

Program (COE-ADP) - Elementary Education

University Mission: George Fox University, a Christ-centered community, prepares students spiritually, academically, and professionally to think with clarity, act with integrity, and serve with passion.

Program Mission: The mission of the School of Education is based on a Christ-centered worldview that supports and develops professionals who think critically, transform practice, and promote justice.

Alignment of Program Mission to GFU Mission: In alignment with our institutional mission, the School of Education emphasizes a Transformative Model that focuses on the integration of faith, learning, and living based on a Christ-centered worldview. We believe that this theoretical learning perspective provides a conceptual framework from which we can achieve the goal of our programs: to support and develop professionals who think critically, transform practice, and promote justice.

==Think Critically==

The School of Education has adopted the following belief about this component: initial and advanced program candidates in the SOE should have the ability to think critically about subject area knowledge and knowledge that informs their practice. Think critically includes but is not limited to the following examples: Candidates seek multiple perspectives, imagine possibilities, formulate wise decisions, anticipate paradigm shifts, love learning, and make inferences based on evidence.

==Transform Practice==

The School of Education has adopted the following belief about this component: initial and advanced program candidates in the SOE should have the ability to reflectively use a variety of research tools, cognitive strategies, and professional practices to take the lead in reforming their institutions. Transform practice includes the following components:

- Candidates use technology, research, subject knowledge, and effective oral and written communication to enhance student and client learning;
- Analyze, debrief, and abstract from their own experiences for the purpose of transforming practice;
- Take the lead in reforming practice at their institutions.

==Promote Justice==

The School of Education has adopted the following belief about this component: initial and advanced program candidates in the SOE should have the ability to advocate for the needs of all students and clients in a caring manner by actively promoting justice.

Promote justice includes the following components: Candidates act to ensure that all students and clients have the opportunity to learn; they advocate for the needs of all students and clients by promoting justice; and they widen students -- and clients -- understandings by teaching about and modeling ethics and what it means to "love one's neighbor."

==Christ-Centered Worldview==

Christ-centered worldview is a philosophical view that informs our thinking about the source of knowledge. It is based on the belief that all truth is God's truth. Peterson (2001) explains that "the Christian view, however, insists that the universe and everything it contains are creaturely realities, brought into being by a sovereign and loving God, dependent completely on his will for their source and sustenance." Furthermore, Peterson (2001) states that, "This Christological concept signifies that the very heart of reality is personal, rational, and knowable and that all other knowledge takes on proper perspective through relationship to Christ."

Degree Outcomes: - Understand how learners grow and develop within and across the cognitive, linguistic, social, emotional and physical areas and design appropriate and challenging learning experiences for all learners.

- Understand individual differences and diverse cultures and communities and apply this knowledge to creating environments that support individual and collaborative learning on behalf of student achievement.

- Use a variety of instructional strategies to support every student in meeting rigorous learning goals.

- Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

- Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- Engage in ongoing professional learning and use evidence to continually evaluate his/her practice and adapt practice to become more effective.

Assessment Coordinator: Robert Bonner

Outcome: 1.1 Dispositions

Teacher candidates have the academic and professional dispositions that will be predictive of success in the Elementary Education Program. (InTASC 9)

Outcome Status: Active

Start Date: 08/25/2017

Assessment Tools

Exam/Quiz - National/State - ORELA Subtest 1 and Subtest II
ORELA Civil Rights Test
ORELA ESOL Test (Active)

Target: All students will pass
Schedule for Data Collection: May 15 of every year
Schedule for Data Analysis & Reporting: November and April

GPA - GPA 2.75 (Active)

Target: 100% of students will have a GPA of 2.75
Schedule for Data Collection: May 15 of each year
Schedule for Data Analysis & Reporting: 11/2017

Student Self Assessment - Dispositions Rubric (Active)

Target: Students will score 2 or higher in all categories
Schedule for Data Collection: Beginning of Program
End of Fall Semester Year One
End of Spring Semester Year One
End of Summer Semester Year One
End of Fall Semester Year Two
End of Spring Semester Year Two
Schedule for Data Analysis & Reporting: May 2018
May 2019
Related Documents:
[Rubric for Dispositions ELED.doc](#)

Field Placement/Internship Evaluation - Danielson Framework, Domain 4 (Active)

Target: Criteria:
Ones should not be on the final evaluation. If a candidate has a one on the final evaluation this may result in either failure of the practicum or an incomplete with a contract.
The final average must be 2.5.
Schedule for Data Collection: May 15
Schedule for Data Analysis & Reporting: May 15

Related Goals

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Core Themes

Core Theme 1.1 - General Education. Undergraduates complete a general education package that helps them develop foundational skills, acquire knowledge in a breadth of disciplinary domains, and interact productively across differences.

Core Theme 1.3 - Contribution to Critical Conversations. Promote opportunities beyond campus for students and faculty to broaden their understanding of and contribute to conversations about critical issues within our society and world.

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Outcome: 2.1 Differentiation

Teacher candidates will differentiate their teaching to meet the needs of the diversity of students within their classrooms? (InTASC 1,2)

Outcome Status: Active

OutcomeType: Student Learning Outcome

Assessment Tools

Field Placement/Internship Evaluation - 375/475 CT and Supervisor Danielson Evaluation (Active)

Target: Domain 3: Instruction

Ones should not be on the final evaluation. If a candidate has a one on the final evaluation this may result in either failure of the practicum or an incomplete with a contract.

The final average must be 2.5.

Schedule for Data Collection: May 15 of each year

Schedule for Data Analysis & Reporting: At the end of 375 and 475 student teaching

Related Goals

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Outcome: 4.1 Unit Planning and Assessment

Teacher candidates will design and plan a unit that integrates assessment into the learning and teaching process? (InTASC 3)

Outcome Status: Active

OutcomeType: Student Learning Outcome

Assessment Tools

Presentation/Performance - edTPA scores for Task 1, rubric 5 and edTPA scores for Task 3, rubrics 11,12, 13, 14, and 15 (Active)

Target: Students should have an average score of 3.0

Schedule for Data Collection: May 15 of each year.

Schedule for Data Analysis & Reporting: Yearly

Capstone Assignment - Rubric Unit Overview in ELED 371 and 414 (Active)

Target: Students will have a 3 above in all categories

Schedule for Data Collection: May 15

Schedule for Data Analysis & Reporting: May 15

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Field Placement/Internship Evaluation - Danielson Domain 1 and 3 (Active)

Target: Criteria:

Ones should not be in the final evaluation. If a candidate has a one on the final evaluation this may result in either failure of the practicum or an incomplete with a contract.
The final average must be 2.5.

Schedule for Data Collection: May 15

Schedule for Data Analysis & Reporting: May 15

Related Goals

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Outcome: 5.1 Lesson Planning and Assessment

Teacher candidates will plan and implement a series of lessons that are designed to foster student learning? (InTASC 7,8)

OutcomeType: Student Learning Outcome

Assessment Tools

Capstone Assignment - Rubric Unit Overview in ELED 371 and 414
(Active)

Target: All students will score a 3 or above.

Schedule for Data Collection: May 15 of each year.

Schedule for Data Analysis & Reporting: Annually

Portfolio Review - edTPA scores for Task 1, rubrics 1, 2, 3, 4 and Task 2 6, 7, 8, 9, 10 (Active)

Target: All students must have 3's in all categories

Schedule for Data Collection: May 15

Schedule for Data Analysis & Reporting: Annually

Field Placement/Internship Evaluation - Danielson Domain 2 (Active)

Target: Criteria:

Ones should not be in the final evaluation. If a candidate has a one on the final evaluation this may result in either failure of the practicum or an incomplete with a contract.
The final average must be 2.5.

Schedule for Data Collection: May 15

Schedule for Data Analysis & Reporting: Annually

Related Goals

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Outcome: 6.1 Assessment and Evaluation

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Teacher candidates will evaluate the learning of their P-6 students to describe student progress, plan for increased student learning, and implement their observations in their teaching? (InTASC 6)

OutcomeType: Student Learning Outcome

Assessment Tools

Portfolio Review - edTPA scores for Task 4, rubrics 16, 17, and 18 (Active)

Target: All students will score 3 or above.

Schedule for Data Collection: May 15 of each year

Schedule for Data Analysis & Reporting: Annually

Related Goals

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Outcome: 7.1 Professional Dispositions

Teacher candidates have the professional dispositions that will empower them to actively and successfully implement the conceptual framework ideals of Think Critically, Transform Practice and Promote Justice, within their teaching practice? (InTASC 7, 8, 10)

OutcomeType: Student Learning Outcome

Assessment Tools

Field Placement/Internship Evaluation - Danielson Domain 4

(Active)

Target: Criteria:

Ones should not be in the final evaluation. If a candidate has a one on the final evaluation this may result in either failure of the practicum or an incomplete with a contract.

The final average must be 2.5.

Schedule for Data Collection: May 15 of each year.

Schedule for Data Analysis & Reporting: Annually

Related Goals

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