

# MODEL OF THE SCHOOL OF EDUCATION *Conceptual Framework*



The model of the School of Education (SOE) Conceptual Framework (CF) illustrates the dynamic and systematic process used to develop and sustain educational programs committed to learning and to the development of confident and competent educational leaders. The seven components of the model are encapsulated within two wheels. The larger first wheel contains the 1) Beliefs, 2) Program Objectives, 3) Essential Characteristics, and 4) Commitments. These components surround the 5) Mission, which is the hub of the wheel. The second wheel contains the 6) Vision. The two wheels are linked together by 7) the Evaluation Process. The larger wheel represents the basis on which SOE programs are built and the second wheel provides the basis for future growth. The evaluation process provides the evidence for determining how closely the vision supports and advances our mission.

## **SOE Mission**

**The Baker University School of Education is committed to learning and to developing confident and competent educational leaders.**

## **SOE Beliefs**

The School of Education believes a confident and competent educational leader

- Advocates for all students and their learning successes;
- Has a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Has the commitment and skills to transfer knowledge, beliefs, and values into policy and practice;
- Demonstrates interpersonal practices that advance the welfare and dignity of all persons; and
- Maintains an unremitting drive for improvement.

## **SOE Vision**

The School of Education provides quality programs grounded in a tradition of academic excellence and responds to the educational needs of the future. This vision drives the following six pronged strategic planning initiatives:

### **Six Strategic Planning Initiatives**



1. **Learning** – Promote learning and program improvement through the integration of best practices in curriculum, instruction, technology and assessment;
2. **Programs** - Develop quality educational programs that respond to present and future educational needs;
3. **Collaboration** - Establish and enhance collaboration with internal and external stakeholders;
4. **Diversity** - Promote diversity of experiences, curriculum, candidates, student populations and faculty;
5. **Development** – Establish professional development for faculty and staff; and
6. **Resources** - Maximize development, management and accountability of resources.

## **SOE Essential Characteristics**

The School of Education believes there are essential characteristics that must be associated with becoming a confident and competent educational leader. These essential characteristics are divided into two primary areas of personal/professional skills and dispositions. These personal/professional skills and dispositions can be developed to some degree as one proceeds through the program; however, the department believes that the candidates must bring some level of these skills and dispositions to the program if they hope to be successful in helping learners develop their full potential. Instructors of teacher candidates in all licensure programs assess the degree these skills and dispositions are possessed by the candidates. Instructors are requested to make these important assessments in light of what the student demonstrates as part of the course activities.

### **Professional Skills**

The School of Education has adopted five Professional Skills for all licensure programs that must be associated with becoming a confident, competent educational leader. The undergraduate program has added three additional professional skills, six through eight, that are related to personal responsibility.

Professional skills SOE candidates are required to demonstrate include:

1. A strong knowledge base;
2. Written communication skills;
3. Oral communication skills;
4. Problem-solving, creativity, and critical thinking skills; and
5. Professional attitudes and responsibilities.

The undergraduate program has added:

6. Personal dispositions for teaching;
7. Initiative; and
8. General emotional maturity.

### **Dispositions**

The School of Education defines dispositions as patterns of behaviors that are influenced by beliefs and values. The SOE believes that confident and competent professional educators will evince the following personal dispositions.

The educator believes that:

1. S/he is capable of positively influencing learning for all people. (beliefs about self);
2. All people are capable of learning at a high level. (beliefs about others);
3. The purpose of education is to help all people become competent and successful. (beliefs about purpose); and

4. Teaching is an interpersonal process where the student's attitudes, feelings, and welfare must be of prime consideration in effective teaching. (beliefs about the importance of the affective domain).

## **SOE Commitments**

A listing of sixteen School of Education commitments has been developed to increase the probability that all SOE faculty and staff are committed to learning and to developing of confident and competent educational leaders. The SOE commitments are listed below.

The SOE is committed to ensuring

1. Candidates understand the conceptual framework.
2. Candidates are committed to student learning and the belief that all students can learn.
3. Candidates know their licensure area content and can make meaningful applications the content during field experiences.
4. Candidates know how to engage students and organize instruction that enhances learning.
5. Candidates think systematically about their practice and use problem solving, critical thinking and reflection in their daily practice.
6. Candidates become members of professional communities, collaborate with professional educators, and demonstrate a motivation for life-long learning.
7. Candidates develop a respect for diversity and become inclusive educators who enhance learning opportunities for all students.
8. Candidates demonstrate communication skills appropriate to their field of endorsement.
9. Faculty and candidates model ethical practices, values, and dispositions.
10. Faculty model a variety of instructional strategies supported by wisdom of practice and educational research.
11. The integration of content within and across the disciplines and the application of knowledge to life situations.
12. Professional growth for all faculty and staff members.
13. Regular and systematic program evaluations, through the analysis of program data, and making program modifications when appropriate.
14. The development of collaborative/cooperative agreements with school districts, higher education faculty and other members of the professional community.
15. The implementation of a technology plan for each program that enables candidates to enhance learning for all students.
16. Involvement in service to the wider community.

## **SOE Program Objectives**

Each School of Education degree program has identified a specific set of program objectives designed to align with appropriate professional standards and best practices.

**Undergraduate program objectives** for candidates seeking initial licensure are aligned with the INTASC and Kansas State Department of Education Professional Standards.

The School of Education undergraduate program objectives are listed below.

Our graduates will demonstrate:

1. The ability to use the central concepts, tools of inquiry, and structures of the discipline as s/he teaches, creating learning opportunities, including integrated learning experiences, that make these aspects of subject matter meaningful for all students.
2. The ability to engage students in learning through the use of multiple and effective instructional strategies appropriate to students' developmental levels and knowledge of content.
3. The ability to use information about students' interests, abilities, skills, backgrounds, and peer relationships to make knowledge accessible to all students, including students with exceptionalities and diverse learners.
4. The ability to use a variety of appropriate instructional strategies to encourage the student's development of critical thinking, problem solving, and reading.
5. An understanding of individual and group motivation and student behavior that fosters positive and safe learning environments and encourages positive social interaction, active engagement in learning, and self motivation.
6. The ability to use his/her knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The ability to design and plan instruction based on knowledge of content and pedagogy, knowledge of students, knowledge of resources, and knowledge of learning goals.
8. The ability to use multiple types of both formal and informal assessment strategies to evaluate and ensure the continual development for all learners.
9. The ability to be a reflective practitioner capable of being held to a high standard of ethical behavior, professional skills, and personal dispositions in the areas of family communications, accurate record-keeping, professional growth and responsibilities, and contributions to the school and district.
10. The ability to establish collegial relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.
11. The ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.
12. The ability to use skills in technology to gather and analyze information, enhance instructional practices, facilitate professional productivity, assist with educational change, and help all students use instructional technology effectively.
13. The ability to be reflective practitioners who use knowledge of historical, philosophical, and social foundations of education to guide educational practices.
14. An understanding of school law, educational policies, local, state and national educational structures, professional licensing procedures, and professional organizations.
15. An understanding of the Department's conceptual framework which is defined as the Mission Statement, Essential Characteristics (Personal/Professional Skills and Dispositions), Program Objectives, Department Commitments, and Evaluation Process.

**The Master of Arts in Education (MAEd)** program objectives are closely linked with the National Board for Professional Teaching Standards (NBPTS). The MAEd program objectives are listed below.

After program completion an MAEd graduate demonstrates the following:

1. Professional skills in using instructional strategies and methods of inquiry supported by wisdom of practice and educational research;
2. Decision making and planning skills that are based on knowledge of content area, best practices, and curriculum goals;
3. A commitment to ethical practices and professional standards;
4. The ability to select and develop learning objectives at the correct level of difficulty;
5. The ability to understand the role of public/private education in society;
6. The ability to develop and interpret multiple assessment strategies (formal and informal) to help ensure the continuous development of the learner;
7. The knowledge of the social, historical, and philosophical foundations of education;
8. The ability to incorporate different approaches to learning in the instructional process;
9. A strong advocacy for students, lifelong learning, and the freedom of inquiry;
10. The ability to become inclusive educators who can provide service to and build on experiences from all members of a diverse learning community;
11. The ability to diagnose educational problems and devise prescriptive strategies;
12. The ability to integrate learning experiences for learners at different levels;
13. The ability to collaborate with educators at the different levels;
14. A willingness to build teacher leadership capacity; and
15. Technology skills for gathering and analyzing information, enhancing instructional practices, increasing professional productivity, and managing educational change.

**The Master of Science in School Leadership (MSSL)** program objectives are closely aligned with the 2008 ISLLC and KSDE professional standards for building administrators. The MSSL program objectives are listed below.

1. An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
  - A. Collaboratively develop and implement a shared vision and mission;
  - B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;
  - C. Create and implement plans to achieve goals;
  - D. Promote continuous and sustainable improvement;
  - E. Monitor and evaluate progress and revise plans; and
  - F. Apply leadership beliefs, values, and behaviors into personal leadership positions, policy and practice that impact student learning.
2. An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
  - A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations;

- B. Create comprehensive, rigorous, coherent and research-based curricular and co-curricular programs;
  - C. Create personalized and motivating learning environments that meet the needs of all students;
  - D. Supervise instruction by an effective evaluation process;
  - E. Develop assessment and accountability systems to monitor student progress;
  - F. Develop the instructional and leadership capacities of staff through results-based professional development opportunities;
  - G. Maximize time spent on quality instruction;
  - H. Promote the use of the most effective and appropriate technologies to support teaching and learning; and
  - I. Monitor and evaluate the impact of the instructional program on learning.
3. An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- A. Monitor and evaluate the management and operational systems;
  - B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources;
  - C. Promote and protect the welfare and safety of students and staff;
  - D. Develop the capacity for distributed leadership;
  - E. Ensure teacher and organizational time is focused to support quality instruction and student learning; and
  - F. Address and effectively administer legal issues, protecting the rights and confidentiality of all persons.
4. An education leader promotes the success of every student by collaborating with families and stakeholders, responding to diverse community interests and needs, and mobilizing community resources.
- A. Collect, analyze, and appropriately apply community data and pertinent information for improvement;
  - B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources;
  - C. Build and sustain positive relationships with families and caregivers;
  - D. Build and sustain productive relationships with community partners;
  - E. Develop and apply effective communication and group process skills; and
5. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- A. Ensure a system of accountability for every student's academic and social success;
  - B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior, treating all persons fairly, equitably, and with dignity;
  - C. Safeguard the values of democracy, equity, and diversity; and
  - D. Consider and evaluate the potential moral and legal consequences of decision-making.

6. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
  - A. Advocate for children, families, and caregivers;
  - B. Act to influence local, district, state, and national decisions affecting student learning;
  - C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies;
  - D. Actively promote and participate in communication with all members of a diverse community; and
  - E. Maintain a visible presence in the school community.

**The Doctorate of Education in Educational Leadership (Ed.D.)** program objectives are aligned with the 2008 Interstate School Leaders Licensure Consortium (ISLLC) standards and Kansas State Department of Education (KSDE) professional standards for district leadership licensure. The Ed.D. program objectives are listed below.

1. An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. The candidate:
  - a) Collaboratively develops and implements a shared vision and mission;
  - b) Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning;
  - c) Creates and implements plans to achieve goals;
  - d) Promotes continuous and sustainable improvement;
  - e) Monitors and evaluates progress and revises plans; and
  - f) Applies leadership beliefs, values, and behaviors into personal leadership positions, policy and practice that impact student learning.
2. An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. The candidate:
  - a) Nurtures and sustains a culture of collaboration, trust, learning, and high expectations;
  - b) Creates comprehensive, rigorous, coherent and research-based curricular and co-curricular programs;
  - c) Creates personalized and motivating learning environments that meet the needs of all students;
  - d) Supervises instruction;
  - e) Develops assessment and accountability systems to monitor student progress;
  - f) Develops the instructional and leadership capacities of staff through results-based professional development opportunities;
  - g) Maximizes time spent on quality instruction;
  - h) Promotes the use of the most effective and appropriate technologies to support teaching and learning; and

- i) Monitors and evaluates the impact of the instructional program on learning.
3. An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. The candidate:
    - a) Monitors and evaluates the management and operational systems;
    - b) Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources through the use of proactive management strategies;
    - c) Promotes and protects the welfare and safety of students and staff;
    - d) Develops the capacity for distributed leadership;
    - e) Ensures teacher and organizational time is focused to support quality instruction and student learning; and
    - f) Ensures that legal issues relating to policies, operations, human resource supervision and support systems are effectively applied, protecting the rights and confidentiality of all persons.
  4. An education leader promotes the success of every student by collaborating with families and stakeholders, responding to diverse and special community interests and needs, and mobilizing community resources. The candidate:
    - a) Collects, analyzes, and appropriately applies community data and pertinent information for improvement;
    - b) Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources;
    - c) Builds and sustains positive relationships with families and caregivers;
    - d) Builds and sustains productive relationships with community partners;
    - e) Develops effective communication and group process skills; and
    - f) Effectively implements the Individuals with Disabilities Act (IDEA) (Section 504, and PL 94-142) to provide services for handicapped and special needs populations.
  5. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. The candidate:
    - a) Ensures a system of accountability for every student's academic and social success;
    - b) Models principles of self-awareness, reflective practice, transparency, and ethical behavior, treating all persons fairly, equitably, and with dignity;
    - c) Safeguards the values of democracy, equity, and diversity; and
    - d) Considers and evaluates the potential moral and legal consequences of decision-making.
  6. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. The candidate:
    - a) Advocates for children, families, and caregivers by maintaining communications with all members of a diverse community;

- b) Acts to influence local, district, state, and national decisions affecting student learning;
- c) Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies; and
- d) Understands and develops skills to work with governing boards in shaping policies and practices.

### **Master of Science in Special Education (MSSE) Program Objectives**

The MSSE program is delivered by the Midwest Associated Colleges Consortium (MACC), which is a consortium of three eastern Kansas private universities (Baker University, MidAmerica University, and Saint Mary University). The MACC conceptual framework includes the following four program objectives that align with the three universities and the Kansas standards for mild and moderate special student populations. The Special Education Program Objectives are listed below:

MSSE candidates will develop:

1. An understanding of philosophical, historical, and legal foundations of education and of special education.
2. An understanding of learners' diversity and be able to provide support for students' cognitive, physical, social, emotional and career development.
3. The knowledge and skills related to assessment, diagnosis, and evaluation.
4. The knowledge and skills needed to plan and implement effective instruction based upon knowledge of the subject matter, student, community, and curriculum goals.
5. The ability to promote learning by providing planned, orderly, supportive environments that encourage participation of individuals with adaptive learning needs.
6. The knowledge and skills necessary to in manage behavior, facilitate problem-solving, develop social skills, and promote self-advocacy of students with adaptive learning needs.
7. Communication and collaboration skills and knowledge related to individuals with adaptive learning needs.
8. Professionalism and ethical knowledge and skills related to students with adaptive learning needs.