

Keene State College Educator Preparation Program
Mission, Vision & Shared Values and Beliefs

The mission of the Educator Preparation Program at Keene State College is the foundation for the work we do; our vision is the inspiration of what we hope to become; our shared values and beliefs address expectations for our candidates and graduates.

Mission Statement

The mission of Educator Preparation is to work in collaboration with B-12 partners to prepare competent, reflective teachers and other professional school personnel who utilize best teaching practices and create developmentally appropriate educational environments for diverse learners. We integrate liberal arts with discipline-specific knowledge and professional preparation for each program we offer, and incorporate state and national standards for each specialty area.

Vision Statement

The vision of Educator Preparation is to graduate professionals in the field of education who are advocates for social justice and equity, possess intellectual and personal integrity, and are responsive to the needs of all students in a constantly evolving world.

Shared Values and Beliefs

Keene State College Educator Preparation faculty, in collaboration with cooperating professionals, generated four themes to further elaborate on our shared mission and vision. These themes weave through our curriculum for beginning teachers and advanced-level professionals at both the undergraduate and graduate levels.

The Keene State College Educator Preparation Program and its licensure areas strive to prepare educational professionals who:

- Explore the dynamic nature of the teaching and learning process
- Demonstrate professional and ethical behaviors that meet high expectations and standards
- Understand the world from multiple perspectives
- Contribute to a just and equitable world

Theme 1: Explore the dynamic nature of the teaching and learning process

Teaching and learning occur in many settings and are influenced by developmental, social, cultural, economic, and personality variables including teacher candidates and students. Teacher candidates, therefore, utilize multiple differentiated instructional strategies, implement authentic assessment

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approaches, reflect on the success of each learning experience and their contribution to that experience, and develop a deep understanding of developmentally appropriate practices that contribute to the teaching and learning process.

Teacher candidates participate in various authentic Birth to grade 12 (B-12) field experiences in order to facilitate the development of knowledge, skills, and dispositions to address the learning needs of diverse populations. Careful planning, reflection, and the ability to take risks and try new approaches support the growth of successful educators who are lifelong learners.

Theme 2: **Demonstrate professional and ethical behaviors that meet high expectations and standards**

Faculty and cooperating professionals strive to model ethical behavior, facilitate reflective practice, and encourage advocacy for the benefit of children, their families, and the educational system. Therefore, understanding the role of teachers and other professional school personnel as educational leaders, acceptance of the need to foster good communication skills, cooperation and collaboration with families, students, and colleagues, and experience with conflict resolution strategies are all fundamental to professionalism.

Knowledge and acceptance of personal responsibility for one's actions, respect and empathy for others, a clear understanding of the legal mandates and moral obligations of the profession, and the ability to implement ones' values in the real world are all important components of ethical behavior. Faculty and cooperating professionals support candidates as they develop their ability to clearly articulate standards, to construct their own knowledge, to assess progress toward meeting those standards, and to reflect on personal and professional growth.

Theme 3: **Understand the world through multiple perspectives**

The demographics of the KSC student body and the region in which we are located do not fully reflect the diversity of the United States and of the world. Therefore, we are especially committed to guiding our candidates to develop an understanding and respect for all people and cultures, and for the impact of globalization on our educational systems.

The concept of multiple perspectives includes knowledge of the diversity of learning styles and abilities, personal, cultural, and economic backgrounds, historical and philosophical approaches, and the contexts in which these differences interact. We live in an increasingly pluralistic society where awareness of and reflection about multiple perspectives serves to enrich our experiences and support the development of critical thinking toward equity and justice. It is important for educators to possess the capacity to promote understanding of how contemporary issues and world events influence B-12 students, their families, and the environments in which they work and learn.

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Theme 4: Contribute to a just and equitable world

Teaching and educational systems are impacted by global, political, social, economic, and cultural change. Therefore, teachers and other professional school personnel, who have significant influence and impact on their B-12 students, must emphasize the importance of embracing the political nature of education, developing a sense of service to the community, and working to become advocates for all learners and their families. When educational professionals see themselves as citizens of the global world who work for inclusion, diversity, and access of opportunity for all learners, they model the importance of developing respect for each other as unique humans and affirm individual viewpoints and experiences. We strive for transformative experiences that motivate our graduates to advocate for their students, their communities, and the world.