School of Education
and Psychology

Teacher Education
Conceptual Framework
(Abridged Version with Links)

Excellence in Thought
Generosity in Service
Beauty in Expression
Faith in God

May 2016
I. Introduction

Walla Walla University is a Seventh-day Adventist Christian comprehensive university founded in 1892. Dedicated to the academic, spiritual, social, and physical aspects of a holistic education, the university provides a broad range of activities and opportunities designed to add depth and maturity to a Christ-centered life.

The university is located in the city of College Place, in the historic, fertile Walla Walla Valley of southeastern Washington. The old Oregon Trail, passing west of the campus, leads directly to the nearby Whitman Mission National Historic Site. The scenic Blue Mountains to the east and the Snake and Columbia Rivers to the north and west offer opportunities for recreation and reflection on the natural beauties of God’s creation.

Walla Walla University is accredited by the following accrediting associations:

- Northwest Commission on Colleges and Universities
- Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities (Adventist Accrediting Association)
- Accreditation Council for Business Schools and Programs (Bachelor of Business Administration degree program, Bachelor of Arts degree Business Administration program)
- Council on Social Work Education (Bachelor of Social Work and Master of Social Work degree program)
- Accreditation Commission for Education in Nursing (Bachelor of Science Nursing program)
- National Association of Schools of Music
- Washington State Professional Educator Standards Board (PESB)—WA state certification for all Walla Walla University teacher-preparation programs since 2005
II. Philosophy of the Walla Walla University School of Education and Psychology

The Seventh-day Adventist philosophy of education is based on the belief that human beings were originally created in the image of God (Genesis 1:26) to live in fellowship and harmony with God’s character of love. But sin has separated us from God, effacing God’s image with selfishness, pride, and greed, causing untold misery to the human race. In spite of humanity’s imperfections, it is still God’s ultimate purpose for human beings to love and serve God and other human beings. We believe all instruction must be directed toward that objective. More quotes (yellow) in complete CF document The School of Education and Psychology at Walla Walla University (WWU-SEP) supports the philosophy and mission of the University More quotes (pink) in complete CF document and assists students as they acquire knowledge and expertise in their fields of study within the context of Christian faith. To this end our faculty and students are committed to the following:

- quality in scholarship and research;
- the development of social, moral, and spiritual values; and
- the integration of learning, faith, and service.

III. Purpose of the Walla Walla University School of Education and Psychology

The academic programs in the Walla Walla University School of Education and Psychology are based on a holistic view of education. Interdependence of the physical, mental and spiritual dimensions of each individual is paramount. Learning takes place in the context of Christian faith and practice. Quality in scholarship and research; the development of social, moral and spiritual values; and the integration of learning, faith and service are expected. The school is committed to training teachers who are prepared to provide all students with the knowledge, skills, and dispositions needed to succeed in today’s society. Our candidates aspire to develop spiritual, moral, and social values that will give their lives integrity and meaning. Our mission is to prepare professionals who leave Walla Walla University to live lives of humble service, committed to God and the communities in which they live.

IV. Goals of the Walla Walla University School of Education and Psychology

A. To Foster the Value of the Individual

The belief that we are all God’s children, created in His image, and redeemed by God through the infinite sacrifice of Jesus Christ, gives inestimable value and worth to every individual, no matter their race, cultural background, inherent intellectual abilities, learning styles, or physical limitations. Therefore, the WWU-SEP is committed to fostering the unique gifts of each individual and celebrating diversity. More quotes (turquoise) in complete CF document
B. To Advocate a Holistic Approach to Education

1. Physical

As stewards of God’s gift of life, students are encouraged to live healthful lifestyles. The Walla Walla University campus is a drug-, alcohol- and tobacco-free campus. Wholesome, vegetarian food is served in the cafeteria. Students are taught health principles and encouraged to avoid harmful substances and live balanced lives that include healthful nutrition, adequate exercise, pure water, sunshine, fresh air, adequate rest, and trust in God. Health classes, such as HLTH 110 and physical education courses are a required part of the teacher-training curriculum. More quotes (gray) in complete CF document

2. Mental

A primary goal of the teacher-education program is to prepare teachers who can make a positive impact on student learning. Learning is defined as a change in behavior and mental processes (Ormrod, 2016) brought about by the learner’s acquisition of new knowledge and skills. In order for learning to occur, teachers must themselves acquire new knowledge and skills—including increased understanding of child development, an appreciation and understanding of the learning process, and classroom management and instructional skills—to facilitate the learning process in the school setting. The acquisition of this knowledge and these skills is an important accomplishment of all School of Education and Psychology students. More quotes (green) in complete CF document

3. Spiritual

The School of Education and Psychology is committed to learning in the context of Christian faith and practice. As a part of a Christian institution that serves the educational needs of the Seventh-day Adventist Church and the state of Washington, the school recognizes that its mission is to serve the whole community. It seeks to do so, while maintaining an intellectual and social atmosphere that is expressly Christian. More quotes (red) in complete CF document

As a school with a religious tradition, Walla Walla University seeks to prepare teachers to lead students in this process of moral and ethical development. The School of Education and Psychology faculty and staff integrate Christian faith in the learning environment in various ways, such as the following:

• incorporating a Christian world view into all learning and practice,
• presenting short devotionals at the beginning of classes,
• sharing prayer requests and beginning classes with prayer,
• ministering to both the spiritual and academic needs of advisees, and
• dedicating graduates to teaching ministry at a formal religious ceremony held during graduation weekend.

4. Service-to-Others Orientation

The School of Education and Psychology at Walla Walla University places pre-service teachers in settings within a few miles of the school. In these placements, candidates are able to interact with students and parents who are from different cultures. These experiences are supplemented in the classroom with relevant text readings that pose questions about educational policies and the responsibilities of power and privilege (Romo & Chavez, 2006).

Walla Walla University offers a large variety of service opportunities from occasional local community services to one-year voluntary positions, nationally and internationally, in which about one hundred students participate each year. Teacher candidates often participate in these services, which add great value to their teacher preparation. Further quotes (purple) in complete CF document

IV. Standards of the Walla Walla University School of Education and Psychology

A. Phase I: Exploring the Profession

The education unit does not admit students directly into its teacher-training program. Students must first gain general university admission and successfully complete specified pre-candidacy and generals courses. One of the two pre-candidacy education courses is Introduction to and Foundations of Education (EDUC 211):

An education entry level course for students who are considering teaching as a profession and who are seeking better understanding about the complexity and importance of education. Provides students with an introduction to the field of education, focused primarily on the nature and importance of the teaching profession, with discussion of current challenges and requirements for the profession. Offers a variety of perspectives on education including historical, philosophical, social, legal, and ethical issues in a diverse society. Includes background knowledge in organizational structure of schools. Requires direct interaction with children. Students will be required to complete a criminal background check by the Washington State Patrol & finger printing by the FBI. Practicum required.

The other pre-candidacy education course is EDUC 220—Educational and Developmental Psychology:

An introduction to the theories and practice of child and adolescent development and learning. Covers theories and educational applications of
human development from early childhood through the adolescent years. Topics include learning theories, motivation, classroom management and instruction, and other psychological principles related to elementary and secondary students. Observational learning component included.

B. Phase II: Teacher Certification Program
To be admitted into the teacher-certification program, students must demonstrate excellence in knowledge representative of scholarship, skills of professionalism and dispositions, along with personal fitness appropriate for the teaching profession. These terms are defined and explained in the Minimum Competencies for Admission and Continuation in the Teacher Certification Programs of the School of Education and Psychology at Walla Walla University. Introduction and Appendix A (blue) in complete CF document

C. Phase III: Student Teaching
Three courses constitute the three quarters of student teaching (along with an introductory course in the spring quarter prior to the student teaching year): EDUC 460/461 (Student Teaching Part 1); EDUC 470/471 (Student Teaching Part 2); and EDUC 480/481 (Student Teaching Part 3). Prior to this, candidates must pass the WEST-E or NES exam in the endorsement area for secondary certification or NES in Elementary Education. EDUC 480/481 must comprise a minimum of 12/9 credit hours.

V. Best Practices of the Walla Walla University School of Education and Psychology

A. The unit strives for a blend of theory and practice. Teacher certification pre-candidates and candidates spend between 60 and 150 clock hours observing and assisting in K-12 classrooms prior to student teaching

B. Washington State’s Essential Academic Learning Requirements (EALRs) and Common Core State Standards (CCSS) are adhered to in lesson planning.

C. Portfolios are used formatively and cumulatively to document student voice and a positive impact on student learning in the K-12 setting.

D. Candidates must obtain a minimum overall GPA of not less than 2.75 in all pre-candidacy, certification program, endorsement, and cognate courses. Any course graded lower than a C cannot apply. A total of two repeats is permitted in any course or any combination of courses in the pre-candidacy courses and the teacher certification program combined.

E. The certification program meets all denominational certification requirements (for those who choose to obtain the certificate) and all Washington State certification requirements. El Ed/Sec Ed checksheets 2015/2016