

# Conceptual Framework

## School of Education

### Seattle Pacific University

#### **I. Introduction**

The School of Education at Seattle Pacific University is committed to a conceptual framework for its professional education programs that centers on four essential commitments of educators: service, leadership, competence and character. The conceptual framework for the programs of the School of Education provides an outline for operationalizing the mission of the University and of the School of Education, forms the basis for program and course planning decisions for faculty, and provides an explanation of the direction and goals of courses and programs to students and external audiences. The commitments of the conceptual framework are:

- articulated by periodic review and adoption involving faculty, members of the educational community, students, and staff;
- under girded by and aligned with the university and School mission statements and educational research;
- disseminated in a ten-point process inside and outside the School of Education;
- demonstrated by candidates in the various elements of their programs: foundational studies, professional studies, specialization, and professional experience.
- And based on ongoing research on trends and practices in the field.

#### **II. School of Education Conceptual Framework**

##### **A. Development Process**

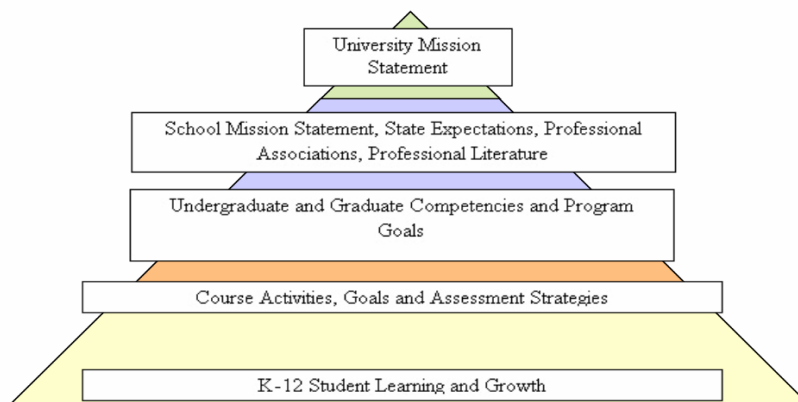
With the core University outcomes as our mandate, the School of Education undertook its own strategic planning process during the 1998-99 school year to clarify the relationship between the mission and education plan of the University and the conceptual framework for programs in the School of Education. The work of that strategic planning process involved selected members of the faculty and the constituent community initially and was affirmed by the full faculty. It resulted in the adoption of a revised mission statement, vision statement, and the adoption of a set of competencies for our teacher certification program, and a separate set of outcomes for our graduate programs, which draw from the work of the learned and professional societies, the state Essential Academic Learning Requirements students, and current research. The conceptual framework is reviewed and revised as needed by the full faculty and staff at periodic Curriculum Committee meetings.

## B. Articulation of Conceptual Framework

Significant energy is devoted to the sharing and articulation of the conceptual framework with relevant audiences to ensure that the four commitments of the conceptual framework are aligned with the mission of the university, and with the state goal of positive impact on student learning (see Dissemination Diagram, Figure 1). These steps include:

1. *publishing* School of Education Mission Statement and program goals on the first page of each graduate and undergraduate syllabus with an expectation that faculty members explain the relationship of each course to the program goals and mission for each course.
2. *placing* the revised School of Education mission and vision statements on the School of Education web site.
3. *revising* the web site periodically to more fully reflect conceptual framework elements at the programmatic level.
4. *sharing* mission and vision statements with members of our Professional Education Advisory Boards.
5. *distributing* Program and Internship Handbooks containing an explanation of conceptual framework to students, interns, cooperating teachers, and other site supervisors.
6. *holding* periodic orientation workshop for adjunct faculty to discuss conceptual framework and address issues of general concern to adjuncts.
7. *adding* an insert to adjunct application packets explaining the University mission and calling for adjuncts to indicate a willingness to support.
8. *distributing* a letter outlining the conceptual framework to adjunct faculty.
9. *planning and holding* strategic planning dinner meetings with invited members of faculty, professional and university community, laypeople, and students—30 in all—to discuss and clarify elements of the School of Education conceptual framework.
10. *providing* teaching materials and memory devices to faculty to aid in reminding students of the commitments of the program.

## C. Elements of Conceptual Framework



### 1. The University Mission Statement

The conceptual framework begins with the mission statement for the University: *Seattle Pacific University seeks to be a premier Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.*"

Under the leadership of the University president, Seattle Pacific has developed an Education Plan to operationalize the mission statement and to guide the work of the University as it enters the 21<sup>st</sup> Century. The plan, entitled "Engaging the Culture-Changing the World" was adopted by the University Board of Trustees in November of 1998, and included a set of three outcomes sought by the University: We seek to graduate students of competence and character. We seek to become people of wisdom; and we seek to become a grace-filled community. The goals implicit in the title of the plan, and explicit in its goals: graduates of competence and character, becoming a people of wisdom, engaging the culture, and exemplifying a community of learners, underwrite and give direction to the work of the School of Education. Currently, the university is developing a Blueprint for Excellence, and extension and updating of the Education Plan, that will serve to guide its work for the next ten years.

### 2. The School of Education Mission Statement

*The Mission of the Seattle Pacific University School of Education is to prepare educators for service and leadership in schools and communities by developing their professional competence and character within a framework of Christian faith and values.*

The School mission statement and the mission statement and Education Plan of the University share a commitment to common themes, informed by our Christian faith and values: the commitment to leadership and service in the community, and the commitment to character and competence. These four commitments form the essence of the School of Education conceptual framework. All of these commitments are focused on the professional and personal growth of our graduates, in the interest of positive impact on the learning and development of K-12 students.

### 3. The School of Education Vision Statement

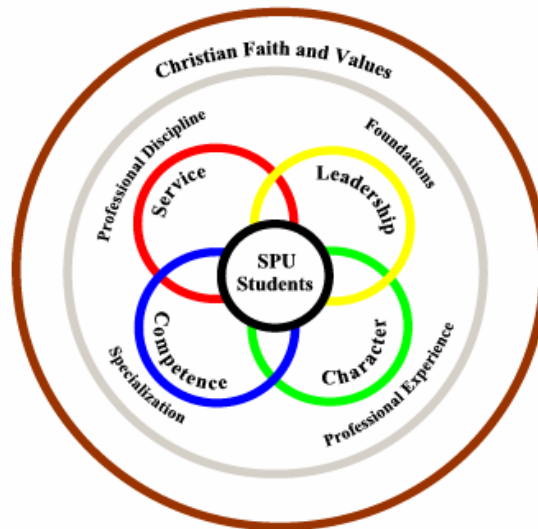
*The Vision of the Seattle Pacific University School of Education is to influence the region, the nation, and the world through the preparation of educational leaders for public and private schools.*

Seattle Pacific University is located in a vibrant city on the Pacific Rim. The Education Plan for the University speaks of the need for cultural engagement, and cites the location of the University "in the world-class city of Seattle, sitting at the crossroads of the Pacific Rim." The document states, "We propose" fresh new ways for Seattle Pacific University to be engaged in the work of our city,

our church, and the world: graduates who can lead the way toward meaningful change in our communities, scholarship that is relevant and compelling, a group of people modeling genuine community. We seek to be change-agents in a world that needs leadership and hope.” The School of Education is committed through scholarship to teaching, consultation, and leadership in professional organizations to influencing the Northwest, and the world. Significant evidence is already available that the School is on target for accomplishment of its mission, but the vision statement calls us to keep the challenge of regional and world impact before us.

#### 4. The Four Commitments

The four commitments of the School of Education Conceptual Framework speak to the conception of educator as master of a particular discipline, but also as a person who finds meaning and hope in a professional vocation, a “calling.” For this reason, the commitments include professional competence, and leadership in one’s area of responsibility, but they also include a commitment to character and to a larger vision of service to the educational community and beyond. Through its integration of service, leadership, character and competence, the School of Education’s mission captures the distinctiveness of preparing Christian educators for 21<sup>st</sup> century.



Service for SPU is more than simply educating students. It is bringing together Christian faith and educational objectives to meet the educational needs of the whole community; working within the secular community in the service of Christ to meet the needs of all. The SPU alumni volunteer rate of 80%, over 30% more than the general population, points to the deep commitment to service, and the success of the School of Education and University in its emphasis on lifelong service.

#### Research base:

The idea of service is deeply imbedded in the language of education. Teachers and other school staff are seen as members of one of the service professions. The goal at Seattle Pacific,

however, is to find ways to integrate the idea of “vocation” and Christian service in a winsome and appropriate way in the predominantly secular field of education. This need has prompted such terms as “servant leadership,” an approach to leadership and service in which serving others is emphasized (Greenleaf, 1977; Spears, 1996; Seitz & Pepitone, 1996) and “service learning,” a form of experiential education that combines occupational and/or academic learning with service to community (Prentice & Garcia, 2000). Both of these aspects of service shed light on ways in which SPU candidates can fulfill their mission of service in an ever-changing world.

Educators can become actively involved in the community in which they reside (Ward, 1985) and in the school districts which they serve (Fortune, 1985), students can combine academics and service through service learning (Prentice & Garcia, 2000; Ward, 1985), and all can approach their work through a paradigm of servanthood (Fortune, 1985; Greenleaf, 1977; Seitz, & Pepitone, 1996; Spears, 1996), of putting the needs of schools and the community before the needs of the individual and university.

Ward (1985) notes that it could be argued that “service can be assumed merely to be the consequent behavior of the adequately informed person” (p. 2). Seattle Pacific University’s School of Education, however, professes a deeper meaning and definition of service: service means asserting one’s faith through meeting the needs of the educational community and by building personal relationship between individuals. Former SPU School of Education Director of Undergraduate Studies, Judith Fortune (1985), suggested this can be done through “being responsive to the educational needs of the public school teachers” (p. 59), “responding to the expressed educational needs of the schools in an attitude of service” (p. 60), and through building relationships with individuals in the educational community.

Leadership for candidates in the School of Education acknowledges the responsibility of each educator for the learning and growth of children. It is inspirational, but also participatory. It includes demonstration of the ability to motivate and direct others, to create and support principle-based ideas, to accomplish tasks in group situations, to help teams work toward goals, and to manage them to completion.

Research base:

In 1985 Bennis and Bert Nanus located over 350 different definitions of leadership. With so many definitions it is clear that leadership is a very complex idea and that it would be difficult to reduce the concept to a single definition or simple statement. (Owens 1991) Current leadership theory emphasizes a broad understanding that leadership is connecting people to each other, and connecting people to their work. (Sergiovanni 1996)

In the field of education, the concept of leadership is expanding to include many more people. Traditionally, the principal has led schools, but today teachers and other staff members are taking

leadership roles. The leaders in today's schools are bringing people together in order to share learning, and construct meaning and knowledge collectively and collaboratively.

It is no longer acceptable for leadership authority and responsibility to rest with the central office and with the school administrator alone. Leadership needs to be moved to the school department chairs, teachers, counselors, and school psychologists, as well as to students, families, and community to increase student achievement. (English, Frase, Arhar 1992)

Teachers have the major responsibility for leading children academically, socially, and spiritually through the world of childhood and into the world of adulthood. Indeed, the process of education implies leadership. (Sergiovanni 1996) Teachers serve leadership roles when they create strong educational environments with their curriculum and through positive relationships. This healthy environment assists people in becoming functional members of our society. Teachers practice pedagogical leadership directly since they stand first and closest to the student in a caring relationship.

There has been a call for school reform to increase student achievement. Leadership reform can bring education closer to that goal. Educational leadership change needs to be productive, comprehensive, systematic, and paradigm breaking. (Schwahn, Spady 1998)

Competence is also deeply imbedded in programs in the School of Education. It moves beyond the lay definition of the term to encompass excellence and mastery. As demonstrated in SPU intern evaluation sheets for pre-service teachers, school counselors, school psychologists, principals and superintendent intern competencies are evaluated on a combination of academic and ethical standards. All interns, regardless of program, participate in an evaluation process that includes input from self, the coordinating teacher or administrator and university supervisor. Knowledge, skills and dispositional behavior are all addressed in all intern evaluation forms.

Research base:

The SOE defines competence in a much broader context than most traditional definitions. Traditionally, competence has a connotation of adequate or sufficient skills to perform a particular task. For the SOE, competence is much more than a skill. Within a framework of Christian faith and values, competence extends to all aspects of life. It is integrally related to service, leadership and character.

Bandura (1990) defines competence as a generative capability in which cognitive, social and behavioral skills must be organized effectively and effectively orchestrated to serve innumerable

purposes. There is a marked difference between possessing knowledge and skills and being able to use them well under diverse circumstances, many of which contain ambiguous, unpredictable and stressful elements (p.315).

Much of the debate surrounding professional competence in education centers on the issue of knowledge. What do teachers and other educational professionals need to know in order to be effective? A long held, underlying assumption according to an editorial in *Urban Education* (1990) is that “a teacher should have mastered the three R’s, be literate, and be widely informed” (p.109). *Urban Education* (1990) holds that this is based on unexamined tradition and is a difficult belief to shake.

Wise and Leibbrand (2000) noted that while some educators and policy makers continue to believe that “teachers need only subject-matter knowledge in order to teach well” (p.612), proposed changes to the Elementary and Secondary Education Act call for “fully licensed” teachers in the classroom based on research suggesting that fully licensed teachers are more effective (Wise & Leibbrand, 2000). Fully licensed in this sense means that a teacher is both well grounded in content and how to teach it to a community of students with diverse needs (Wise & Leibbrand, 2000). Wise & Leibbrand (2000) point out that the “how to” part includes knowledge of child development; instructional strategies to meet the diverse needs of learners, including exceptional students; assessment and evaluation strategies; and classroom management strategies.

In a move to address the needs of subject matter and educational practice knowledge, current measures of teacher competency tend to focus on a combination of factors that include basic mastery of the three R’s, but also attempt to reflect both delivery of material as well as the intangible value of relationship. This is particularly evident in the revised teacher certification guidelines for the State of Washington. In a marked change from the past, the State of Washington is no longer basing certification solely on a combination of the number of paid teaching hours and credits obtained post- graduate, but is focusing instead on the successful development and completion of a personal growth plan that includes some additional coursework. The revised guidelines call for a demonstration of effective teaching as measured by knowledge, skills and “cultural sensitivity in teaching and in relationships with students, parents and community members” as observed by mentor teachers and/or administrators (See Appendix A). This proposed change to teacher preparation reflects both the work of the standards movement of the 1980’s and subsequent promotion by the National Council for Accreditation of Teacher Education (NCATE) that recognizes the strengths and limitations of beginning teachers (Wise & Leibbrand, 2000).

Self-evaluation is considered to be a key component to effective teaching (Airasian & Gullickson, 1997; Cheng & Tsui, 1999; Simplico. 2000; Wise & Leibbrand, 2000).

Character is a commitment for programs and candidates in the School of Education which acknowledges the dispositional implications of teaching and learning. Educators must be able to motivate and lead people, they must have a heart for service to students and the community, and they must be able to demonstrate significant professional expertise, but all of these within a framework of strong personal values and support for the explicit and implicit ethical standards for professional educators.

Research base:

The theme of modern educational philosophy is not so different from ancient philosophies. From Aristotle to Dewey, education has been seen as more than the mere delivery of knowledge. It is seen as moral endeavor (Strike, Fernsmaister, Bull, etc). In his speech, "Character Counts", National Educators Association (NEA) President Bob Chase said, "We are an association of more than 2.3 million "character educators." The National Council for the Accreditation of Teacher Education speaks to character in its definition of professional "dispositions":

*The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities, and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice*

Interwoven in the Codes of Ethics of The National Educator's Association, the National Teacher's Federation, and the Washington Educator's Association is an expectation of good character. School counselors and school psychologists; adhere to codes of ethics of American Counseling Association (ACA), American School Counselors Association (ASCA), and National Association of School psychologists (NASP). Candidates in the School of Education are presented with the ethical concepts imbedded in these codes.

The commitment to character for SOE extends to how the educators will deal with moral and ethical questions pertaining to their students, and to the education of those students in regards to character. Social and educational researchers deal not so much with the abstract idea of character as they do with moral development, ethical behavior, and character education.

### **III. The School of Education Program Competencies and Outcomes**

The commitment of the programs in the School of Education to its mission statement is demonstrated in the set of undergraduate and graduate program goals which provide programmatic targets for the themes of the mission and vision statements. The program goals for

all programs articulate expectations for candidates as they relate to University and School Mission, to state expectations, to goals articulated by state and national professional groups, and by the professional literature.

**A. Residency Certification Competencies**

The program goals for the initial teacher certification program articulate competence expectations for beginning teachers. These goals are expressed as categories of competence because they provide category headings for groupings of the state residency certification standards (WAC 180 78a 270). The state standards have been carefully aligned with the NCATE-INTASC standards. Additionally, School of Education faculty involved in Residency Certification have identified competencies distinctive to our program these distinctive competencies have also been listed within the eight categories of competence. Thus these eight categories of competence reflect the conjunction of the state competencies for teacher education, national standards for teachers, AND the unique mission of the School of Education, in the interest of “positive impact on student learning” in the schools and communities where our graduates serve.

The tables below link the four commitments of the School of Education Mission Statement, the eight residency categories of competence, and the state competencies identified for Residency Certification through the Washington Administrative Code (WAC180 78A 270). Because the categories are broad, they may be represented in more than one commitment. In addition, WAC competencies, represented by the letter used in 180 78a 270, may appear in more than one commitment.

**Program Standards: Initial Certification Programs**

<b>Conceptual Framework Commitments</b>	<b>Residency Certification Categories</b>	<b>WAC Competencies 180 78a 270</b>
Competence	I, II, III, IV, V, VII,	a, b, d, e, f, j, l, m, n, o, p, q, r(i), r(ii), s, t, x, y,
Character	I, VI	j, l, m, n, r, u, v, y
Service	VI, VIII	c, g, i, j, u, v
Leadership	VII, VIII	c, g, h, i, j, k, w

Following are the eight categories of competence related to Residency Certification. The eight WAC competencies associated with Residency Certification can be found in Appendix A.

Category I: Establish and maintain a positive student-focused learning environment.  
 Demonstrate sensitivity to human diversity in teaching and relationships with students, parents, and the community.

Category II: Design and adapt challenging curriculum that is developmentally appropriate.

Category III: Use of effective teaching practices

Category IV: Use of appropriate assessments to monitor and improve instruction

Category V: Integrate technology into instruction and assessment.

Category VI: Use information on student performance to advise and involve students and families. Inform, involve, and collaborate with families to support student success.

Category VII: Evaluate effects of his/her teaching through feedback and reflection. Establish goals for professional improvement.

Category VIII: Professional Knowledge.

### B. Graduate Competencies

Graduate programs serve a unique audience, often experienced in teaching and seeking an advanced level of skill, knowledge and aptitude. Some graduate programs have specific goals endorsed by the national organizations in their discipline, and these are articulated in the descriptions of each program. However, a general set of goals for all graduate programs, which are included in the syllabi for courses and discussed in class, communicate expectations for aspiring master teachers, counselors, school psychologists and administrators as they relate to School Mission, to state competencies and guidelines for the disciplines, to national requirements for the discipline, and to NCATE-INTASC standards. These goals reflect the conjunction of national goals for professional educators AND the unique mission of the School of Education, focused on the development of competence and character in the interest of “positive impact on student learning” in the schools and communities where our graduates provide service and leadership.

The tables below link the four commitments in the Conceptual Framework, the graduate program goals, and candidate competencies relevant to particular roles in the Washington Administrative Code (WAC).

#### **Program Standards: Principal**

<b>Conceptual Framework Commitments</b>	<b>Graduate Goal Categories</b>	<b>WAC Competencies (See Appendix A)</b>
Competence	Category 1, 3, 4, & 6	(1)A-F, (ii)
Character	Category 5	E
Service	Category 2	D
Leadership	Category 2	A, E, F

#### **Program Standards: Superintendent**

<b>Conceptual Framework Commitments</b>	<b>Graduate Goal Categories</b>	<b>WAC Competencies (See Appendix A)</b>
Competence	Category 1, 3, 4, & 6	a-d
Character	Category 5	a(i), c(ii), d(ii)
Service	Category 2	d
Leadership	Category 2	a-d

**Program Standards: School Counseling**

<b>Conceptual Framework Commitments</b>	<b>Graduate Goal Categories</b>	<b>WAC Competencies (See Appendix A)</b>
Competence	Category 1, 3, 4, & 6	a-k
Character	Category 5	h, i.(iv), i.(v), i.(vi)
Service	Category 2	c, j.(i), j.(ii), j.(iv)
Leadership	Category 2	b, h, i

**Program Standards: School Psychologist**

<b>Conceptual Framework Commitments</b>	<b>Graduate Goal Categories</b>	<b>WAC Competencies (See Appendix A)</b>
Competence	Category 1, 3, 4, & 6	a-h
Character	Category 5	h
Service	Category 2	f
Leadership	Category 2	a, e, h, i.(i), i.(ii)

The program goal categories for all graduate programs in the School of Education are as follows:

**Category 1: Foundational Knowledge and Skills**

Articulate key philosophies, theories, concepts, values, principles, and facts, and demonstrate the essential skills that underlie the content of the professional discipline and vocational goal for which you are being prepared. (Tozer, Anderson and Armbruster, 1990; Smith, 1982)

**Category 2: Leadership**

Demonstrate the ability to motivate and direct others, to create and support principle-based ideas, to accomplish tasks in group situations, and to help teams achieve goals. Demonstrate the ability to manage them to completion. (Bridges and Hallinger, 1997; Bush, 1998; Clark and Clark, 1997; Hackney and Henderson, 1999; Restine, 1997; Teitel, 1997)

**Category 3: Communication**

Demonstrate the ability to listen, speak, read, and write with integrity and effect using traditional and new media. Make connections that create meaning between yourself and your audience. (Hughes and Westgate, 1998; Jacobs, 1993)

**Category 4: Analysis and Problem-solving**

Demonstrate the ability to separate an idea or incident into its component parts. Individually or as a part of a team use values and the skills of the discipline for developing a theory or solution, and

evaluate its effectiveness.(Block, 1997; Bridges and Hallinger, 1997; Clark and Clark, 1997; Mello, 1999; Restine, 1997;Teitel, 1997;

Category 5: Professionalism

Demonstrate a commitment to vocational integrity, the goals of the discipline, activity in the professional community, and continued professional development. (Crouchenour and Dimino, 1999; Crowson, 1998; Driscoll, 1998; Freeman, 1998; Kudva, 1999; Nixon, Martin, McKeown and Ranson, 1997)

Category 6: Impact on Student Learning

Demonstrate the ability to design, implement and evaluate programs, activities or lessons appropriate to the professional role for which you are being prepared that have a measurable direct or indirect positive impact on student learning. (Bergesen, Yoshitomi and Butts, 1999; Brown, 1999; Cohen and Lotan, 1997; Darling-Hammond and Sykes, 1999; Sorenson, Buckmaster, Francis and Knauf, 1996;

C. Continuing Education Goals

Building on the School of Education conceptual framework and goals for graduate students, the Continuing Education program seeks the improvement of student learning for all students through the provision of high quality programs, courses and services that foster the following professional growth outcomes in K-12 educators.

**Program Standards: Professional Certification**

<b>Conceptual Framework Commitments</b>	<b>Graduate Goal Categories</b>	<b>Professional Certification Program Goals</b>
Competence	Category 1, 3, 4, & 6	
Character	Category 5	
Service	Category 2	
Leadership	Category 2	

Professional Certification Program goals are as follows:

1. A positive spirit and practice of service to the community and others.
2. Competence as professionals based on best practices and knowledge for the roles of those involved with the various aspects of K-12 education.
3. Leadership ability and initiative.
4. Collaboration among schools, school districts, state agencies, service districts, professional associations, non-governmental agencies and individuals.

#### **IV. Outcomes Assessment**

The School of Education conducts outcomes assessment consistent with the unit's overall Assessment Plan. Outcomes assessment in the School of Education flows from the vision of the university to the School's mission to specific course objectives and activities in various education programs. Outcomes assessment is an ongoing and significant process in the School of Education. Assessment data is used for the purpose of improving student learning and is required of education programs by national and regional accrediting bodies and state regulatory agencies. Assessment data is collected throughout the year from current and graduating students and educators in the field.

Assessment data is collected through a variety of strategies: student evaluation in the areas of knowledge, skills, and dispositions, course evaluation by students, program evaluation by graduating students, surveys of recent graduates, recommendations from members of advisory boards, assessment of performance objectives by interns, comprehensive examinations, state testing of teacher certification candidates, and student portfolios. Multiple sets of data are collected. This data is used to improve student learning in individual programs and courses. Evaluation data from certification programs and how it has been used to improve courses and programs are reported to state-mandated advisory boards that meet four times each year and in annual reports to OSPI and NCATE.

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