

Teacher Education Department: Vision and Mission

Vision:

In our research and practice we seek to create a community that inspires and prepares teachers who are skilled, introspective, and knowledgeable; collegial, responsive, and responsible; caring and equitable; and reflective agents of change.

Mission:

In pursuit of the preceding vision, we scholar-practitioners adhere to the following core principles:

Core Principles:

- 1) **Equity, social justice, and care:** We prepare teachers to promote equity, respect, and caring for all persons. Our program engages teacher candidates to develop an educational philosophy, grounded in theory, research, and the socio-political context of schooling, towards challenging social, ecological, and educational injustice.
- 2) **Justifiable student-centered pedagogy:** Our practice-based program develops teacher candidates' abilities to (1) reflect deep content knowledge of the disciplines, (2) make student-centered pedagogical choices informed by theory and research, and (3) leverage cultural wealth to empower students.
- 3) **Wholistic Education and Advocacy for all Students:** We prepare collaborative and resilient teachers to attend to the social, emotional, and cultural dimensions of the student, particularly from historically marginalized populations.
- 4) **Lifelong Learning through Reflection and Critical Inquiry:** We prepare teachers to commit to inquiry to inform their efforts to create inclusive, relevant, rigorous, transformative educational experiences attuned to students' identities.

Candidate Professional Dispositions

We embed the four principles above in course work and field experiences to prepare teacher candidates who reflect the following professional dispositions through their actions:

Skilled, Introspective, and Knowledgeable

- Demonstrate pedagogical content knowledge and a passion for discipline-specific lifelong learning
- Make decisions informed by theory and research
- Commit to ongoing inquiry reflecting ever-changing student needs
- Value critical thinking, problem solving, and learning to use one's mind well

Collegial, Responsive, and Responsible

- Collaborate with colleagues, other professional partners, families, and community members
- Contribute actively in learning experiences
- Respond constructively to meet field and course work obligations

Caring and Equitable

- Recognize teaching as moral, ethical, and political work
- Believe that every student can learn
- Challenge prejudice and bias

- Attend to social and emotional dimensions of teaching and learning
- Cultivate reciprocal, respectful, and caring relationships
- Ensure affirming, inclusive, and equitable treatment of all

Reflective Agents of Change

- Understand teacher's role in school system and reform
- Seek opposing views and constructive critique
- Question beliefs and practices, including one's own
- Commit to ongoing inquiry
- Commit to creating just, civil, and democratic learning spaces

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