Vision and Mission of the Educator Preparation Program

Vision Statement

The Educator Preparation Program at Furman University prepares educators who are scholars and leaders.

Mission of the Program

Furman University prepares teachers and administrators to be scholars and leaders who use effective pedagogy, reflect thoughtfully on the practice of teaching, and promote human dignity. Specifically, educators who are scholars and leaders have in-depth knowledge and understanding of their discipline; use evidence-based practice for effective teaching and communication; and are caring and thoughtful individuals who respond sensitively to the needs and experiences of all students and others with whom they interact.

Furman is committed to a program of educator preparation that calls for collaborative, interdependent efforts throughout the academic community. Furman's Educator Preparation Program is anchored in the university's commitment to the liberal arts, encompassing the humanities, fine arts, mathematics, and social and natural sciences as the essential foundation for developing intellectually competent educators.

Program Standards

Furman University prepares educators who exemplify proficiency in standards related to educator effectiveness. The program of teacher preparation aligns to the South Carolina Expanded ADEPT\(^1\) and PADEPP\(^2\) standards for educators and the defining characteristics of the Profile of the South Carolina Graduate: world-class knowledge, world-class skills, and life and career characteristics. Furman's program aligns to national standards including InTASC\(^3\), ISTE\(^4\), NBTPS\(^5\), CAEP\(^6\) standards for accreditation, SPA standards for specialized programs, and Professional Standards for Educational Leaders, formerly ISLLC\(^7\). Furman's program of teacher preparation is nationally recognized by NCATE\(^8\), now CAEP.

Candidates develop mastery of the InTASC core teaching standards as they progress through the program:

- **The Learner and Learning**
  - Learner Development
  - Learning Differences
  - Learning Environments
• Content Knowledge
  o Content Knowledge
  o Application of Content

• Instructional Practice
  o Assessment
  o Planning for Instruction
  o Instructional Strategies

• Professional Responsibility
  o Professional Learning and Ethical Practice
  o Leadership and Collaboration

In addition, candidates are mentored to ensure they can respond effectively and sensitively to the needs and experiences of all students and others with whom they interact. Upon acceptance to and throughout their program of study, undergraduate and graduate candidates are expected to demonstrate the following key dispositions:

• Timeliness/Time Management
• Attendance
• Appearance/Dress
• Confidentiality
• Honesty/Integrity
• Poise/Attitude/Self-Efficacy
• Cooperation/Collaboration
• Communication
• Caring/Rapport
• Sensitivity to Individual Differences
• Sensitivity to Cultural Differences
• Reflectiveness/Responsiveness
• Initiative/Leadership
• Active Learner

Program’s Commitment to Technology and Diversity

Technology

In preparing educators as scholars and leaders, Furman's Educator Preparation Program acknowledges the crucial role of technology as a means to locate information, transmit knowledge, gain conceptual understanding, and achieve occupational ambitions. School leaders, teachers, and students must therefore acquire the knowledge, skills, and dispositions that will enable them to solve problems and use technology as a tool for collaborating and communicating
effectively. This objective is all the more urgent in light of the explosive growth of digital media, as well as the impact of emerging technologies. Furman's program aligns to ISTE standards and candidates are assessed on the ability to use technology for learning.

Diversity

Furman's Educator Preparation Program is committed to preparing educators who, as scholars and leaders, understand and appreciate the diverse nature of learners and their cultures. Furman recognizes the continuing role that schools, teachers, and school leaders play in fostering acceptance and celebration of diversity, both individually and collectively. As a result, we are committed to diversifying our own pool of teacher candidates, as well as their field placements. Candidate dispositions, including Caring, Sensitivity to Individual Differences, and Sensitivity to Cultural Differences, are assessed at program transition points.

1 ADEPT – Assisting, Developing, and Evaluating Professional Training  
2 PADEPP – Program for Assisting, Developing, and Evaluating Principal Performance  
3 InTASC – Interstate Teacher Assessment and Support Consortium  
4 ISTE – International Society for Technology in Education  
5 NBPTS – National Board for Professional Teaching Standards  
6 CAEP – Council for the Accreditation of Educator Preparation  
7 ISLLC – Interstate School Leaders Licensure Consortium  
8 NCATE - National Council for Accreditation of Teacher Education