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Mission of the College of Education

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Mission of the College of Education

Abstract

We believe in preparing informed, dynamic professionals who will be sensitive to the unique and diverse learning styles of their students by designing instruction that is appropriately responsive to cultural differences that are inherent in their classrooms. Ultimately, the goal of the unit is to produce teacher candidates who recognize and respect the complexity of the world in which they live, to welcome the challenges associated with differentiating instruction to accommodate varying styles of learning, and function as advocates for educational quality and social justice for all learners.

Keywords

Standard II, Education, Mission

**Kean University
College of Education**

Mission Statement

The mission of the College of Education, based on our conceptual framework, is to prepare informed, dynamic professionals for diverse settings who:

1. believe that all children are capable of learning.
2. demonstrate a broad background in humanities, mathematics, and the sciences, have an in-depth understanding of one academic discipline, and apply this knowledge and understanding in their professional settings;
3. think creatively and critically in solving educational problems and make sound decisions based on their knowledge of theory;
4. design and integrate a variety of instructional strategies and technologies matched to appropriate diverse learning styles;
5. accurately assess, analyze, and monitor student learning; make appropriate adjustments to instruction, and have a positive effect on all students;
6. recognize, respect and respond appropriately to individual and cultural differences;
7. establish professional and collaborative relationships among all educational stakeholders;
8. commit to be life-long learners and advocates of quality schooling for all.

PHILOSOPHY, PURPOSE, AND GOALS

Our philosophy, purposes, and goals are rooted in our beliefs. Beliefs are psychologically held understandings, premises, and propositions about the world. One's beliefs may be influenced by many factors including, among others, family, culture, and experience. The Kean University College of Education has framed and articulated its beliefs about teacher education. When the Conceptual Framework committee revisited this set of beliefs in spring 2007, we found them to continue to articulate the philosophy of the College of Education.

- We believe that quality learning for students depends on quality learning for educators and their ability to demonstrate the impact they have on their students' learning. (Darling-Hammond, 2006; Levine, 2006)
- We believe that each program must articulate specific knowledge, skills, and dispositions

related to how its graduates will promote teaching and learning. (Kohn, 2004; Grant, 1997)

- We believe that all educators need to be willing and able to participate as collegial partners with the school community including students' families to enhance school/classroom improvement. (Furger, 2006; Fullan & Hargreaves, 1996)
- We believe that all educators must appreciate and celebrate diversity and cultural understanding among all people in a free, democratic society (Villegas & Lucas, 2002; McFalls & Cobb-Roberts 2001; Gay, 2002; Becker & Couto, 1996).
- We believe that our candidates have a right to high-quality preparation programs that provide opportunities for reflection and self-improvement. (Darling-Hammond, 2006; LePage, Darling-Hammond, Akar, Gutierrez, Jenkins-Gunn, Rosebrock, 2005; Brubacher, Case, & Reagan, 1994)
- We believe that our College of Education is responsible for preparing educational leaders who are willing and able to be agents of change. (Ackerman & Mackenzie, 2006; Haberman, 2004; Sirotnik & Associates, 2002; Hoy & Miskel, 1996)
- We believe that educators have an ethical responsibility to make a difference in the lives of their students. (Weinbaum, 2007; Guskey, 1988)

(Adopted April 1998 and reaffirmed October 2001; April 2007)