

CONCEPTUAL FRAMEWORK

Mission Statement

Built upon and reflecting the TMU doctrinal and mission statements, the mission of the Pearl C. Schaffer School of Education is:

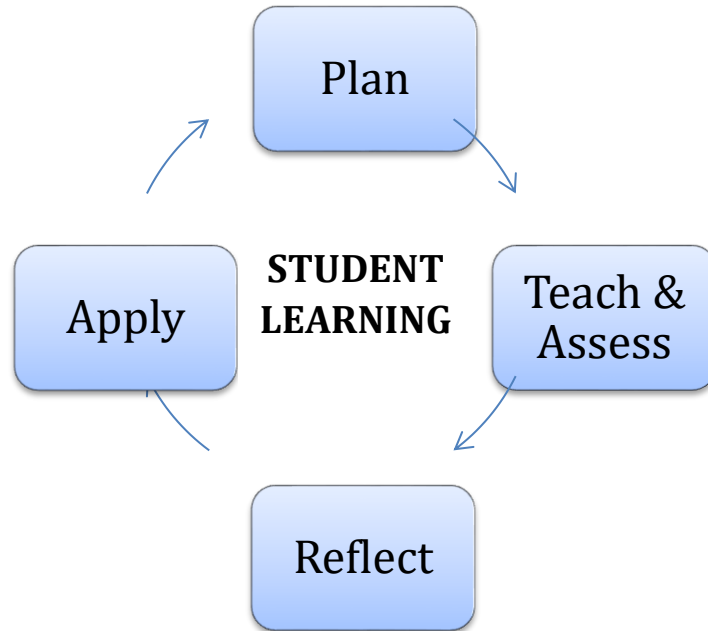
To equip and empower effective educators - developing Christ-like, professional practitioners who are called to ensure life-changing learning for all students.

What We Believe

1. We believe that a career in education is a **calling**: a professional ministry of service to students, families, and communities.¹
2. We believe **life-changing learning** is:
 - **GROUNDING IN TRUTH** (which can be discovered by, but is not derived from, our own self).²
 - **TRANSFORMATIONAL**, resulting in the development of the learner across the cognitive, social-emotional, spiritual, and physical domains.³
 - **INDIVIDUAL**, though informed by and benefitting from socio-cultural setting (context and community).⁴
 - **EXPERIENTIAL**, and can be engaged in and represented by multiple means.⁵
3. We believe the **professional practice of education** is:
 - **EFFECTIVE** (as evidenced by life-changing student learning) and **ENGAGING** (as evidenced by students' higher-order thinking and ownership of learning).⁶
 - **PURPOSEFUL** (focused on student learning rather than task completion, grades, or test scores) and **INTENTIONAL** (marked by achievable, measurable, relevant learning goals).⁷
 - **RELATIONAL** (based in discipleship) and **INCLUSIVE** (based in equity).⁸
 - **COLLABORATIVE** (making connections with other professionals) and **INTERDISCIPLINARY** (making connections between subjects and to real world).⁹
 - **RESPONSIVE** (to culture, setting, and students) and **DYNAMIC** (flexible and adaptable, not static).¹⁰

What and How We Teach to Equip and Empower

1. We teach that the professional practice of education is best carried out in a *reflective cycle*, clearly focused on the goal of student learning.



2. We teach to the performance expectations articulated in the *Teaching Performance Expectations* of the California Commission on Teacher Credentialing:
<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>
3. While we acknowledge the primary identity of our students [candidates] is in Christ, we facilitate their development of *professional identity*. We refer to our candidates as pre-service or in-service professionals and regard them as such. We design programs, policies, and procedures to expect and support the dispositions and behaviors that come from this professional identity, as we teach candidates to recognize and assume it.
4. We implement *integrated clinical practice*, believing it to be key to candidate success, and in service of which we have established:
 - Collaborative partnerships with local schools and districts
 - Co-teaching models of clinical practice.

References

1. Rom. 12:1; Rom. 15:2; Hendricks, 1987; Lingenfelter & Lingenfelter, 2003; Shortt, 2014; Smith, 2018; Van Brummelen, 2009
2. Ps. 25:5; Ps. 119:43; Prov. 23:23; John 1:17; John 8:32; John 14:6; Eph. 4:21
3. Rom. 12:2; Bandura, 1986; Dewey, 1938; Hendricks, 1987; Piaget & Inhelder, 2000/1969; Sousa, 2016
4. Bandura, 1986; Dewey, 1938; Hammond, 2015; Lingenfelter & Lingenfelter, 2003; Sousa, 2016
5. Council for Exceptional Children, 2005; Dewey, 1938; Gardener, 1999; Meyer, Rose, & Gordon, 2014
6. Rom. 12:1; Rom. 15:2; Chappuis & Stiggins, 2017; Cooper, 2014; Council for Exceptional Children, 2005; Dewey, 1938; Fisher & Frey, 2011; Hammond, 2015; Hendricks, 1987; Jensen, 2013; Lingenfelter & Lingenfelter, 2003; Shortt, 2014; Smith, 2018; Sousa, 2016; Van Brummelen, 2009
7. Bandura, 1986; Council for Exceptional Children, 2005; Fisher & Frey, 2011; Hammond, 2015; Hendricks, 1987; Lalor, 2017; Meyer, Rose, & Gordon, 2014; Tyler, 2013/1949; Van Brummelen, 2009; Wiggins & McTighe, 2005
8. Bandura, 1986; Cooper, 2014; Council for Exceptional Children, 2005; Curwin, Mendler, & Mendler, 2008; Hammond, 2015; Hendricks, 1987; Hollie, 2018; Lingenfelter & Lingenfelter, 2003; Meyer, Rose, & Gordon, 2014; Shortt, 2014; Smith, Fisher, & Frey, 2015; Smith, 2018; Tomlinson, 2017; Tomlinson & Moon, 2013; Van Brummelen, 2009
9. Bandura, 1986; Cooper, 2014; Council for Exceptional Children, 2005; Friend & Cook, 2016; Hoppey & Yendol-Hoppey, 2018; Lingenfelter & Lingenfelter, 2003; Meyer, Rose, & Gordon, 2014; Tyler, 2013/1949; Van Brummelen, 2009; Wiggins & McTighe, 2005;
10. Cooper, 2014; Council for Exceptional Children, 2005; Dewey, 1938; Fisher & Fey, 2011; Gardener, 1999; Hammond, 2015; Hendricks, 1987; Hollie, 2018; Jensen, 2008; Jensen, 2013; Lalor, 2017; Meyer, Rose, & Gordon, 2014; Piaget & Inhelder, 2000/1969; Shortt, 2014; Smith, Fisher, & Fey, 2015; Tomlinson, 2017; Van Brummelen, 2009; Vygotsky, 1978; Wiggins & McTighe, 2005

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