and exchange; and (6) personal and professional productivity.

**\*Unit:** The college, school, department, or other administrative body in colleges, universities, or other organizations with the responsibility for managing or coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed in an institution. Also known as the “professional education unit.” The professional education unit must include in its accreditation review all programs offered by the institution for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings.

**\*Unit Head:** The individual officially designated to provide leadership for the unit (e.g., dean, director, or chair), with the authority and responsibility for its overall administration and operation.

**\*Unit Review:** The process by which NCATE applies national standards for the preparation of school personnel to the unit.

**Wisdom of Practice:** The pedagogical knowledge that has stood the test of time.

\* From NCATE Glossary

## **APPENDIX A: SED CONCEPTUAL FRAMEWORK IN BRIEF**

Andrews University was founded as Battle Creek College in 1874. One of the founders, Ellen White (1903), presented a compelling vision for education:

True education means more than the pursual 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. (pp. 13, 30)

The Andrews University School of Education embraces this vision as the organizing theme for its Conceptual Framework and the inspiration for its mission.

### **MISSION**

The School of Education mission is to provide programs based on a redemptive Christian worldview to prepare professionals for global service.

### **To Educate Is to Redeem**

#### **ELEMENTS**

Curriculum and instruction are expanded in six overarching Elements, which are embedded in academic programs fulfilling the mission in the lives of graduating students.

##### **Element I: Worldview**

This element addresses appreciation of the perspectives of others and development of a personal philosophy from which action and service arise. Graduates will be able to...

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

##### **Element II: Human Growth and Change**

This element addresses principles of growth, development, and learning and the use of these principles to effect positive change. Graduates will be able to...

- A. Describe human development
- B. Apply current theories of learning

##### **Element III: Groups, Leadership, and Change**

This element addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations. Graduates will be able to...

- A. Facilitate change in groups and organizations
- B. Relate effectively with various cultural, racial, and special interest groups

- C. Identify political and legal issues
- D. Manage human, financial, and material resources
- E. Demonstrate servant leadership

Element IV: Communication and Technology

This element addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning. Graduates will be able to...

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

Element V: Research and Evaluation

This element addresses valuing and conducting disciplined inquiry for decision-making. Graduates will be able to...

- A. Read and evaluate research
- B. Conduct research
- C. Report research findings

Element VI: Personal and Professional Growth

This element addresses commitment to holistic personal and professional growth. Graduates will be able to...

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

## **APPENDIX B: CONCEPTUAL FRAMEWORK REFERENCES**

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