

Robert Morris University

CAEP Narrative – EPP Overview: Vision, Mission, Goals, Shared Values and Beliefs

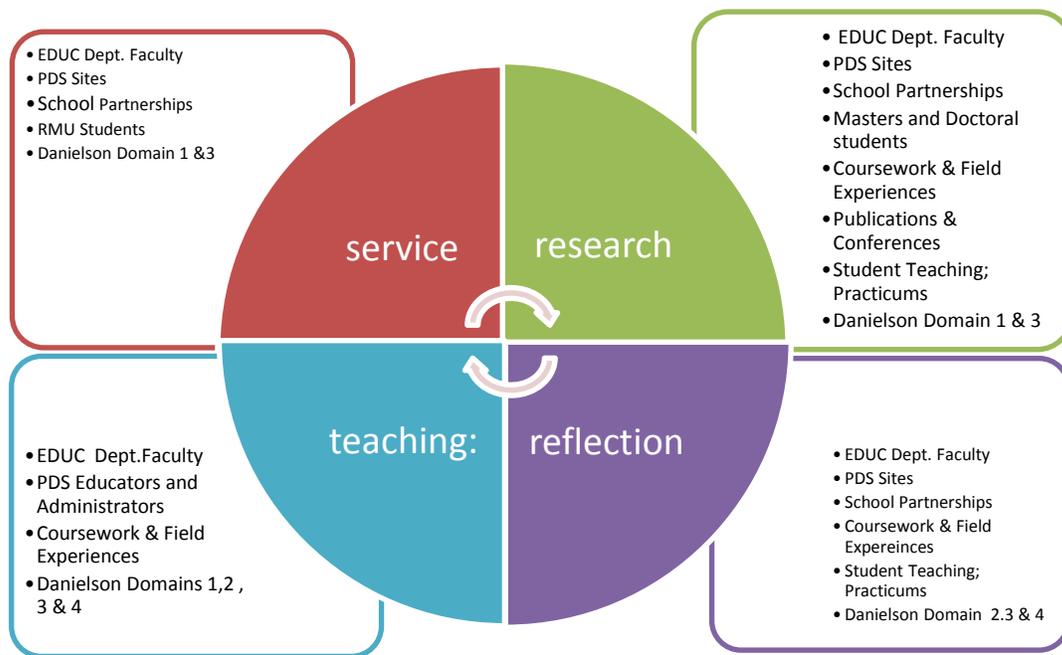
The **Vision of the Teacher Education Programs and the Professional PreK-12 Specialist programs within the Education Department** is to produce highly effective teachers, specialists, and administrators who will positively impact local, regional, and national PreK-12 schools and learners. The Education Department strives to make RMU a “first choice” school for undergraduate and graduates who want to be career ready in the field of education and this is included in its Vision.

The **Education Department Mission** is embedded within the School of Education and Social Sciences. The School of Education and Social Science mission is to “promote success through an innovative, challenging curriculum, disciplined- based research, and practice for an ever changing world.”

The **Mission of the Teacher Education Programs and the Professional PreK-12 Specialist programs within the Education Department is to focus on pre-service teacher preparation, and advanced specialists and administrators in PreK-12** in order to “develop candidates who support the intellectual, social and personal development of all students. We prepare undergraduate and graduate candidates to be sensitive educators and instructional leaders who strive to increase student learning through the integration of technology, communication skills, and the application of theory into practice to improve the teaching profession.”

Each year the Department of Education sets **Annual and Long Range Goals**. The goals are data driven and developed through a collective process and approved by the Education Faculty. There is an annual Education Department assessment meeting where attaining the goals are tracked. The assessment data is used to re-evaluate attaining the goal. The goals for 2013-2016 include increasing the advance program enrollment to 12 students per cohort, developing and implementing critical assignments throughout all PreK-12 and specialist certification programs, and gaining national SPA recognition in Early Childhood, Early Childhood with Special Education programs. Further goals are to establish and maintain PDS sites in neighboring school districts with a specific separate emphasis with each school/district.

The **shared values and beliefs** for the Education Department are founded in the **Scholar-Practitioner Model** and reflected in the **Danielson Framework for Teacher Education**. This means the Education faculty is committed to building connections between scholarship and PreK-12 practice. **The Scholar-Practitioner Model** is embedded in each teacher education and education specialist program through meaningful field experiences, engaged learning, and integrated technology, which in total enables students to be critical thinkers, reflective practitioners, and research oriented pre-service teachers or in-service professionals. The capstone field assignment or project completed during practicum or student teaching allows students to use actual data to evaluate their own effectiveness for PreK-12 students or teachers, use literature to support decisions based on that data, reflect on their actions from the data and research, and understand the complexities of the PreK-12 school setting by integrating contextual information of the PreK-12 student. Most recently, developing professional development schools (PDS) sites is another means the Education Department endeavors to expand the scholar-practitioner model. The Education Department is committed to authentic learning experiences for undergraduates and graduate students in order for them to be effective professionals in the PreK-12 setting through the **Scholar-Practitioner Model and its reflection in the Danielson Framework** (Figures 1 and 2).



RMU Education Department Scholar-Practitioner Model

<p>Domain 1: Planning and Preparation</p> <p>1a. Demonstrating Knowledge of Content and Pedagogy</p> <p>1b. Demonstrating Knowledge of Students</p> <p>1c. Setting Instructional Outcomes</p> <p>1d. Demonstrating Knowledge of Resources</p> <p>1e. Designing Coherent Instruction</p> <p>1f. Designing Student Assessments</p>	<p>Domain 2: Classroom Environment</p> <p>2a. Creating an Environment of Respect and Rapport</p> <p>2b. Establishing a Culture for Learning</p> <p>2c. Managing Classroom Procedures</p> <p>2d. Managing Student Behavior</p> <p>2e. Organizing Physical Space</p>
<p>Domain 4: Professional Responsibilities</p> <p>4a. Reflecting on teaching</p> <p>4b. Maintaining Accurate Records</p> <p>4c. Communicating with Families</p> <p>4d. Participating in a Professional Community</p> <p>4e. Growing and Developing Professionally</p> <p>4f. Showing Professionalism</p>	<p>Domain 3: Instruction</p> <p>3a. Communicating with Students</p> <p>3b. Using Questioning and Discussion Techniques</p> <p>3c. Engaging Students in Learning</p> <p>3d. Using Assessment in Instruction</p> <p>3e. Demonstrating Flexibility and Responsiveness</p>

*In 2014 the RMU Education Department and the Pennsylvania Department of Education (PDE) adopted **Charlotte Danielson's Framework for Teaching** (2012) as the overarching vision for effective instruction.*