

Southern Wesleyan University
School of Education
Conceptual Framework and Dispositions
FOUNDATIONS OF THE SCHOOL OF EDUCATION

As a faith-based institution founded on the principles of the Wesleyan church, Southern Wesleyan University is committed to the liberal and applied arts preparation of students so they engage a postmodern culture with a Christian worldview. Among its basic tenants is the university's dedication to facilitate candidates' acquisition of skills and dispositions in an educational environment that promotes the holistic integration of faith, learning, and living in a Christ-centered transformative community based on Biblical principles. The founders' vision is still central to the purpose of the institution today as the university seeks to create an atmosphere in which members of the community work together toward wholeness through the integration of faith, learning, and living. The founders of the institution understood the value of a liberal arts education, one with a foundation in linguistic, quantitative, and analytical skills.

Institutional Vision

Through enrollment growth, educational quality, value, global engagement and creative output, Southern Wesleyan will become the most influential and highly-respected Christ-centered, student-focused University in the Southeastern United States, producing well-equipped graduates prepared to tackle the world's most important challenges.

Unit Vision

In keeping with the vision of Southern Wesleyan University, the School of Education seeks to produce educators who have instilled principles related to faith, living, learning, and professionalism in order to significantly and positively affect student achievement.

The mission statement of the unit is subsumed under the institutional mission statement so that both work in concert in the preparation of teacher candidates. Both statements are established on a commitment to develop leaders who are academically and professionally informed from a biblical perspective in order to influence the global society for the benefit of all humankind.

Institutional Mission Statement

Southern Wesleyan University is a Christ-centered, student-focused learning community devoted to transforming lives by challenging students to be dedicated scholars and servant-leaders who impact the world for Christ.

Unit Mission Statement

The mission of the School of Education is to prepare men and women to become Christian educators by fostering scholarship and a Christian ethic of care in the image and nature of Jesus so as to produce teachers who are leaders and world changers within the education profession.

Goals of the Unit

It is the mission of the School of Education to develop "educators who demonstrate scholarship within a

Southern Wesleyan University
School of Education
Conceptual Framework and Dispositions

Christian ethic of care.” This theme embraces the basic goals that facilitate the success of the candidate engaged in the pre-professional experience, as well as experienced teachers in the field. Within this context, the School of Education seeks to instill within its candidates competency in scholarship, a Christian ethic of care, service, sensitivity to diversity, reflective practice, technology competency, and leadership. These goals, which are described in the narratives of this section, are foundational to the mission of the university and the School of Education.

The institution has established goals for faith, learning, and living, and the unit addresses an additional goal of professionalism for each of its teacher candidates. These goals are aligned with competency outcomes for candidates and are imbedded within the conceptual framework components addressing scholarship and a Christian ethic of care. These goals are integrated with the content of specified major courses, as well as general education courses in the curriculum. These goals are an integral part of any consideration in the policies, purposes, and practices of the university and the School of Education.

The mission statement of Southern Wesleyan University refers to preparing students “by educating them with excellence, by equipping them for service, by fostering spiritual growth and maturity, and by mobilizing them as leaders and world changers.” In accord with the mission statements and its basic tenets, the School of Education has adopted as the theme statement, “Educators who demonstrate scholarship within a Christian ethic of care.”

All teacher candidates are expected to reflect a level of scholarship that is commensurate with their level of expertise and experience. Not only is the teacher candidate expected to demonstrate scholarship, but is also expected to demonstrate a disposition of a “Christian ethic of care” as basic ideas related to faith, living, learning and professionalism are presented throughout the academic experience. Teacher candidates also attend chapel services twice weekly where these attributes of Christian living are underscored. Therefore, the teacher candidate is expected to demonstrate the following dispositions:

- Demonstrate a Christian ethic of care toward self by exhibiting a biblical approach to life that is demonstrated by a passion for learning;
- Demonstrate a Christian ethic care toward learners by being enthusiastic about teaching as demonstrated by compassionate and respectful interactions with learners;
- Demonstrate a Christian ethic of care toward colleagues by engaging in compassionate and respectful interactions with colleagues; and
- Demonstrate a Christian ethic of cares toward the community by recognizing it as an integral part of the learning process by valuing its pluralistic nature.

Southern Wesleyan University
School of Education
Conceptual Framework and Dispositions
THE TEACHER EDUCATION PROGRAM ASSESSMENT SYSTEM

The faculty of the School of Education has labeled the levels in the assessment system as “Locks” and decided on three stages for the initial level. In the same manner as a lock elevates a sea vessel from one level of water to another, the unit’s “Lock” system “elevates” the candidate to the next level of the program. The assessment system was developed in collaboration with the faculty of the School of Education, an NCATE consultant, and classroom teachers from schools in the community. In partnership with these educators, the model was revised to focus on items that were thought to be essential to assure the quality of the teacher education program at Southern Wesleyan University and the teaching profession. Faculty in the unit, College of Arts and Sciences faculty, and public school educators are involved in the utilization of the Lock system. The faculty of the School of Education has considered and implemented suggestions from these colleagues as they have addressed the practical aspects of the system’s implementation.

The theme statement for the School of Education is *“Educators who demonstrate scholarship within a Christian ethic of care.”* The elements that comprise the conceptual framework are subsumed under the descriptors of scholarship and Christian ethic of care as described in the Unit’s conceptual framework. There are designated criteria under these categories, the completion of which demonstrate that the teacher candidate has reached a successful level of competency based on the Interstate New Teacher Assessment and Support Consortium (INTASC) principles and the South Carolina teacher assessment instrument, Assisting, Developing, the Evaluating Professional Teaching (ADEPT) performance standards and the Specified Program Area (SPA) standards. Key assessments at the advanced level are aligned with the National Board of Professional Teaching Standards (NBPTS) propositions.

In order to ensure the quality of the teacher education program at Southern Wesleyan University and the teaching profession, all candidates in the initial and advanced programs are required to successfully complete the requirements for each Lock in the assessment system before continuing in the program. The following outlines the Lock admission requirements.

Lock I Admission to Teacher Education Program Criteria

Phase I: Requirements at beginning of the semester

Lock I Application Criteria:

- The pre-teacher candidate will apply for Lock I in their respective Effective Methods with Field Experience course: EDUC 3003 for the Elementary and Middle School **or** EDUC 3123 for the Middle and Secondary School **or** EDUC 3663 for Early Childhood Education.

Southern Wesleyan University
School of Education
Conceptual Framework and Dispositions

- The pre-teacher candidate must sign a statement of disclosure concerning all prior convictions including felonies and misdemeanors as part of the Effective Methods Field Experience & Lock I application.
- The pre-teacher candidate must sign a statement indicating adherence to a Code of Professional Ethics as part of the requirements of the respective Effective Methods course.
- The pre-teacher candidate will complete and include in the portfolio the ***SWU School of Education Dispositions Self-Assessment*** form. The prompts in this survey are based on dispositions that the faculty of the School of Education has determined are essential to “educators who demonstrate scholarship within a Christian ethic of care”. The pre-teacher candidate is requested to provide a self-rating on each of these characteristics at this point in pursuit of a degree in education. The purpose of this assessment is to measure the student’s perceived self growth in these areas over time.

Phase II: Requirements at the conclusion of the semester

Interview Review Criteria:

The pre-teacher candidate will be interviewed by a committee comprised of professional educators from the community, School of Education faculty, and an education teacher candidate selected by the faculty. The pre-teacher candidate will be notified to schedule an appointment to meet with the committee to respond to questions and make a three- to five-minute presentation on a specified topic. Examples of topics from previous interviews include, “Should Teachers Be Held to Higher Standards than Other Professionals?” and “What Does it Mean to be Ethical?” The purpose of the interview is to assess the student’s communication techniques (INTASC Principle 6); the student’s perception concerning relations among constituents (INTASC Principle 10); and the student’s disposition towards a Christian ethic of care (SWU Disposition). The teacher candidate must be assessed at least at the level of “Basic” on each INTASC Principle and the Dispositions.

Field Component Assessment Criteria:

During the respective Effective Methods course the pre-teacher candidate will submit a written lesson plan to the Effective Method’s instructor to be assessed on the Chalk and Wire electronic portfolio system. The pre-teacher candidate will submit the lesson plan to a designated School of Education faculty member on Chalk and Wire and then teach the lesson plan to a group of peers and the faculty member who will assess the oral lesson plan. After which the candidate will submit the lesson plan to the “Public School Partner” on Chalk and Wire and then teach the lesson to the learners in the teacher candidate’s field experience classroom. The Public School Partner will assess the lesson, and the scores will be entered in Chalk and Wire. The candidate must be assessed at least at the level of “Basic” on Planning (INTASC Principle 7).

Faculty Recommendations

The Faculty Recommendation for the Pre-Teacher Candidate form must be completed by the respective Effective Methods faculty member. This form requests the assessor’s rating of the pre-teacher candidate

Southern Wesleyan University

School of Education

Conceptual Framework and Dispositions

in the areas of scholarship and dispositions related to a Christian ethic of care. The candidate must receive an average rating at least at the level of “Basic” in each of these areas. Further, the form asks for the assessor’s general recommendation related to the student’s request for admission to the School of Education teacher education program.

Department Recommendations

The teacher candidate’s name will also be submitted to the department chairperson of the respective major. The respective department chairperson will be requested to indicate whether or not the student is an acceptable candidate for admission to the teacher education program.

Credit Hour Requirement

The pre-teacher candidate must have successfully completed a minimum of 45 semester hours of college course work at the time of admission (conclusion of the semester of application).

Grade Point Average Requirement

The pre-teacher candidate must have a minimum cumulative grade point average (GPA) of 2.5 at the time of admission (conclusion of the semester of application).

Test Requirement

The pre-teacher candidate must successfully complete the three tests comprising Praxis I, written or computer versions, with the following minimum respective scores: Reading – 175, Writing – 173, Mathematics – 172. *

*A minimum score of 1100 on the two-part SAT or 1650 on the new three-part SAT or an ACT score of 24 may be substituted for the Praxis I tests.

Note: It is imperative that the pre-teacher candidate schedule the completion of the Praxis I examination during the second semester of course work in order to meet this criterion for admission to Lock I.

Lock II Admission to the Clinical Experience Criteria

Requirements at beginning of the semester

Lock II Application Criteria:

- The teacher candidate will apply for admission to Lock II as part of the requirements for EDUC 4502, Pre-Clinical Field Experience application.
- The teacher candidate must sign a statement indicating adherence to a Code of Professional Ethics.

Southern Wesleyan University
School of Education
Conceptual Framework and Dispositions

Clinical Experience Application Materials Criteria:

The teacher candidate must complete the materials necessary to facilitate an application for teacher certification prior to application for admission to Lock II. The teacher candidate who is planning to complete EDUC 4628, Clinical Experience I and EDUC 4638, Clinical Experience II during the fall semester must submit these materials to the Coordinator of Field Studies before December in the year preceding the planned Clinical Experience. Similarly, the teacher candidate who is planning to complete EDUC 4628 and 4638 during the spring semester must submit these materials to the Coordinator of Field Studies before May in the year preceding the planned Clinical Experience. This packet of information and materials may be obtained from the Coordinator of Field Studies. Among the requirements for application is the inclusion of:

- the South Carolina Department of Education *Application for Educator Certificate* form;
- a copy of the student's social security card;
- a fingerprint review as mandated by South Carolina state law, fee of \$54.25. An applicant must have a full set of legible fingerprints taken by a sworn law enforcement officer. The fingerprint review is conducted by the State Law Enforcement Division (SLED) to determine any state criminal history and the Federal Bureau of Investigation to determine any other criminal history; and
- \$105.00 initial licensure fee, which does not include the cost of the FBI fingerprint review.

Requirements at the conclusion of the semester

Portfolio Review Criteria:

The teacher candidate will present evidence that competency has been established in relation to INTASC/SWU Principles. The portfolio will be reviewed by the candidate's academic advisor must be assessed at least at the level of "Basic" on nine of the INTASC Principles and all four areas of the Southern Wesleyan University dispositions.

The teacher candidate will complete and include in the portfolio the ***Pre-Clinical Dispositions Self Assessment*** form.

Field Component Assessment Criteria:

The ***Pre-Clinical Assessment of the Teacher Candidate*** form will be completed by the teacher candidate's Unit Supervisor and Pre-Clinical Field Experience Public School Partner. The teacher candidate must be assessed at least at the level of "Basic" on nine of the INTASC principles and all of the Southern Wesleyan University dispositions.

Praxis II Tests Criteria:

The teacher candidate must provide evidence that the Praxis II tests have been either registered for or taken. (Before state licensure can be obtained the teacher candidate must pass the Praxis II: Subject Assessments exams. Educational Testing Services states that the "Subject Assessments measure candidates' knowledge of the subjects they will teach, as well as general and subject-specific

pedagogical skills and knowledge. The pedagogy assessments, Principles of Learning and Teaching, are included in this group.” Further information regarding these exams is given on Educational Testing Service website - www.ets.org/praxis.)

Student Life Recommendation:

The teacher candidate must have the recommendation of the Office of Student Life.

GPA Requirement:

The teacher candidate’s transcript must indicate that all course work will be completed prior to enrollment in EDUC 4628, Clinical Experience I and EDUC 4638, Clinical Experience II. A teacher candidate for whom an exception has been made must be on schedule as outlined in the approved program completion proposal submitted in Lock I.

The teacher candidate must have the minimum grade point average (GPA) required in all courses with a minimum cumulative GPA of 2.5 prior to the start of the Clinical Experience.

Lock III Admission for Teacher Certification Criteria

Requirements at beginning of the semester

Lock III Application Criteria:

- The teacher candidate will apply for admission to Lock III during the EDUC 4628, Clinical Experience I and EDUC 4638 Clinical Experience II orientation.
- The teacher candidate must sign a statement indicating adherence to a Code of Professional Ethics.
- The teacher candidate must have a minimum cumulative grade point average (GPA) of 2.5.

Requirements at the conclusion of the semester

Portfolio Review Criteria:

- The third and final review of the teacher candidate’s electronic portfolio will be by the Coordinator of Field Studies. The portfolio will present evidence that the teacher candidate has met competency in all INTASC Principles and SWU Dispositions by achieving at least a score of “Basic” on the all components of the e-portfolio.
- The teacher candidate must complete and include the *Teacher Candidate Dispositions Self Assessment* form.

Clinical Experience Assessment Criteria:

- The teacher candidate must obtain minimum final grades of 2.5 in EDUC 4628, Clinical Experience I and EDUC 4638, Clinical Experience II.

Southern Wesleyan University
School of Education
Conceptual Framework and Dispositions

- The teacher candidate must receive a final overall rating of “Competent” on ADEPT Performance Standards 1-10 by Supervisor I, Supervisor II, and the Cooperating Teacher upon the completion of each Clinical Experience.

Clinical Component Assessment Criteria:

The *INTASC / SPA Clinical Assessment of the Teacher Candidate* form will be completed by the Cooperating Teacher and Supervisor I. The teacher candidate must be assessed at least at the level of “Basic” on all of the INTASC principles and Southern Wesleyan University dispositions.

Certification Recommendation Criteria:

The teacher candidate must be recommended by the Coordinator of Field Studies for teacher certification by the South Carolina State Department of Education. Accordingly, the teacher candidate must obtain minimum scores as established by the South Carolina State Board of Education on the appropriate Praxis II: Subject Assessment Test and the Praxis II: Principles of Learning and Teaching (PLT) Test. (<http://www.ets.org/praxis/sc/requirements>).

Conditional Admission

A teacher candidate who does not fully meet any requirement pertaining to the Lock Assessment criteria is placed on the status of “Pending”. At that point, depending upon the extent of deficiencies, the teacher candidate is requested to meet with the Academic Advisor to discuss those areas in which deficiency has been noted. The student’s Academic Advisor formulates a Plan of Action or Exception Request for the teacher candidate that addresses areas of deficiency. The School of Education faculty considers all Exception Requests. Each Plan of Action and Exception is monitored by the Associate Dean of the School of Education and the Systems Specialist, and the completion of its requirements confirmed by the Dean of the School of Education or a designee.

CHALK & WIRE E-PORTFOLIOS

The teacher candidate will use the Chalk & Wire e-portfolio format to present artifacts that provide evidence of competency in state and national standards. Chalk & Wire is an electronic portfolio subscription system that allows the teacher candidate to access the requirements for education course, submit and store course assignments, and publish an electronic portfolio. In addition, Chalk & Wire can be used for many personal applications, like constructing a personal and professional portfolio. It also facilitates the collection of data by the School of Education. Each teacher candidate is required to purchase Chalk & Wire while enrolled in EDUC 120, Cornerstone to Education. Initial training on the use of Chalk & Wire is provided in EDUC 120, Cornerstone to Education, and individual or group assistance is available by appointment with the Systems Specialist. The electronic portfolio will be submitted three times during the student’s course of study in accordance with the following schedule shown below.

Southern Wesleyan University
School of Education
Conceptual Framework and Dispositions

Schedule for Electronic Program Portfolio Review	
Lock I Admission to the Teacher Education Program	Third semester of course work, during EDUC 3003/3123/3663, Effective Methods
Lock II Admission to the Clinical Experience	During EDUC 4502 Pre-clinical Experience
Lock III Program Completion	During EDUC 4628/4638 Clinical Experience I/II

Southern Wesleyan University
School of Education
Conceptual Framework and Dispositions
INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) PRINCIPLES

Principle 1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

SWU Disposition: The teacher demonstrates dispositions that promote scholarship within a Christian ethic of care.

Southern Wesleyan University
 School of Education
 Conceptual Framework and Dispositions
SCHOOL OF EDUCATION
CHRISTIAN ETHIC OF CARE DISPOSITIONS

Disposition	Evidence
<p>The teacher candidate demonstrates an ethic of care towards self. The teacher candidate exhibits a biblical approach to life that is demonstrated by a passion for learning.</p>	<ul style="list-style-type: none"> ▪ engages in research and professional development ▪ reflects on own practices ▪ holds high expectations for self ▪ demonstrates initiative ▪ demonstrates a professional work ethic ▪ demonstrates a biblical view of life ▪ engages in habits of moral and ethical integrity ▪ demonstrates a healthy self-perception ▪ engages in a balanced, healthy lifestyle
<p>The teacher candidate demonstrates an ethic of care towards learners. The teacher candidate enthusiastic about teaching as demonstrated by compassionate and respectful interactions with learners.</p>	<ul style="list-style-type: none"> ▪ demonstrates an integration of theory with practice ▪ demonstrates sensitivity to diverse learning styles and abilities ▪ promotes critical thinking ▪ encourages application of learning beyond the classroom ▪ encourages high achievement in all learners ▪ motivates learners ▪ promotes learning for its intrinsic value ▪ demonstrates a nurturing and caring attitude ▪ demonstrates equity in interactions ▪ exemplifies sensitivity to learners' nonacademic needs ▪ encourages individual responsibility
<p>The teacher candidate demonstrates an ethic of care towards colleagues. The teacher candidate engages in collaborative work practices as demonstrated by compassionate and respectful interactions with peers/colleagues.</p>	<ul style="list-style-type: none"> ▪ promotes collaborative learning ▪ responds constructively to feedback ▪ works cooperatively and professionally with others ▪ speaks positively about peers/colleagues ▪ displays sensitivity to the needs of peers/colleagues ▪ fosters professional relationships

Southern Wesleyan University
School of Education
Conceptual Framework and Dispositions

<p>The teacher candidate demonstrates an ethic of care towards the community. The teacher candidates recognizes the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.</p>	<ul style="list-style-type: none">▪ views community as a context for teaching▪ promotes community involvement in educational practices▪ promotes communication with the community▪ respects diversity within the community▪ engages as a member of the community▪ responds non-judgmentally to members of the community
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