

CONCEPTUAL FRAMEWORK

Liberty University School of Education

The School of Education at Liberty University is committed to providing the highest quality Christian education based on the principles of God's Word. Our school, by its commitment to strengthening the mind, body and soul, educates the whole person as God created us. The school offers programs to prepare teachers, administrators, and other school personnel.

Most individuals would not dream of entrusting their health, their homes or their cars to an unlicensed professional or one with inadequate training. Yet, that is not always the case when it comes to educating children. Some children attend schools where teachers, administrators, or other school personnel lack adequate training and professional credentials. Research indicates that teachers play a critical role in the success of their students (Darling-Hammond, 2000). The knowledge and skills of the teacher directly influence student learning. For this reason, the School of Education at Liberty University exists to prepare educators with the character, commitment, knowledge, and skills needed to educate ALL learners.

As the world we live in is rapidly changing, so too is the training needed for educators serving in public, private, and Christian schools. The School of Education produces competent educators who understand the unique needs of today's diverse student population. Throughout our programs, educators explore relevant topics such as culturally responsive teaching, moral and ethical responsibilities of the profession, differentiation of instruction, technology integration, advocacy for student support, and evidence-based instruction. The School of Education is truly training champion educators with a Biblical world view who will be invaluable assets to the home, church, community, nation, and the world.



The MISSION of the Educator Preparation Program at Liberty University is to develop competent professionals with a Biblical world view for Christian, public, and private schools.

KNOWS *Biblical values, moral dimensions, and ethical implications synthesized with academic knowledge*

IMPLEMENTS *skills as a gift from God, because teaching/leadership is a calling from God*

BELIEVES *and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity*

KNOWS: The Core

Based on a Biblical world view, the goal is to synthesize academic knowledge with Biblical values, moral dimensions, and ethical implications. Successful teaching and leading in today's schools demands rigorous standards related to knowledge of applicable content as well as an understanding of the structure of the discipline.

A solid foundation in content knowledge is an essential component in the education programs at Liberty University. Educators must "know" in order to effectively teach students and lead schools. Hernandez et al. (2019) indicated that schools should provide systems that allow for reflection and improvement in order to create deeper learning among students. "Classrooms in which deeper learning is the goal are ones in which challenging academic content is paired with engaging, experiential, and innovative learning experiences" (Oakes et al., 2019, p. 4). Effective teaching is both an art and a science, and there is a definable knowledge base for pedagogy. Knowledge of students' developmental levels and diverse backgrounds provides the basis for educators to understand the principles of planning, managing, motivating, and assessing learning.

Diversity Cross-Cutting Theme

With a multifaceted curriculum that spans many essential topics, the SOE develops well-rounded educators who succeed in diverse educational settings (Banks, 2016; CCSSO, 2013; Lindsey et al., 2019). Teachers, leaders, and other school personnel learn to use focused curriculum content and pedagogy to promote excellence for all students. The SOE curriculum integrates the theme of "Preparing Socially Responsible Educators Who Are Culturally **REAL**."

- **Respecting all people**
- **Exhibiting inclusive practice**
- **Advocating for equity**
- **Loving unconditionally**



IMPLEMENTS: The Evidence

Skill implementation provides the evidence that beliefs exist and that knowledge has been acquired. From a Biblical world view, teaching and leading are both considered a calling from God and a gift from God. Enhancing one's teaching and leading skills is viewed as the wise investment of one's gift from God.

Recognizing the importance of early and ongoing opportunities for educators to be involved in the classroom experience (Darling-Hammond et al., 2019), the School of Education places great value on a continuum of field experiences. According to Darling-Hammond (2014), "A good part of the magic of teaching and of teacher education is how teachers come to integrate theory and practice in a way that allows them to become

experts in making and enacting decisions to meet the very different needs of the children they serve” (p. 547).

For educators in a licensure program in the School of Education, the culminating experience of the program is student teaching or internship. During the student teaching experience, pre-service teachers are prepared to facilitate a culturally responsive classroom which supports differentiated learning focused on meeting diverse learner needs. “In a differentiated classroom, the teacher assumes that different learners have different needs and proactively plans lessons that provide a variety of ways to get at and express learning” (Tomlinson, 2017, p. 5). Field experiences must include multiple grade levels appropriate to the endorsement and interaction with diverse students.

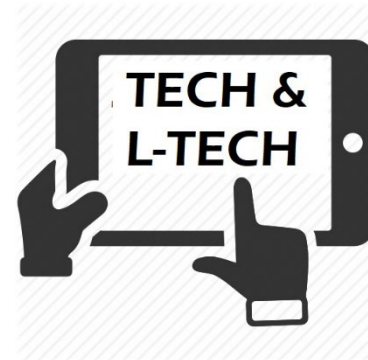
During internships for school leaders and other school personnel, educators are prepared to integrate technology, make an impact on student achievement, and incorporate data-driven instruction that includes student assets and supports.

Technology Cross-Cutting Theme

Based on the Technological Pedagogical and Content Knowledge (TPACK) framework, the School of Education has changed its view on the integration of technology in learning environments (Harris et al., 2017; Mishra & Koehler, 2006). The increasing use of TPACK as a model for developing authentic and meaningful learning experiences brings together professional, technological and pedagogical domains of teaching and learning.

Technology specifically engaged to address educator preparation relies heavily on the International Society for Technology in Education (ISTE) Standards for Educators (2017). This set of standards (and associated and accompanying guiding materials) focus on the varied technologies required of traditional educators in 21st century learning environments. Additional consideration is made to the ISTE Standards for Students (2016), ISTE Standards for Educational Leaders (2018) and the Association for Educational Communications and Technology (AECT) 2012 Standards.

	Initial Programs TECH <i>ISTE Standards for Educators</i>	Advanced Programs L-TECH <i>ISTE Standards for Educational Leaders</i>
Leader		<i>1. Equity & Citizenship Advocate</i>
Teamwork	<i>4. Collaborator</i>	<i>2. Visionary Planner</i>
Environment	<i>5. Designer</i>	<i>4. Systems Designer</i>
Communication	<i>6. Facilitator</i>	<i>3. Empowering Leader</i>
Hypotheses	<i>7. Analyst</i>	<i>5. Connected Learner</i>



BELIEVES: The Foundation

Alumni of the School of Education are consistently recognized for their level of preparation, commitment to the profession, and genuine concern for the well-being of students in their care. The observed behavior of SOE alumni is consistent with the

Biblical worldview stated in the University's aims to "develop Christ-centered men and women with the values, knowledge, and skills essential to impact the world." A commitment to equity and inclusion motivated by the belief that ALL students can learn is foundational to an educator's belief system (Schmid, 2018). Through rich curriculum, diverse field experiences, and continuous encouragement to lead a bold Christian life, educators develop a commitment to reflective practice, integrity, and social and professional responsibility.

Professional dispositions are delineated that are observable in each educator across degree programs and levels. The dispositions embedded in the Conceptual Framework are based on research (Lemon & Garvis, 2014; Meierdirk, 2016), professional standards (CAEP 2020 Standards for Initial and Advanced Programs), and the dispositions (i.e., Fruit of the Spirit) found in Galatians 5.

- **S**ocial responsibility and the belief that all students can learn
- **C**ommitment and work ethic
- **R**eflective practice
- **I**ntegrity
- **P**rofessionalism

<p>1. Displays a sense of Social responsibility and the belief that all students can learn</p> <p><i>Fruit of the Spirit: Love, Joy, Peace, Goodness (Gal 5:22,23)</i></p>	<ul style="list-style-type: none"> • Demonstrates the belief that all students can learn • Demonstrates a sense of fairness, justice, and equity for all students • Differentiates instruction to meet the needs of all diverse learners • Demonstrates empathy and sensitivity to human needs • Provides opportunities and motivation for all students to learn • Interacts effectively with students to provide a positive, structured learning environment where student access, success and achievement is priority
<p>2. Demonstrates Commitment and work ethic</p> <p><i>Fruit of the Spirit: Longsuffering</i></p>	<ul style="list-style-type: none"> • Follows through on commitments • Takes responsibilities seriously • Completes assigned tasks on time • Attends class, field experiences, and meetings consistently and promptly • Shows the self-discipline and work ethic essential to be planned, prepared and organized for successful instruction and learning to occur. • Demonstrates a persevering commitment to each student's learning success • Demonstrates initiative in participating in professional development opportunities.
<p>3. Demonstrates Reflective practice</p> <p><i>Fruit of the Spirit: Faithfulness</i></p>	<ul style="list-style-type: none"> • Considers thoughtfully educational matters and the practice of teaching • Makes choices after pondering ideas and experiences • Learns from journaling and discussions with colleagues • Utilizes data to make informed decisions.
<p>4. Displays personal Integrity</p> <p><i>Fruit of the Spirit: Goodness</i></p>	<ul style="list-style-type: none"> • Models exemplary citizenship through moral leadership • Acts in an ethical and moral manner • Values honesty inside and outside of the classroom • Demonstrates trustworthiness • Abides by a professional code of ethics; maintains confidentiality and discretion
<p>5. Displays Professionalism in behavior and actions</p>	<ul style="list-style-type: none"> • Respects authority, colleagues, students, and others • Accepts constructive feedback in a respectful, appropriate manner. • Demonstrates appropriate behavior; possesses patience, self-control, and

<p><i>Fruit of the Spirit: Gentleness, Meekness, Temperance</i></p>	<p>flexibility when obstacles or difficult situations occur.</p> <ul style="list-style-type: none"> • Effectively manages personal emotions and feelings and reacts reasonably to situations. • Adheres to proper, formulated chains of command/expresses a grievance in a dignified, temperate manner. • Acts confidently and maturely. • Is prompt and responsible in attendance for class, field experiences, and meetings. • Dresses in a dignified, modest manner that adheres to the dress code of the Host School. • Effectively uses the English language in speech and writing. • Maintains enthusiasm and passion for the teaching profession. • Cooperatively collaborates with administrators and colleagues to form learning communities • Views learning as a life-long activity.
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Program Learning Outcomes (PLOs)

Program learning outcomes aligned with the Knows-Implements-Believes domains of the Conceptual Framework have been developed for both the Initial and Advanced programs:

Program Learning Outcomes (PLOs)	
<i>Initial Programs B.Ed./MAT</i>	<i>Advanced Programs M.Ed.</i>
<i>KNOWS</i>	
<ol style="list-style-type: none"> 1. The candidate formulates knowledge of learner development, learning differences, and learning environments. (<i>InTASC Domain 1 The learner and learning</i>) 2. The candidate demonstrates knowledge of the discipline area and the application of content to connect concepts and engage learners. (<i>InTASC Domain 2 Content</i>) 5. The candidate uses evidence-based practices and knowledge of pedagogical theory in all content areas to assess, plan, and teach elementary, middle 6-12/P-12 students, and individuals with exceptionalities. 	<ol style="list-style-type: none"> 1. The candidate supports applications of data literacy and technology appropriate to the *field of specialization. (<i>CAEP A1.1a & e</i>) 2. The candidate uses research and understanding of qualitative, quantitative and/or mixed methods research methodologies. (<i>CAEP A1.1b</i>)
<i>IMPLEMENTS</i>	
<ol style="list-style-type: none"> 3. The candidate plans instruction using multiple methods of assessment and instructional strategies to develop a deep understanding of the content for all learners. (<i>InTASC Domain 3 Instructional practice</i>) 	<ol style="list-style-type: none"> 3. The candidate employs data analysis and evidence to develop supportive school environment. (<i>CAEP A1.1c</i>) 4. The candidate leads/participates in collaborative activities with others such as peers, colleagues, teachers, administrators,

	community organizations, and parents. <i>(CAEP A1.1d)</i>
<i>BELIEVES</i>	
4. The candidate develops a Biblical worldview and professional responsibility through ongoing reflection and professional development experiences where opportunities are provided for leadership and collaboration with stakeholders. <i>(InTASC Domain 4 Professional responsibility)</i>	5. The candidate develops a Biblical worldview applied to professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to the *field of specialization. <i>(CAEP A1.1f)</i>

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