



WICHITA STATE UNIVERSITY COLLEGE OF EDUCATION

Role and Mission

Wichita State University is a regional university serving the state of Kansas and primarily a seven-county area that includes Wichita, the largest urban area in Kansas. WSU's role is that of an urban-serving research university. Through teaching, research, and public service, the university seeks in its mission "to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community."

University Scope

WSU's approximately 15,000 students enjoy a broad scope of academic opportunities including study in colleges of Education, Engineering, Fine Arts, Health Sciences, and Fairmount College of Liberal Arts and Sciences, as well as the Barton School of Business and Graduate School. The scope of the university also encompasses external funding of more than \$40 million university-wide each year, the discoveries made and contracts performed at the National Institute of Aviation Research, and the largest work-study cooperative education program in the state.

College Scope and Mission

Each year, the college recommends approximately 180 students for initial licensure among 240 students recommended for baccalaureate degrees. Approximately 140 master's degrees, four specialists and five doctorate of education degrees are awarded. There are 48 full-time faculty and approximately 100 lecturers, cooperating teachers, and university supervisors. The college offices are housed in one of the last buildings designed by the famed American architect, Frank Lloyd Wright. The College of Education is an integrated college that focuses on human development and emphasizes academic innovation in living and learning. There are five departments in the College of Education: Curriculum and Instruction; Counseling, Education and School Psychology; Educational Leadership; Human Performance Studies; and Sport Management. The college houses two centers: The Center for Research and Educational Services and The Center for Physical Activity and Aging, which includes a research laboratory and community activity program. The college also supports innovative programs in Engineering Education and bio-engineering research for aging populations. There are two identifying characteristics of the college—the hands-on, site-based learning that is present across each program in the college, and the strongly held belief of students and faculty in the "power of education to change the world. The Mission of the College of Education is to "prepare education and other professionals to benefit society and its institutions through the understanding, the facilitation, and the illumination of the learning process and the application of knowledge in their disciplines."

Conceptual Framework

The Professional Education Unit's Conceptual Framework for the preparation of educational professionals is built upon the mission statement of the university supported by the missions of the colleges represented in the unit: the College of Education, College of Fine Arts, Fairmount College of Liberal Arts and Sciences, and the Graduate School. The Conceptual Framework informs governance, curriculum design, and learning activities at both the undergraduate and graduate level.

Vision and Core Values

The vision of the Professional Unit Conceptual Framework is to prepare teachers and other school personnel who exemplify the core values of "Highly Competent, Collaborative, and Reflective Professionals." To fulfill this vision, the unit produces graduates who identify, understand and demonstrate the following six core values/guiding principles: 1) Professionalism and Reflection on the Vocation (PR); 2) Human Development and respect for Diversity (HDD); 3) the Connection of Teaching and Assessment (CTA); 4) Technology Integration (T); 5) Understanding of Content Knowledge, Pedagogical Content Knowledge and their alignment with Standards (CKS); and 6) Collaboration with Stakeholders (C).

Unit Vision Linked to Guiding Principles

The vision is directly connected to the guiding principles (core values): The Highly Competent Professional is reflected through explication of the guiding principles two through four: Human development and respect for diversity, the connection of teaching and assessment, technology integration, and understanding content knowledge, pedagogical content knowledge and their alignment with Standards. The vision of a collaborative professional is reflected in the guiding principle of collaboration with stakeholders. The vision of a reflective professional is shown in the guiding principle of professionalism and reflection on the vocation.

The Unit Vision/Guiding Principles Graphic

The unit's philosophy for the preparation of education professionals and other school personnel is presented visually in a series of elliptical strands (values) that wrap around the vision. The entwined strands illustrate how the six guiding principles (values) working together create highly competent, collaborative, and reflective professionals. Together the unit vision and six guiding principles reflect a visual representation of commonly agreed upon ideas and commitments and provide direction for individual and corporate efforts. The intertwining of the strands, or guiding principles around the "core" vision, creates one powerful conceptual framework.

Unit Vision: The Development of Highly Competent, Collaborative, and Reflective Professionals

Guiding Principles:

- Professionalism and Reflection on the Vocation
- Human Development and Respect for Diversity
- The Connection of Teaching and Assessment
- Technology Integration
- Understanding Content Knowledge and Pedagogical Content Knowledge and their Alignment with Standards
- Collaboration with Stakeholders



Guiding Principles Defined

The Professional Education Unit at Wichita State University focuses on preparing candidates who identify, understand, and practice the six guiding principles which in turn, lead to internalization of the core values of highly competent, collaborative and reflective professionals thus fulfilling the unit's vision. The Guiding Principles include proficiencies and dispositions.

- (1) Professionalism and reflection on the vocation (PR):** The WSU teacher preparation program uses a reflective model to develop professional dispositions in candidates for the improvement of professional practice. Candidates are expected to value knowledge and continuous learning to improve professional practice*. Candidates understand and implement the legal and ethical practices of the profession. Candidates are familiar with major learning theories and strategies to enhance educational knowledge and are able to evaluate instructional decisions for their impact on students/clients.
- (2) Human development and respect for diversity (HDD):** Candidates demonstrate a commitment to the basic principles and theories of human development, learning, and diversity and apply this knowledge to their own learning, teaching, guiding, and clinical situations which includes a commitment to "fairness" in all aspects of their work and the expectation that all students/clients can learn*. Candidates consider family, community, and school in advocating for students and clients* and have knowledge of relevant historical, philosophical, social and cultural factors.
- (3) The connection of teaching and assessment (CTA):** Candidates know and understand current theory, research and practice that inform the cyclical and interactive processes of good teaching (e.g., analysis, preparation, instruction, assessment [qualitative and quantitative], and decision making based on assessment results). The candidates apply this knowledge across all facets of their work. The candidates develop skills to plan, implement, and evaluate developmental, cultural, and ethically appropriate techniques and strategies for addressing student and client needs. Respects and holds high expectations and fairness for all learners*.
- (4) Technology integration (T):** Candidates can demonstrate skills in the use of technology appropriate to the respective disciplines. Technology is used to enhance professional productivity in planning, teaching, student learning, and assessment. The candidates seek opportunities to continually learn and improve professional practice*.
- (5) Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS):** Candidates identify, understand, and use and continue to build knowledge in the disciplinary field(s). Candidates apply this knowledge to teaching within the structure of the standards and seek opportunities to continually learn and improve professional practice*.
- (6) Collaboration with stakeholders (C):** Candidates identify, understand, and use processes to work, and advocate cooperatively and professionally, with students/clients, colleagues, parents and community to move toward mutual goals. Candidates collectively plan, gather, and build resources to create innovative solutions to existing problems. Candidates demonstrate effective communication and interpersonal skills and attitudes. The candidates plan, implement and sustain an appropriate environment that promotes effective professional practices. Candidates value working cooperatively with colleagues and others to advance best interest of students and clients*.

*Underlined portions designate dispositions