

Boyce College TEP Student Handbook For Teacher Candidates



BOYCE
COLLEGE

Department of Teacher Education

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Teacher as Servant-Leader

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FORWARD

This handbook serves as a guide for the teacher candidates of the Boyce College teacher preparation unit as they prepare for admission to the Teacher Education Program (TEP), and as they work through the program to meet the standards required of professional teachers. The handbook is divided into five major sections: I. Philosophical Foundations of the Boyce TEP; II. Teacher Candidate Program Requirements; III. Teacher Education Program Guides; IV. Forms and Assessments of the TEP; V. Appeals Procedures.

Each teacher candidate should be thoroughly aware of the information as presented in this handbook. It should be used as a reference source to assist the teacher candidate in the completion of the TEP requirements.

Every effort is made to maintain current information in this handbook; however, changes in this handbook may occur without notice. The Department of Teacher Education of Boyce College reserves the right to make any necessary changes without prior notice. These changes may be dictated by actions of the Boyce College Council on Teacher Education (CTE). Teacher candidates of the Teacher Education Program must remain up-to-date by regular communication with the assigned academic advisor and by attending all required meetings for teacher education candidates where current information is dispensed.

The terminology “teacher candidate” in any official Boyce College publication is defined as a person enrolled full- or part-time in the teacher education preparation program. *Candidates* are distinguished from students in P-12 schools. As much as possible, this distinction is made throughout all official Boyce College teacher preparation unit documents.

SECTION I

PHILOSOPHICAL FOUNDATIONS

Unit Mission

The Boyce teacher preparation unit functions under the division of Applied Studies and provides the major of Teacher Education, culminating in the Bachelor of Science (BS) degree. Consistent with the mission of Boyce College and The Southern Baptist Theological Seminary, the teacher preparation unit seeks to prepare students for service leadership roles throughout the world as professional educators in the public schools, in the Southern Baptist Convention (SBC) and other Christian schools, and on the international mission field. Boyce teacher educators are trained to be totally committed to the Bible as the Word of God, to the Great Commission as their mandate, and to service as their calling. Therefore, the Boyce teacher preparation unit is founded on the philosophy of a Christian worldview which interprets personal, social, and historical events through biblical tenets, and which is committed to the principles of Christian teaching in personal, professional, and social relationships.

The primary purpose of the Boyce Teacher Education Program (TEP) is to provide Christ-centered quality teacher education, preparing teacher candidates for both Christian and public school teaching. The Teacher Education program includes instruction in theological ministry studies, in the content knowledge of the arts and sciences, and in professional teacher education (knowledge, skills, and dispositions). All instruction is provided to teacher candidates to equip them for professional leadership as a Christian teacher and service in a world of diversity. In conjunction with the general Mission of the college, the teacher preparation unit strives to achieve the following specific goals:

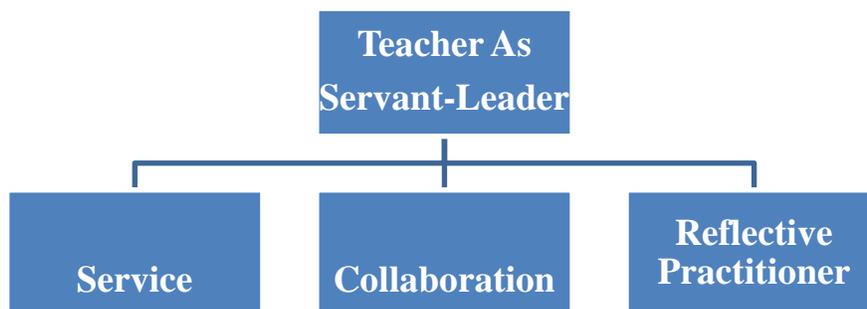
- Equip and train teachers for carrying out the Great Commission of Matthew 28:18-20.
- Impart knowledge of and appreciation for people with diverse backgrounds.
- Instill teachers with a knowledge and understanding of the principles and practices of American education.
- Impart knowledge in both the arts and sciences and biblical studies.
- Integrate the appropriate academic disciplines into a coherent Christian worldview.
- Develop the professional skills of pedagogy based on recognized “best practices” for teaching in schools.
- Foster competency in the dispositions for the professional teacher.
- Provide leadership and professional service opportunities for teacher candidates in the P-5 school and community.
- Develop qualities of servant-leadership in the teacher candidates that will impact their professional careers.

Unit Vision

It is the **vision** of the Boyce Teacher Education Program to educate teachers who recognize the importance and value of teaching as a profession, and the need for effective leadership and service in the field of education. As both a teacher and servant-leader, the Boyce teacher candidate is trained to understand that effective leadership as a teacher begins in the classroom, that success as a servant-leader in the school setting will depend on the establishment of the professional learning community model that fosters cooperation and collaboration with the other professionals in the school, and works to focus the school on learning and not on teaching. To assist in the achievement of this vision the Boyce candidate is taught to be aware of the multi-faceted nature of educating and leading individual learners: that each learner exists in a diverse society with a unique background; that all learners come to the education arena with different physical, emotional, intellectual, social, and spiritual needs; and that teachers who successfully meet these needs must be committed to student learning.

Unit Theme

The Boyce teacher preparation unit theme is the **teacher as servant-leader**. Under this overarching theme we have adopted three sub-themes or qualities that we believe are necessary to develop teachers as servant-leaders. These qualities are **service, collaboration, and the teacher as a reflective practitioner** and they serve as the valued dispositions of the Boyce teacher preparation unit. We believe these 3 dispositions are the core of what constitutes the teacher as servant leader. All aspects of the Boyce teacher preparation unit, the course work, the field experiences, and the clinical experiences, are designed to develop these qualities with the goal of developing the **teacher as a servant-leader**.



Unit Goals

To develop the teacher as servant-leader, the three major qualities of **knowledge, skills, and dispositions** form the superstructure of the Boyce teacher preparation unit conceptual framework (See *Conceptual Framework* document) through which all program components function. We believe that these qualities are the major goals for the unit, and that the research supports the interactive nature of these areas in the development of a **teacher as servant-leader**. These unit goals are also in alignment with the goals of Boyce College to train leaders for various social and church-related roles, then with the Kentucky Teacher Standards (KTS), and finally with the professional association standards for elementary teacher education, Association for Childhood Education International (ACEI).

Unit Dispositions

The “attitudes, values, and beliefs” (dispositions) that we believe are important to foster **service, collaboration, and the teacher as a reflective practitioner** are listed below.

NOTE: These 3 dispositions and the descriptors below each one are the areas of assessment for the *Dispositions Questions* which are administered in the *ED 200 Introduction to Teacher Education* course and *ED 490 Supervised Teaching for Elementary* course on the student LiveText e-portfolio.

The 3 Valued Boyce TEP dispositions and their descriptors:

1. Service:

The teacher as servant-leader...

- 1.1 believes that the teacher is a servant first, before becoming an effective leader.
- 1.2. values opportunities to serve in the school, community, or professional organizations that have potential for positive impact on the professional environment of the school as a learning community.

- 1.3. believes that relationships with others is based on integrity, honesty, and the value of each individual as a person and what each can contribute to the school as a professional learning community.

2. Collaboration:

The teacher as a collaborator...

- 2.1. values diversity as a fact of life that gives all individuals their own distinctive, and God-given abilities.
- 2.2. recognizes that effective communication is a primary skill for effective collaborative leadership.
- 2.3. believes that collaboration is necessary to develop a school culture of a professional learning community (PLC).

3. Reflection:

The teacher as a reflective practitioner...

- 3.1 knows that personal growth of knowledge is a life-long process necessary for professional growth and effective servant-leadership.
- 3.2. believes that insights gained from teaching experience must be used for improved future teaching experiences that will lead to improved student learning.
- 3.3. recognizes the value of assessment data as a major source of information for reflection to improve daily teaching for student learning and as a source for planning personal professional development.

Unit Standards and Professional Code of Ethics

The Boyce teacher preparation unit is a standards-based program with all components of the unit aligned strictly with the ten Kentucky Teacher Standards (KTS) and with the Association of Childhood Education International (ACEI). Course content, field and clinical experiences, the e-portfolio, and assessments are designed to develop the 6 state standards for teacher preparation units of Kentucky and the ten Kentucky Teacher Standards (KTS) and the ACEI standards for training effective professional teachers. Candidates who complete the Boyce Teacher Education Program will be evaluated for meeting these standards. The Boyce teacher preparation unit is also committed to the professional code of ethics adopted by the state for all certified personnel of Kentucky schools. Candidates are required to commit to these ethical principles as part of the preparation for teacher education.

KENTUCKY TEACHER STANDARDS FOR TEACHER PREPARATION UNITS

Kentucky Teacher Standards- Initial Level Performance

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

The teacher demonstrates a current and sufficient academic knowledge of the certified content areas to develop student knowledge and performance in those areas

- 1.1 Communicates concepts, processes, and knowledge**
Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct, and appropriate for students.
- 1.2 Connects content to life experiences of students.**
Effectively connects most content, procedures, and activities with relevant life experiences of students.
- 1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.**
Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.
- 1.4 Guides students to understand content from various perspectives.**
Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.
- 1.5 Identifies and addresses students' misconceptions of content.**
Identifies misconceptions related to content and addresses them during planning and instruction.

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

- 2.1 Develops significant objectives aligned with standards.**
States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.
- 2.2 Uses contextual data to design instruction relevant to students.**
Plans and designs instruction based on conceptual (i.e., student, community, and/or cultural) and pre-assessment data.
- 2.3 Plans assessments to guide instruction and measure learning objectives.**
Prepares assessments that measure student performance on each objective and help guide teaching.
- 2.4 Plans instructional strategies and activities that address learning objectives for all students.**
Aligns instructional strategies and activities with learning objectives for all students.
- 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.**
Plans instructional strategies that include several levels of learning that require higher order thinking.

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 3.1 Communicates high expectations.**
Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.
- 3.2 Establishes a positive learning environment.**
Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.

- 3.3 Values and supports student diversity and addresses individual needs.**
Uses a variety of strategies and methods to support student diversity by addressing individual needs.
- 3.4 Fosters mutual respect between teacher and students and among students.**
Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.
- 3.5 Provides a safe environment for learning.**
Creates a classroom environment that is both emotionally and physically safe for all students.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.**
Uses a variety of instructional strategies that engage students throughout the lesson on tasks assigned with learning objectives.
- 4.2 Implements instruction based on diverse student needs and assessment data.**
Implements instruction based on contextual information and assessment data.
- 4.3 Uses time effectively.**
Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.
- 4.4 Uses space and materials effectively.**
Uses classroom space and materials effectively to facilitate student learning.
- 4.5 Implements and manages instruction in ways that facilitate higher order thinking.**
Instruction provides opportunity to promote higher-order thinking.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assess learning and communication results to students and others with respect to student ability to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 5.1 Uses pre-assessments.**
Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.
- 5.2 Uses formative assessments.**
Uses a variety of formative assessments to determine each student's progress and guide instruction.
- 5.3 Uses summative assessments.**
Uses a variety of summative assessments to measure student achievement.
- 5.4 Describes, analyzes, and evaluates student performance data.**
Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.
- 5.5 Communicates learning results to students and parents.**
Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.
- 5.6 Allows opportunity for student self-assessment.**
Promotes opportunities for students to engage in accurate self-assessment of learning.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to supports instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- 6.1 Uses available technology to design and plan instruction.**
Uses technology to design and plan instruction.
- 6.2 Uses available technology to implement instruction that facilitates student learning.**
Uses technology to implement instruction that facilitates student learning.
- 6.3 Integrates student use of available technology into instruction.**
Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.
- 6.4 Uses available technology to assess and communicate student learning.**
Uses technology to assess and communicate student learning.
- 6.5 Demonstrates ethical and legal use of technology.**
Ensures that personal use and student use of technology are ethical and legal.

STANDARD 7: REFLECTS AND EVALUATES TEACHING AND LEARNING.

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

- 7.1 Uses data to reflect and evaluate student learning.**
Reflects on and accurately evaluates student learning using appropriate data.
- 7.2 Uses data to reflect on and evaluate instructional practice.**
Reflects on and accurately evaluates instruction practice using appropriate data.
- 7.3 Uses data to reflect on and identify areas for professional growth.**
Identifies areas for professional growth using appropriate data.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 8.1 Identifies students whose learning could be enhanced by collaboration.**
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.
- 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.**
Designs a plan to enhance student learning that includes all parties in the collaborative effort.
- 8.3 Implements planned activities that enhance student learning and engage all parties.**
Implements planned activities that enhance student learning and engage all parties.
- 8.4 Analyzes data to evaluate the outcomes of collaborative efforts.**
Analyzes student learning data to evaluate the outcomes of collaboration and identifies next steps.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

- 9.1 Self assesses performance relative to Kentucky's Teacher Standards.**

- Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.
- 9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.**
Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
- 9.3 Designs a professional growth plan that addresses identified priorities.**
Designs a clear, logical professional growth plan that addresses all priority areas.
- 9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.**
Shows clear evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

- 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.**
Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time requirement.
- 10.2 Develops a plan for engaging in leadership activities.**
Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.
- 10.3 Implements a plan for engaging in leadership activities.**
Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.
- 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.**
Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.

ACEI Standards

DEVELOPMENT, LEARNING, AND MOTIVATION

Standard 1. Development, learning, and motivation

Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

CURRICULUM

Standard 2.1. English language arts Candidates demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

Standard 2.2. Science

Candidates know, understand, and use fundamental concepts in the subject matter of science--including physical, life, and earth and space sciences--as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

Standard 2.3. Mathematics.

Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

Standard 2.4. Social studies Candidates know, understand, and use the major concepts and modes of inquiry from the social studies--the integrated study of history, geography, the social sciences, and other related areas--to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Standard 2.5. The arts

Candidates know, understand, and use--as appropriate to their own knowledge and skills--the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students

Standard 2.6. Health education

Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

Standard 2.7. Physical education

Candidates know, understand, and use--as appropriate to their own understanding and skills--human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

Standard 2.8. Connections across the curriculum

Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues

INSTRUCTION

Standard 3.1. Integrating and applying knowledge for instruction

Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community

Standard 3.2. Adaptation to diverse Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Standard 3.3. Development of critical thinking, problem solving and performance skills

Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

Standard 3.4. Active engagement in learning Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

Standard 3.5. Communication to foster learning Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT

Standard 4. Assessment for instruction

Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM

Standard 5.1. Practices and behaviors of developing career teachers Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

Standard 5.2. Reflection and evaluation Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

Standard 5.3. Collaboration with families

Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children.

Standard 5.4. Collaboration with colleagues and the community

Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

SECTION II: TEACHER CANDIDATE PROGRAM REQUIREMENTS

Three Checkpoint System of Assessment

The overall system of assessment for all teacher candidates occurs in the three checkpoints of the Boyce Teacher Education Program, which serve as monitoring checkpoints for each teacher candidate. Definite assessments are required for each teacher candidate in each of the 3 checkpoints. The assessments serve as criteria for completing that checkpoint, and are linked to at least one of the Kentucky Teacher Standards, to the theme and sub-themes, and to the three core components of knowledge, skills, and dispositions, of the Conceptual Framework of the Boyce teacher preparation unit. This assessment process attempts to assure that each of the teacher candidate program completers have met all program standards, have acquired the necessary knowledge, have developed the relevant skills for effective teaching, have demonstrated the required dispositions for the profession of teaching, and have proven themselves to be servant-leaders.

Continuous Assessment Plan: The Three Checkpoints of the TEP

Checkpoint # 1 Assessment Criteria for Admission to the Teacher Education Program

Knowledge Assessments

1. Beginning September 1, 2012, admission to an undergraduate initial certification educator preparation program shall require the following:
 - 1) A cumulative grade point average of 2.75 on a 4.0 scale
 - 2) Successful completion of a minimum of 15 credits of college course work (Transferred and Boyce courses combined, or Boyce courses alone)
 - 3) Successful completion of the following pre-professional skills assessments (PPST) of basic knowledge administered by the Educational Testing Service with the corresponding minimum score:
 1. a. "Pre-Professional Skills Test: Mathematics" (0730) -174; or
b. "Computerized Pre-Professional Skills Test: Mathematics" (5730) - 174;
 2. a. "Pre-Professional Skills Test: Reading" (0710) – 176; or
b. "Computerized Pre-Professional Skills Test: Reading" (5710) – 176; and
 3. a. "Pre-Professional Skills Test: Writing" (0720) – 174; or
b. "Computerized Pre-Professional Skills Test: Writing" (5720) – 174.
2. Course Requirements
 1. Pass EN 101: Minimum grade of "C"- (Collaboration disposition #2.2)
 2. Pass ED 200: Minimum grade of "C"
 3. Pass all General Education Core, Biblical and Theological, and/or Related Studies courses taken prior to TEP application: Minimum grade of "C"- (Reflection disposition #3.1).

NOTE: Any course with a final grade lower than a C- must be repeated and passed with a grade no lower than C- before being admitted to the TEP (Checkpoint #1) and/or before being admitted to Supervised Teaching (Checkpoint #2).

Skills Assessments

1. Communication Skills:
 - a. Write *Philosophy of Education (ED 200)*
 - b. Impromptu writing assessment. (ED 200)
 - c. Oral communication skills assessed in individual interview

Dispositions Assessments

- a. Complete *Boyce Teacher Candidate Dispositions Questionnaire (ED 200)* (Pre-assessment of all dispositions for sub-themes of service: 1.1-1.3, collaboration: 2.1-2.3; and teacher as reflective practitioner: 3.1-3.3)
- b. Write initial Professional Development Plan (PDP) based on feedback from the *Dispositions Questions*

Servant-Leadership Assessments

Be an active member of the Boyce student pre-professional organization (Christian Educators Association International, CEAI) and participate in service activities of the CEAI.

Checkpoint # 2: Assessment Criteria for Admission to Supervised Teaching

Knowledge Assessments (Assessment of Reflection disposition #3.1)

1. Knowledge of Teaching Content and Pedagogy: Pass all Curriculum Contract courses for teacher education major with minimum grade of “C-”, and maintain minimum GPA 2.75.
Mean Score 2.0 on Field Experience Evaluation Form- Item #1
General Knowledge: Maintain GPA of 3.0 for last 30 credit hours before application to Supervised Teaching.

Skills Assessment

1. Pedagogical Skills:
 - a) Write and teach lesson plans for evaluation by Field Experience teacher (TPA Format: See TPA Lesson Plan Format, page 21) in all teaching methods courses: Mean score of 2.0 on Field Experience Evaluation Form, Item #'s 6-10 Rubrics mean score of 2.0 (KTS Rubrics #2 - #5) for all teaching lessons taught during field experiences and as shown on the LiveText e-portfolio.
2. Professional Education Skills:
 - a. All Professional Educ courses: Mean score 2.0 on Field Experience Evaluation Form, Item #'s 14-18 (Collaboration Skills), and Item #'s 19-22 (Reflection Skills). Mean score of 2.0 on KTS rubrics #7 and 8).
3. Technology Skills: Maintain current e-portfolio with technology-related artifacts (Power Point, interactive whiteboard, document camera etc.)

Dispositions Assessments

1. Mean Score of 2.0 on Field Experience Evaluation Form, Item #'s 11-22 for all FE teacher evaluations.

2. Mean Score 2.0. on KTS Rubrics #'s 7,8,10 during teaching lessons of field experience to assess valued dispositions of service, collaboration, and teacher as reflective practitioner.

Servant-Leadership Assessments

1. Be active in student pre-professional organization: Christian Educators Association International.

Diversity Knowledge and Skills Assessments

1. Mean Score 2.0 on Field Experience Evaluation Form, Item #'s 23-28, "Diversity Knowledge and Skills"

Checkpoint # 3 – Assessment Criteria for TEP Exit

Knowledge Assessments (Assessment of KTS #1, using KTS rubric #1)

1. Teaching Content Assessment: Demonstrate knowledge of teaching area content during teaching of lessons; two evaluations by the cooperating teacher and four by the college supervisor during ED 490.
2. Knowledge of Lesson Planning: Demonstrate knowledge of lesson planning during teaching of lessons; two evaluations by the cooperating teacher and two by the college supervisor. (Assessment of KTS #2, using KTS rubric #2)
3. Knowledge of Teaching Strategies: Demonstrate knowledge of appropriate teaching strategies during teaching of lessons; two evaluations by the cooperating teacher and two by the college supervisor. (Assessment of KTS #2, using KTS rubric #2)
4. Knowledge of classroom management: In the course ED 490 Supervised Teaching semester develop knowledge of classroom management and discipline and design a classroom management strategy. (Assessment of KTS #3, using KTS rubric #3)
5. Knowledge of Assessment: Demonstrate knowledge of assessment during teaching of lessons; two evaluations by the cooperating teacher and two by the college supervisor. (Assessment of KTS #5, using KTS rubric #5)
6. Knowledge of Technology: Demonstrated in the planning and teaching of lessons and the TPA Unit; Continued development of e-portfolio. (Evaluated by the college supervisor using KTS rubric #6).
7. Knowledge of Program of Studies and Kentucky Core Content: Demonstrated in lesson planning, and application of the TPA unit, and evaluated by the cooperating teacher and college supervisor.
8. Knowledge of Unit Plan: Demonstrated in planning of the TPA Unit and evaluated by the college instructor of Supervised Teaching (Assessment using TPA Scoring Guide for each section of the candidate's TPA narrative).

Skills Assessments

1. Teaching Skills Assessment: Demonstrate teaching skills during teaching of lessons; two evaluations by the cooperating teacher and two by the college supervisor. (Assessment of KTS #4, using KTS rubric #4)
2. Assessment Skills: Demonstrate assessment skills during teaching of lessons and TPA Unit (pre-assessment, formative assessments, and summative assessment) two evaluations by the cooperating teacher and two by the college supervisor. (Assessment of KTS #5, (KTS rubric #5).
3. Technology Skills Assessment: Demonstrate use of technology in lesson and unit teaching; as seen on artifacts of the e-portfolio and as observed in teaching lesson of ED 490. Evaluated by the Coordinator of Supervised Teaching. (Assessment of KTS #6, using KTS rubric #6). Must

demonstrate effective use of PowerPoint, WebQuest, interactive whiteboard, and/or document camera etc. in teaching.

4. Leadership Skills: Demonstrate leadership in the classroom and in the school; Evaluated by the college supervisor. (Assessment of KTS #10, using KTS rubric #10)
5. Classroom Management Skills: Demonstrated in the creation of a “community of proactive learners” and skills of classroom management during all phases of the Supervised Teaching experience. Evaluated by both the cooperating teacher on a daily basis and by the college supervisor’s observations and checklists. (Assessment of KTS #3, using KTS rubric #3)

Dispositions Assessments (Service, Collaboration, Reflection)

1. Boyce Teacher Dispositions Questions summative assessment: Completed during seminar sessions of the ED 490 Supervised Teaching course. Evaluated by the Supervised Teaching Supervisor.
2. KTS Rubrics #'s 7-10: Completed during observations of the teacher candidate in the classroom and the school.
3. Mean Score of 2.5 on Final Teacher Candidate Evaluation Form, Item #'s 11-22

Servant-Leadership Assessments

1. Service Leadership Assessment: Demonstrated by the student teacher in a school leadership role during student teaching. This service project should deal with the area of diversity. Evaluated by the leader of the program in the school using:
 - KTS Rubric #10, min. score: 3, and
 - FE Evaluation Form, Item #'s 11-13, Mean Score of 2.5

Diversity Knowledge and Skills Assessment

1. FE Evaluation Form, Item #'s 23-28, evaluated by cooperating teacher.
2. Diversity Awareness Assessment for Pre-service Educators, completed as a self-assessment by the teacher candidate during a seminar of ED 490 and used as information for the final Professional Development Plan

License Testing Requirements if continuing with a MAT from Liberty University

The following is for an Elementary Education Endorsement. If you want another type of endorsement, please see Dr. Tucker for more information.

VCLA: Virginia Communication and Literacy Assessment - Required for **INITIAL** licensure in Virginia

<i>Minimum scores</i>	Writing	Reading	Composite
http://www.va.nesinc.com/	235	235	470

VRA: Virginia Reading Assessment (prior to 7/2011) - Required for Elementary or Special Education licensure in Virginia (^See below). Note: *VRA 002* required for Reading Specialist licensure in Virginia OR

RVE: Reading for Virginia Educators Elementary and Special Education Assessment (after 7/2011) – Required for Elementary or Special Education licensure in Virginia (www.ets.org)

^See below. Note: *VRA 002* required for Reading Specialist licensure in Virginia Note: *RVE: Reading Specialists Assessment* is required for Reading Specialist licensure in Virginia

Praxis II

Elementary Education	0014	143	Elementary Education: Content Knowledge
	(or 5014)		Elementary Education: Content Knowledge (electronic)
	^ VRA001	235	Virginia Reading Assessment 001 (for Elem/SpecEd) <i>(taken before 7/2011)</i>
	^ RVE	157	Reading for Virginia Educators: Elem/SpecEd <i>(taken after 7/2011)</i>

For Praxis I or II registration and study guide please refer to <https://www.ets.org/praxis/>

SECTION III: TEP OFFICIAL DOCUMENTS

Recommended 3-Yr. Semester by Semester Schedule: Teacher Education

NOTE: Students who score below the minimum required score on the English or Communications area of the scholastic aptitude test (ACT, SAT, Praxis I), may be required to register for and successfully complete *EN 099 Foundational English*, with a grade no lower than “C”, before being permitted to take *EN 101 English Composition I*. This would cause a one semester delay in the completion of the English course requirements for making application to the Teacher Education Program (TEP).

<u>Course</u>	<u>Credits</u>	<u>Course</u>	<u>Credits</u>
<u>Freshman year-1st Semester (18 credits)</u>		<u>Freshman year-2nd Semester (18 credits)</u>	
EN 101 English Composition I	3	EN 102 English Composition II	3
MA 102 Contemporary Mathematics	3	ED 200 Introduction to Teacher Education	3
SP 105 Introduction to Public Speaking	3	GEO XXX Geography	3
MS 105 Intro to Christian Missions	3	MA 111 College Algebra	3
HS 161 World History	3	BL 111 Hermeneutics	3
ED 230 Child and Adolescent Dev	3	XX XXX Linguistics and ENL Learning Issues	3
Cumulative Credits.....	18	Cumulative Credits.....	39
<u>JTerm 1</u>		<u>JTerm 2 & 3</u>	
BL 101 Old Testament Survey I	3	BL 102 Old Testament Survey II	3
		TH 211 Theology I	3
<u>Sophomore year-1st Semester (18 credits)</u>		<u>Sophomore year- 2nd Semester (16 credits)</u>	
PH 321 Religion in the Public Square	3	SC 121 Principles of Phys Science	3
MTH XXX Statistics	3	SC 122 Physical Science Lab	1
SS 211 American Government	3	ED 410 Teaching Language Arts	3
XX XXX Reading, Writing & Speaking English	3	ED 320 Teaching Science P-5	3
HS 171 American History	3	ED 220 Teaching Exceptional Learners	3
ED 310 Teaching Elementary Math	3	ED 340 Educational Assessment	3
Cumulative Credits.....	63	Cumulative Credits.....	85
<u>JTerm 4</u>		<u>JTerm 5 & 6</u>	
BL 151 New Testament Survey I	3	TH 311 Theology III	3
TH 212 Theology II	3	BL 152 New Testament Survey II	3
<u>Junior year – 1st Semester (19 credits)</u>		<u>Junior year- 2nd Semester (10 credits)</u>	
SC 111 Principles of Biology	3	*XX XXX ENL Ins, Assessment, and Min	3
SC 112 Biology Lab	1	*XX XXXMin to ELLs/Cultural Awareness	3
EC 101 Economics	3	ED 490 Supervised Teaching: Elementary P-5	4
ED 330 Teaching Social Studies P-5	3		
TH 331 World Religions	3		
ED 420 Teaching Reading P-5	3		
EN 351 Children’s Lit	3		
Cumulative Credits.....	110	Cumulative Credits.....	120
Total Degree Required Credits.....120			
*Online class			
Personal Evangelism Seminar & Cooperative Program Seminar is required for all students.			

Teacher Performance Assessment

What is the Teacher Performance Assessment?

The Teacher Performance Assessment (TPA) is a focused collection of evidence and reflection selected from a teacher candidates' work that clearly demonstrates the new teacher candidate's efforts to analyze student learning as well as the new teacher candidate's performance on the Kentucky Teacher Standards. The TPA serves as the centerpiece of the reflective process because it includes such information as lesson plans, student work samples with evaluative comments, anecdotal records, and observation notes. Continuous and critical study of planning and instructional practice is one of the most important keys to student learning.

The TPA approach is grounded in a developmental view of teaching, recognizing that this complex, demanding profession is learned over the course of several years of study, consultation, and reflective practice. The purpose is to support teacher candidates in their development and to focus this support through a dynamic, ongoing process.

The TPA is both a process and a product. It is not a scrapbook but a representation of the teacher candidate's abilities. It provides evidence of the teacher candidate's strengths, goals, and achievements with regard to student learning. It is a factual description of a teacher candidate's teaching efforts supported by relevant data and analyzed by the candidate to show the thinking process behind the artifacts. The TPA is NOT a collection of professional development certificates and slick artwork. Rather, it is selected samples that illustrate how the teacher candidate's student learners have benefited from the teacher candidate's efforts.

The Vision:

Boyce College teacher candidates should demonstrate ability to deliver an effective instructional unit based on knowledge of both the contextual factors of the learning environment and best practices of teaching, including the employment of appropriate assessment strategies. They must also demonstrate an ability to analyze and reflect on their experiences. Boyce student teachers will demonstrate these abilities by designing and implementing a Teacher Performance Assessment (TPA) that will significantly impact student knowledge and skills. The TPA will be evaluated for the degree of impact on student learning by examining:

- Knowledge of the contextual factors and their impact on the learning situation.
- Ability to construct and deliver an instructional unit.
- Ability to select and apply appropriate assessments of learning progress.
- Learners' pre-assessment to post-assessment learning growth.
- Ability to analyze and reflect on effectiveness as a teacher through the TPA to promote professional growth.

The successful completion of the TPA not only will serve to measure the teacher candidate's growth as a professional teacher, but also will provide the teacher candidate with evidence of the application of best practices in teaching for seeking employment in the competitive job market.

What is the Teacher Performance Assessment Instructional Unit?

The TPA instructional unit includes a performance assessment in which a teacher candidate is asked to document his/her plan for instruction, design an instructional unit covering 3 to 5 lessons of instruction, plan for the assessment of learning (both pre-assessment, formative assessments, and post-assessment) and from the results of the assessments, analyze the impact of instruction on student learning, and finally reflect upon the success of the instructional unit.

A TPA Instructional Unit is required as part of the two courses, *ED 410: Teaching Language Arts* and during the student teaching semester, *ED 490 Supervised Teaching*.

TPA Lesson Plan Format

Teacher Candidate _____ **Date** _____ **Age/Grade Level** _____
of Students: _____ **# of IEP Students:** _____ **# of LEP Students:** _____
Subject _____ **Major Content** _____ **Lesson Length** _____
Unit Title _____ **Lesson Number** _____ **Title** _____

CONTEXT

1. Explain how this lesson relates to the unit study or your broad goals for teaching about the topic.
2. Describe the students' prior knowledge or the focus of the previous lesson.
3. Describe generally any critical student characteristics or attributes that will affect student learning.

OBJECTIVES

State what students will demonstrate as a result of this lesson. Objectives must be student-centered and observable/measurable. Objectives must be clearly communicated to the students.

CONNECTIONS

Explain how your objectives are connected to appropriate Common Core State Standards and Kentucky Core Content and or/Program of Studies. Use no more than two or three connections

ASSESSMENT PLAN

In tabular format, organize how objectives will be assessed. Include copies of assessment instruments and rubrics (if applicable to the lesson plan).

Objective/Assessment Plan Organizer (Sample)

Learner Objective Number	Type of Assessment	Description of Assessment	Adaptations and/or Accommodations
Objective 1	Formative	Open Response	Extra time for 2IEP students
Objective 2	Summative	Written response for student portfolio	Word banks for student with IEP

RESOURCES, MEDIA AND TECHNOLOGY

1. List the specific materials and equipment needed for the lesson. Attach copies of printed materials to be used with the students
2. If appropriate, list technology resources for the lesson including hardware, software, and Internet URLs, and be sure to cite the sources used to develop this lesson.
- 3.

PROCEDURES Describe the strategies and activities you will use to involve students and accomplish your objectives including how you will trigger prior knowledge and how you will adapt strategies to meet individual student needs and the diversity in your classroom. Appropriate Components:
 Opening/Attention, Content Presentation/Interaction, Activity and/or Assessment, Closing/Wrap-up

Documentation of teacher candidate/cooperating teacher collaboration of lesson.

Date _____ Cooperating Teacher's Signature _____

(This should happen at LEAST 2 days prior to teaching of lesson.)

GENERAL STUDIES

		Grade -	Sem./Yr-	FE Hours -	Repeat Gr.-	Transfer
EC 101 Economics	3	_____	_____	_____	_____	_____
**EN 101 English Composition I	3	_____	_____	_____	_____	_____
EN 102 English Composition II	3	_____	_____	_____	_____	_____
HS 161 World History	3	_____	_____	_____	_____	_____
HS 171 American History	3	_____	_____	_____	_____	_____
MA 101 College Algebra	3	_____	_____	_____	_____	_____
PH 321 Religion in the Public Square	3	_____	_____	_____	_____	_____
SC 111 Principles of Biology	3	_____	_____	_____	_____	_____
SC 112 Biology Lab	1	_____	_____	_____	_____	_____
SC 121 Principles of Physical Sc	3	_____	_____	_____	_____	_____
SC 122 Phys. Sc. Lab	1	_____	_____	_____	_____	_____
SP 105 Intro to Public Speaking	3	_____	_____	_____	_____	_____
SS 211 American Government	3	_____	_____	_____	_____	_____
XXXX Geography	3	_____	_____	_____	_____	_____
XXXX Statistics	3	_____	_____	_____	_____	_____

BIBLICAL AND THEOLOGICAL STUDIES

BL 111 Hermeneutics	3	_____	_____	_____	_____	_____
BL 101 Old Testament Survey I	3	_____	_____	_____	_____	_____
BL 102 Old Testament Survey II	3	_____	_____	_____	_____	_____
BL 151 New Testament Survey I	3	_____	_____	_____	_____	_____
BL 152 New Testament Survey II	3	_____	_____	_____	_____	_____
TH 211 Theology I	3	_____	_____	_____	_____	_____
TH 212 Theology II	3	_____	_____	_____	_____	_____
TH 311 Theology III	3	_____	_____	_____	_____	_____
TH 331 World Religions	3	_____	_____	_____	_____	_____
MS 105 Introduction to Christian Missions	3	_____	_____	_____	_____	_____

RELATED CONTENT STUDIES

EN 351 Children's Literature	3	_____	_____	_____	_____	_____
MA 102 Contemporary Math	3	_____	_____	_____	_____	_____
XXXXXX Linguistics and ENL Learning Is	3	_____	_____	_____	_____	_____
XXXXXX Reading, Writing, & Speaking Eng	3	_____	_____	_____	_____	_____
XXXXXX ENL Ins, Assessment & Min	3	_____	_____	_____	_____	_____
XXXXXX Min to ELL/Cultural Awareness	3	_____	_____	_____	_____	_____

PROFESSIONAL EDUCATION STUDIES

**ED 200 Intro. to Teacher Education	3	_____	_____	_____	_____	_____
ED 220 Teaching Exceptional Learners	3	_____	_____	_____	_____	_____
***ED 230 Child & Adolescent Dev.	3	_____	_____	_____	_____	_____
ED 310 Teaching Math	3	_____	_____	_____	_____	_____
ED 320 Teaching Science	3	_____	_____	_____	_____	_____
ED 330 Teaching Social Studies	3	_____	_____	_____	_____	_____
ED 340 Education Assessment	3	_____	_____	_____	_____	_____
ED 410 Teaching Language Arts P-5	3	_____	_____	_____	_____	_____
ED 420 Teaching Reading P-5	3	_____	_____	_____	_____	_____
ED 490 Supervised Teaching P-5	9	_____	_____	_____	_____	_____

** Prerequisite course for TEP Application and all TEP courses

*** Course which can be taken prior to TEP Application

Total Credits

120

Final GPA _____

Program exit requirements (GPA, portfolio, action research, other)

- GPA 2.75 overall
- GPA for final 30 credits..... 3.00
- All program course grades of a “C” or higher
- All courses completed, including Supervised Teaching Seminar
- TPA submitted with Minimum rubric score of 2.5
- Final e-portfolio evaluation with score of “Complete”.
- Praxis II Test and PLT scores submitted. It is not a requirement at Boyce College to pass these tests to receive the program degree. However, in order to receive state certification these tests be passed with the minimum cut score before granting teacher certification.

(Note: If the scores (Praxis II and PLT) are not passing by state standards, the teacher candidate must retake the test(s) until the scores are passing before the state will grant certification in the teaching area of the degree)

SECTION IV: TEP FORMS

FIELD AND CLINICAL EXPERIENCE DOCUMENTS

The Boyce Teacher Education Program field experiences are at different levels

- a. Level I Field Experiences: In the early semesters, candidates in the teacher preparation program engage in observing classroom activities and environments from the perspective of a teacher and may support the classroom teacher in working with students.
- b. Level II Field Experience: This level of experiences occurs prior to student teaching within the classroom and under the guidance of the course instructor and qualified classroom teacher. Level II field experiences are designed to give candidates an opportunity to assist teachers; observe teachers introduce new material, gradually build deep conceptual understanding; continually motivate, manage, and assess student learning and build toward rigorous learning outcomes. Working with students in small groups, helping with extra-curriculum programs, and teaching mini-lessons are examples of Level II experiences.
- c. Level III Field Experiences/Clinical Practice: During this at least 35 days of full-time experience, the candidates are required to assume full responsibilities of the classroom teacher. The student teaching phase of the program provides the most intensive experience, supervision, and feedback. The seminar that is required during clinical experience serves as a means for feedback and debriefing.

Field Experience Chart				
Level	Course	Hours	Critical Assignments	Technology
I	ED 200	5	1. Philosophy of Education 2. Boyce Dispositions (Pre-Assessment)	LiveText Philosophy of Education Autobiographical Sketch Professional Development Plan Boyce Dispositions Reflection
II	ED 220	15	1. FE TWS Lesson Plan for exceptional learners. 2. FE Teaching lessons –KTS rubrics 1-8 & Early FE Evaluation	LiveText TPA Lesson Plan Reflection
I	ED 230	10		LiveText Virtual Annotated Bibliography Reflection
II	ED 310	15	1. FE TPA Lesson Plan for Math: KTS Rubric #1-7 & Early FE Evaluation	LiveText TPA Lesson Plan Reflection
II	ED 320	15	1. FE TPA Lesson Plan for Science: KTS Rubric #1-7 & Early FE Evaluation	LiveText TPA Lesson Plan Reflection
II	ED 330	30	1. FE TPA Lesson Plan for Social Studies: KTS Rubric #1-7 & Early FE Evaluation	Live Text TPA Lesson Plan Reflection
II	ED 340	10	1. Rubrics Project: Portfolio of rubrics for elementary grades which include 3 different assessments	LiveText Rubrics for Core Subjects
II	ED 410	15	1. FE TPA Unit Lessons KTS Rubrics #1-8 & 10 & Early FE Evaluation	LiveText TPA Unit Reflection
II	ED 420	25	1. FE TPA Lesson Plan for Literacy: KTS Rubric #1-7 & Early FE Evaluation	Live Text TPA Lesson Plan Reflection
I,II	EN 351	15	1. 2 FE TPA Lesson Plan for Read Aloud Lessons: KTS Rubric #1-6 & Early FE Evaluation	LiveText TPA Lesson Plans Reflection
I	XX XXX	10		LiveText Reflection
I	XX XXX	5		LiveText Reflection
II	XX XXX	10		LiveText Reflection
II	XX XXX	20		LiveText Reflection
Total		200		

**CONFIRMATION OF 1ST VISIT
FOR FIELD EXPERIENCE**

Student: _____
Field Experience Assignment: _____ hours to be completed by week of _____
School: _____ **Assigned Teacher:** _____
Course ID: _____
Via communication with student the first visit to the class was scheduled on _____.
Teacher Signature: _____

Schedule:

Schedule the dates with the cooperating teacher of when you are planning on working in the classroom. Write down all of the dates below. This should add up to the number of hours required.

Date	# of hours

*Continue on back if necessary

TO THE STUDENT: This form is to be returned to your course instructor following the first field experience visit. This must be no later than 2 weeks following the assignment of the Field Experience teacher by the course instructor.

Teacher as Servant-Leader



Student Procedures for Field Experience

All field experience information/documents can be found on the TEP webpage. Please see that for an up to date documents. This is an overview of the procedures.

Before you begin your placement:

- ❖ Do you have your LiveText account set up? If NO then you must see Dr. Tucker (mrtucker@sbts.edu) immediately. You cannot begin Field Experience without this completed.
- ❖ Field experience students will be required to complete a Volunteer Records Check. The cost for this is \$10.00 and will be added to your student bill in accounting. The application students must complete can be accessed at <https://apps.jefferson.kyschools.us/Volunteer/>. Please notify your course instructor after you have completed the application online.
- ❖ Complete the Professionalism Confidentiality Agreement and return it to your course instructor.

When you receive your placement:

- _____ Contact your supervising teacher via e-mail to schedule a time to visit the classroom
- _____ Include your name and phone number for a return call if the teacher needs to contact you
- _____ Acquire school policies and procedures to observe when visiting, especially with regard to checking in and out of school
- _____ Keep all appointments and arrive at school promptly each time you visit
- _____ Notify the teacher immediately if you need to change a visit
- _____ Notify Dr. Tucker (mrtucker@sbts.edu) if you do NOT hear from the teacher within one week after the initial email.
- _____ Look through LiveText and be able to explain the procedures the teacher must follow. If you do not know this, please see Dr. Tucker (mrtucker@sbts.edu) BEFORE your initial visit.

First visit to the school/classroom:

- _____ Introduce yourself to the office staff and principal (if available)
- _____ Give the supervising teacher the letter from Dr. Tucker. (This is on Boyce letterhead.)
- _____ Express appreciation to the teacher for agreeing to work with you.
- _____ Discuss the subject(s) you are required to teach and ask for the times and days the subject is taught in the classroom.
- _____ Explain the time requirements for this placement (How many hours? How many lessons you must teach? You should explain you want to be active and not just sit back and observe.)

- _____ Discuss the LiveText requirements with your teacher : 1) how she/he will evaluate your performance; 2) how she/he will approve your hours. (If necessary demonstrate these procedures on LiveText)
- _____ Ask about classroom policies: rules of behavior and the teacher’s method(s) for classroom management
- _____ Complete the confirmation of 1st visit for field experience (the teacher must sign this) and return this to your course instructor to give proof of the visit.

Throughout the placement:

- _____ Share your expectations and Boyce course requirements with the teacher and seek input
- _____ Direct any concerns about your field experience to your instructor or Dr. Tucker (mrtucker@sbts.edu) in a confidential setting
- _____ Remain objective in your evaluation of the experience, avoiding negative criticism
- _____ Maintain a professional demeanor at all times and adhere to school guidelines ESPECIALLY regarding dress
- _____ Complete a Field Experience Teacher Observation Form **EACH** time you visit the school. The Field Experience Teacher Observation Forms should correspond with your time in LiveText.
- _____ Express your appreciation in an email or card to the supervising teacher at the end of the placement as he/she has volunteered time and talent to provide you a good experience.

Completion of your placement:

- _____ Be sure your LiveText information is complete. (Have you filled in all of your hours and has your teacher approved them? Are your evaluations completed?***This is VERY important, because you must have the evaluations completed before you can complete your final assignment for the class.)
- _____ Complete the Evaluation of Field Experience Cooperating Teacher By Teacher Candidate form and turn it in to your course professor.
- _____ Complete the Field Experience Reflection and turn it in to your course professor.
- _____ Turn in all of your Field Experience Teacher Observation Forms to your instructor.

Lesson Plan if this is a requirement for your course:

If your course requires you to teach a lesson:

- _____ Communicate with your cooperating teacher and discuss the objectives your lesson should meet.
- _____ Research and complete the Lesson Plan. (See TPA Lesson Plan Format).

- _____ You must MEET TO COLLABORATE WITH YOUR COOPERATING TEACHER at LEAST 2 days prior to teaching the lesson to discuss your lesson and make any needed changes. (Your cooperating teacher will need to sign the bottom of this lesson plan with the date you meet, for collaboration.)
- _____ Teach the lesson
- _____ Complete Lesson Analysis (within 2 days after teaching the lesson.)
- _____ Include all assessments and handouts when turning this in to your course instructor (This is needed because your cooperating teacher has signed it.)
- _____ Upload your lesson plan, all assessments, handouts, and Lesson Analysis to LiveText.

Remember you are representing yourself, Boyce, and our Lord throughout this experience!

If you have any questions or concerns, please contact your course instructor or Dr. Tucker (mrtucker@sbts.edu) 502-897-4820.

Field Experience Teacher Observation Form

This form is to be completed following EVERY field experience placement visit.

Teacher Candidate Name: _____ Date _____

Which teaching strategy or strategies was the cooperating teacher using during the lesson? Mark all that apply.								
Technology	Visuals	Handouts	Grouping vs. Whole Class	Co-teaching	Use of children to assist	Question/Answer Approach	Other	None
Which co-teaching strategy was used during the lesson? Mark all that apply.								
One Teach One Observe	Station Teaching	Parallel	Alternative	Team Teaching	One teach One assist	None		
Which classroom management strategies did the cooperating teacher use? Mark all that apply.								
Rewards (verbal praise, objects, time etc.)	Punishment (isolation or parental meeting or administrative help or take away something etc.)	Negative point system (name on board, checkmarks etc.)	Positive point system (extra recess, etc.)	Whole class rewards	Whole class punishments	Other		
Were other school personnel in the classroom during time in the classroom?								
No			Yes			If yes, what is their job title?		
Which of these assessments did the teacher use?								
Pre-Assessment	Formative Assessment	Summative Assessment		None				
Were any students removed from the classroom during the lesson for a specific resource teacher or class?								
Yes				No				
Any other information you want to report about this day of field experience?								

Evaluation of Field Experience Cooperating Teacher

By Teacher Candidate

In the interest of maintaining high standards of quality in our Field Experience Program, the Education Department at Boyce College seeks teacher candidate's perceptions of their experiences. Please mark your responses to each item. Use the following scale when responding to each question:

1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree IK – Insufficient Knowledge

When you mark strongly agree or disagree with any item, please comment at the end of the questionnaire under "Additional Comments".

Cooperating Teacher's Name: _____

School: _____

1. My cooperating teacher was enthusiastic about having a teacher candidate.	1	2	3	4	IK
2. My cooperating teacher made me feel like a part of the teaching team.	1	2	3	4	IK
3. My cooperating teacher offered helpful, constructive criticism.	1	2	3	4	IK
4. Communication between my cooperating teacher and myself was frequent.	1	2	3	4	IK
5. My cooperating teacher offered specific advice to remedy weaknesses.	1	2	3	4	IK
6. My cooperating teacher encouraged independence but was available to help.	1	2	3	4	IK
7. My cooperating teacher provided adequate supervision.	1	2	3	4	IK
8. My cooperating teacher served as a valuable model.	1	2	3	4	IK
9. My cooperating teacher guided me as I completed all requirements for Field Experience.	1	2	3	4	IK
Additional Comments:					

Thank you for taking the time to complete this important evaluation.

Field Experience Reflection

This must be completed at the end of every field experience placement.

Teacher Candidate Name _____
 Boyce Class Code _____
 School/Grade _____
 Cooperating Teacher _____
 Semester _____

A. Diversity

In your classroom how many students were in each category? (If you do not know, ask your supervising teacher.)

Boys	
Girls	

ELL: English Language Learner	
SLD: Specific Learning Disabilities	
ADHD: Attention Deficit Hyperactive Disorder	
ADD: Attention Deficit Disorder	
CD: Communication Disorder	
SD: Speech Disorder	
LD: Language Disorder	
ED: Emotional Disorder	
BD: Behavior Disorder	
MD: Mental Disorder	

American India or Alaska Native	
Asian	
Black or African American, non Hispanic	
Native Hawaiian or Other Pacific Islander	
Hispanic or Latino	
White, non-Hispanic	
Two or more races	
Race/ethnicity unknown	
Other	
Students receiving free/reduced price lunch	
English Language Learners	
Students with disabilities	

What was the ethnicity of your supervising teacher? _____

From the data of the diverse demographics give examples of diversity through classroom conditions that have implications for teaching (i.e. linguistics, cultural and/or achievement developmental level differences that create instructional concerns in the classroom) and evidence of diversity in the learning environment.

B. RESOURCES

Describe the resources (equipment, technology and supplies) available to you.

C. ASSISTANCE

Mark the phrase(s) that describe the types of help available to you

_____ instructional assistant(s) _____ parent volunteers _____ peer (student) tutors
 _____ resource teachers _____ classroom teacher _____ Other (please specify)

D. PATTERNS OF ACHIEVEMENT

Indicate the number of students for each pattern of achievement

_____ Below grade level _____ At grade level _____ Above grade level

E. IMPLICATIONS FOR INSTRUCTION

Describe two or three ways that you will use the factors identified above in your planning and instruction.

ADMISSION TO TEP FORMS

ADMISSION TO TEACHER EDUCATION PROGRAM (TEP) APPLICATION

(Please, type or print)

Candidate:

Date: _____

_____ **Local Address:** _____ **Tel.:** _____
Last First Middle I. Maiden

_____ **Permanent Address:** _____ **Tel.:** _____
Street City State Zip Code

_____ **E-mail Address:** _____ **Social Security Number:** _____
Street City State Zip Code

Date of Birth: ____/____/____ **Gender:** __M, __F **Marital Status:** __Single, __Married

Ethnicity (Check one): __ Non-resident Alien, __ Black, not Hispanic Origin, __ American Indian or Alaskan Native
 __ Asian/Pacific Islander, __ Hispanic, __ White, not Hispanic

Classification(s) (check all that apply):

__ Freshman __ Sophomore __ Junior __ Senior __ Full-Time __ Part-Time
 __ New __ Continuing __ Transfer __ Post Baccalaureate

Major Area: __ Elementary Ed., **Academic Advisor:** _____

Grade Point Average (GPA) (min. 2.75 required for TEP admission): _____,

Credit Hours Completed: _____ (min. 30)

Date of Admission to Boyce College _____, **Projected Graduation Date:** _____

Letter Grade Achieved: EN 101 ____; ED 200 ____; ED 210 ____;

Most Recent Praxis I (PPST) Scores:

Mathematics (0730 or 5730 Computerized) _____ (Minimum 174 Required)
 Reading (0710 or 5710 Computerized) _____ (Minimum 176 Required)
 Writing" (0720 or 5720 Computerized) _____ (Minimum 174 Required)

NOTE:

1. Applicants must fill out all forms **completely** with appropriate information.
2. **ALL** items on the checklist (See Checklist below) must be received by the set deadline.
3. Application packets with missing items will **NOT** be accepted.

I hereby apply to the Boyce College Council on Teacher Education (CTE) for admission to the Teacher Education Program (TEP). I have attached appropriate documentation as evidence that I have achieved each of the following criteria for admission to the TEP:

1. A minimum of 15 semester credit hours successfully passed at Boyce College.
2. A completed *Vital Data Form* (See above).
3. Proof of passing Praxis I - PPST ScoreS
4. A cumulative grade point average of 2.75 or above on a scale of 4.0.
5. Completion and passing of the prerequisite courses: EN 101 & ED 200
6. All "C" grade or higher for courses completed at Boyce College
7. The *Required Documents* listed in the Checklist for TEP Application (See below).
8. All *Required E-Portfolio Entries* listed in the Checklist for TEP Application (below)
9. An advisor signed current *Curriculum Contract* for the Elementary Education P-5 major.

I authorize Boyce College to submit confidential credentials to the Council on Teacher Education for evaluation to determine my compliance with Boyce College standards and regulations for admission to the Teacher Education Program. Furthermore, I certify that answers submitted are true and accurate to the best of my knowledge. Falsified statements on this application or other documents, unsatisfactory academic progress, failure to maintain appropriate credentials, or disciplinary action by Boyce College against me, shall be considered sufficient cause for the Council on Teacher Education (CTE) to remove me from the Teacher Education Program and any rights and privileges related thereto.

Name (Print): _____

Signature: _____

Date: _____

PROFESSIONAL CODE OF ETHICS COMMITMENT FORM

Each teacher candidate of the Boyce Teacher Education Program is required to read and accept the Kentucky Professional Code of Ethics as written below. As part of the process to be admitted to the Boyce TEP, please read and then signature on the designated line below to indicate your personal and professional commitment to this code of ethics.

Professional Code of Ethics For Kentucky Certified School Personnel

Certified School Personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach.
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all.
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession.

To Students

1. Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.
2. Shall respect the constitutional rights of all students.
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students.
4. Shall not use professional relationships or authority with students for personal advantage.
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
6. Shall not knowingly make false or malicious statements about students or colleagues.
7. Shall refrain from subjecting students to embarrassment or disparagement.
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

To Parents

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.
2. Shall endeavor to understand community cultures and diverse home environments of students.
3. Shall not knowingly distort or misrepresent facts concerning educational issues.
4. Shall distinguish between personal views and the views of the employing educational agency.
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To the Education Profession

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession.
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
4. Shall not use coercive means or give special treatment in order to influence professional decisions.
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

I hereby promise to abide by this code of ethics as a professional teacher:

Signature

Date

CHECKLIST FOR ADMISSION TO TEACHER EDUCATION PROGRAM

The checklist below lists all of the requirements for admission to the Boyce Teacher Education Program. On the line after each of the items, record the date you completed that requirement or place a check after it, and attach the documents which verify the completion of each requirement. Please make certain that each attached document is clearly identified for its purpose in this application process:

TEP ADMISSION REQUIREMENT

1. GPA And Praxis I Test Score (Record date for each)

2. DATE
- Praxis I _____
 - 1. a. "Pre-Professional Skills Test: Mathematics" (0730) -174; or Score; _____
 - b. "Computerized Pre-Professional Skills Test: Mathematics" (5730) - 174; Score; _____
 - 2. a. "Pre-Professional Skills Test: Reading" (0710) – 176; or Score; _____
 - b. "Computerized Pre-Professional Skills Test: Reading" (5710) – 176; and Score; _____
 - 3. a. "Pre-Professional Skills Test: Writing" (0720) – 174; or Score; _____
 - b. "Computerized Pre-Professional Skills Test: Writing" (5720) – 174. Score; _____
 - GPA Minimum 2.75 (Transcript) _____

3. Boyce College Transcript: The Following Coursework with Minimum Grade of “C”:

- EN 101 *English Composition I* : Final Grade=_____ Check _____
- ED 200 *Introduction to Teacher Education*: Final Grade=_____ Check _____
- Minimum 15 credit hours completed toward the EE degree Boyce & Transferred Courses combined) Check _____
- Minimum grade of “C” on all EE major courses taken at Boyce College Check _____

4. Required Documents: (Hard copy submitted for TEP Permanent Folder)

- *Philosophy of Education*----- Check _____
- Impromptu writing sample----- Check _____
- Signed copy of the professional *Code of Ethics*----- Check _____
- A personal *Autobiographical Sketch* ----- Check _____

5. Required E-portfolio Entries (All Documents must be uploaded to LiveText)

- *Philosophy of Education* - (ED 200 assignment)----- Check _____
- *Autobiographical Sketch* –(ED 200 assignment)----- Check _____
- *Boyce Teacher Dispositions Questionnaire* –(ED 200 assignment)----- Check _____
- Professional Development Plan based on Dispositions Questionnaire----- Check _____
- *TPA Lesson Plan* for a topic in your major (KTS Standard 2)----- Check _____

6. Updated Curriculum Contract signed by advisor (Status Sheet) Check _____

Teacher as Servant-Leader

SUPERVISED TEACHING FORMS

Admission to Supervised Teaching Application

Boyce College
Department of Teacher Education

Candidate: _____ (_____) **Date:** _____
Last First Middle I Maiden

Local Address: _____ **Tel.:** _____
Street City State Zip Code

Permanent Address: _____ **Tel.:** _____
Street City State Zip Code

E-mail Address: _____ **Social Security Number:** _____

Date of Birth: ____/____/____ **Gender:** __M, __F **Marital Status:** ____Single, ____Married

Ethnicity (Check one): ____ Non-resident Alien, ____ Black, not Hispanic Origin, ____ American Indian or Alaskan Native
 ____ Asian/Pacific Islander, ____ Hispanic, ____ White, not Hispanic

Classification(s) (check all that apply):

____ Freshman ____ Sophomore ____ Junior ____ Senior ____ Full-Time ____ Part-Time
 ____ New ____ Continuing ____ Transfer ____ Post Baccalaureate

Major Area: ____ Elementary Ed., **Academic Advisor:** _____

Grade Point Avg. (min. 2.75 overall & 3.00 for last 30 credit hours required for Supervised Teaching Admission):
 Comprehensive GPA: _____; Last 30 Credits GPA: _____

Credit Hours Completed: _____

Date of Admission to Boyce College _____ **Projected Graduation Date:** _____

Praxis I PPST Scores: Math _____; **Reading** _____; **Writing** _____

NOTE:

1. Applicants must fill out all forms **completely** with appropriate information.
2. **ALL** items on the checklist (See attached Checklist) must be received by the set deadline.
3. Application packets with missing items will **NOT** be accepted.
4. All letters of recommendation should be sent **directly** to the Boyce College, Department of Teacher Education, Box 1734, 2825 Lexington Road, Louisville, KY 40280

It is the applicant's responsibility to ensure that all letters of recommendation are received by the set deadline.

Teacher as Servant-Leader

CHECKLISTS AND FINAL APPLICATION TO SUPERVISED TEACHING

The checklist below lists all of the requirements for admission to Supervised Teaching. On the line after each of the items, place a check mark for each one you have completed and attach the documents which verify the completion of each requirement. Please make certain that each attached document is clearly identified for its purpose in this application process:

SUPERVISED TEACHING ADMISSION REQUIREMENT

Part I. General Requirements	<u>Check</u>
1. Admission to Boyce TEP (Copy of letter of notification of admission to Boyce TEP) -----	_____
2. Copy of <i>Curriculum Contract</i> : (signed by advisor) (Showing all coursework either completed or in process) -----	_____
3. Copy of official transcript: (No grades below "C")-----	_____
4. Current E-portfolio (All course required artifacts uploaded to LiveText) -----	_____
5. Physical Exam: (Physicians report hard copy; must show results of TB test) -----	_____
6. Criminal Records background check (Signed and dated form by legal authorities) -----	_____
7. Liability insurance: (Proof of membership in CEAI) -----	_____
8. Letters of Recommendation: (4)	
1. Faculty Member of teacher education major -----	_____
2. Faculty member of General Education or Biblical Studies --	_____
3. 2 Field Experience cooperating teachers-----	_____

Part II Assessments

Check Sheet for Record of Assessments for Admission to Supervised Teaching

<u>Knowledge Requirements</u>	<u>Fulfilled: Yes/No</u>
All TEP Program Courses "C" or Better:	___ Yes ___ No
Overall GPA of 2.75 or Higher:	___ Yes ___ No
Last 30 credit hours GPA of 3.0 or higher:	___ Yes ___ No
"Knowledge" evaluation from FE (FEEF) - Mean Sc. 2.0	___ Yes ___ No
<u>Skills Requirements</u>	<u>Fulfilled: Yes/No</u>
Written TPA Lesson Plans for Field Experience Teaching Lessons	___ Yes ___ No
TPA Unit Narrative: Rubric Score Mean for all Sections = 2.0	___ Yes ___ No
KTS Rubrics Mean Sc. 2.0 of KTS Rubrics 2,3,4,5, for all FE Teaching Lessons	___ Yes ___ No
"Prof. Knowledge and Skills" evaluation of <i>FE Evaluation Form</i> (FEEF) Items 5-10, Mean Score – 2.0	___ Yes ___ No
Technology Skills: Updated LiveText e-portfolio for All Courses	___ Yes ___ No
<u>Dispositions Requirements</u>	<u>Fulfilled: Yes/No</u>
"Dispositions Questionnaire" Mean Sc. 2.0 for 9 Questions	___ Yes ___ No
Collaboration-KTS Rubric #8-Mean Sc. 2.0 for all Assessed FE Lessons	___ Yes ___ No
Reflection - KTS Rubric #7 - Mean Sc. 2.0 for all Assessed FE Lessons	___ Yes ___ No
Service - Completion of <i>ED 480 FE: Service</i> Hours w/LT Rubric Score of 2.0	___ Yes ___ No
KTS Rubrics #'s 7,8,10 of FE teaching lessons of ED 380, & 420:	___ Yes ___ No

(Expected Mean Sc.-2.0)

- “Service Dispositions” FE evaluation Items 11-13- Mean Sc. 2.0 ___ Yes ___ No
- “Collaboration Dispositions” FE evaluation Items 14-18 - Mean Sc. 2.0 ___ Yes ___ No
- “Reflections Dispositions” FE evaluation Items 19-23 - Mean Sc. 2.0 ___ Yes ___ No
- Servant Leadership - Active Member of CEAI - SP ___ Yes ___ No

Part III - Official Signatures

Notification Letter for Supervised Teaching: After reviewing the documents of Parts I and II above, a letter of notification will be sent to you to “accept” or “reject” your application for Supervised Teaching from the Chair of the Boyce Department of Teacher Education. If “Accepted” you will be automatically registered for Supervised Teaching for the next semester. If “Rejected” you may correct any deficiency and reapply.

I hereby apply to the Council on Teacher Education (CTE) for admission to Supervised Teaching. I have complied with all requirements for admission to Supervised Teaching for the (spring) (fall) semester of _____ (year). I have attached all documentation as listed in the above checklist as evidence that I have complied with all requirements for admission to Supervised Teaching. I also understand that I must successfully complete the remaining coursework for this current semester of enrollment, and must successfully complete with minimum grades of “C”.

I also understand the school placement I receive for Supervised Teaching is at the discretion of the Boyce Coordinator for Supervised Teaching, according to the availability of cooperating teachers for Supervised Teaching in the schools of Jefferson County and surrounding areas.

Signature: _____ **Date:** _____

Statement of Authorization, Qualification for Teacher Certification, and Removal from Supervised Teaching:

I authorize Boyce College to submit confidential credentials to the Council on Teacher Education for evaluation to determine my compliance with Boyce College standards and Kentucky state regulations for admission to Supervised Teaching. I understand that if I am admitted to Supervised Teaching, it is my responsibility to abide by the Code of Ethics for professional teachers in the state of Kentucky and that I am subject to the same rules and regulations that apply to the teachers and staff of the school where I may perform my student teaching duties. Furthermore, I certify that information submitted for this application to be admitted to Supervised Teaching are true and accurate to the best of my knowledge, and that the documents submitted are my own. I finally recognize that falsified statements on this application or on the submitted documents, unsatisfactory academic progress, failure to maintain appropriate credentials, failure to abide by the rules and regulations of the school where I am placed for the student teaching, or disciplinary action by Boyce College against me, shall be considered sufficient cause for the Council on Teacher Education to remove me from Supervised Teaching and that I shall forfeit any rights and privileges related thereto upon my removal.

Name (Print): _____

Signature: _____

Date: _____

SECTION V: TEP ASSESSMENT PROCEDURES AND INSTRUMENTS

Disposition Assessment

Initial Evaluation of the Valued Dispositions

Students are administered the dispositions questionnaire during ED 200 and ED 490. This questionnaire allows the student to reflect on the units chosen theme of “Teacher as a Servant Leader” and the sub themes (dispositions) of service, collaboration, and teacher as reflective practitioner. During both the ED 200 and ED 490 classes the students answer the questions on LiveText and then the answers are evaluated and scored using a Likert Scale ranging from 1-3.

The rating scale is:

- 1: Off Target
- 2: Below Target
- 3: On Target

The procedure for students learning the results and modifications (if needed) of the answers includes the following:

Step 1: After students complete each question, they are scored by the course professor. The course professor gives written feedback for each of the student’s responses to the 9 dispositions questions and allows the student to discuss individually the results of the answers.

Step 2: Students who perform “on target” (average) continue in the program.

Step 3: Students who perform “below target” (average) or “off target” (average) are required to participate in a feedback discussion with the course professor who rated the student. During the meeting the professor speaks with the student regarding the assessment and together they create a plan to modify or change behavior. A copy of this feedback from the professor is placed in the LiveText portfolio and is available to the faculty advisor and CTE committee.

Field Experience Evaluations of the Valued Dispositions

Step 4: While in field experience, the TEP LiveText course evaluation administrator develops and posts rubrics for evaluating knowledge and skills of the dispositions demonstrated by the teacher candidate during field experience. The partner school professional teacher evaluates the dispositions (and other areas of assessment) of the field experience student or teacher candidate during student teaching, using the required posted rubric for evaluation of candidate performance.

Step 5: A spreadsheet is compiled of students who are “off target” in any area (service, reflection, and collaboration) during one of the education classes or field experience. These students are required to attend a 1 hour workshop focusing on the development of the identified dispositions held at the end or beginning of the semester.

Assessment Instruments

Teacher Candidate Field Experience Evaluation Form

(Based on performance standards of the Kentucky Teacher Standards and valued dispositions of the Boyce TEP)
Boyce College Department of Teacher Education

Teacher Candidate: _____ **Email Address:** _____
last name first name m.i.

Cooperating Teacher: _____ **Email Address:** _____
last name first name m.i.

Semester: ___ Spr. ___ Fall **Year:** _____ **Course:** _____ **Instructor:** _____

Evaluation Instructions: For each item check the appropriate level you observed, using the following scale:

0= Unsatisfactory (Please include explanation under "Comments" below for "0" scores)

1= Below Expectations 2= Meets Expectations 3= Exceeds Expectations N= Not Observed

PROFESSIONALISM	0	1	2	3	N
1. Professional appearance and demeanor					
2. Punctuality and attendance					
3. Positive and enthusiastic attitude					
4. Initiative in professional tasks (e.g. planning, meetings, leadership, etc.)					
PROFESSIONAL KNOWLEDGE AND SKILLS...	0	1	2	3	N
5. Demonstrates knowledge of teaching content. (KTS #1)					
6. Demonstrates skills of lesson planning for effective student learning. (KTS #2)					
7. Develops a positive learning environment. (KTS #3)					
8. Demonstrates awareness of diversity in the educational process (diverse learners, colleagues, and approaches to teaching). (KTS #4)					
9. Applies assessment skills and feedback for more effective learning (KTS #5)					
10. Uses appropriate technology to promote learning (KTS #6)					
DISPOSITIONS FOR SERVICE.	0	1	2	3	N
11. Displays an attitude of servitude with colleagues, parents, and supervisors					
12. Demonstrates equitable and respectful behavior toward all types of diverse learners					
13. Demonstrates qualities of servant-leadership					
DISPOSITIONS FOR COLLABORATION...(KTS #8)	0	1	2	3	N
14. Communication skills (fluent, clear, grammatically correct)					
15. Collaborates with others to promote a professional learning community.					
16. Works effectively in group situations					
17. Demonstrates respect for other views, opinions, and approaches to teaching					
18. Manages group dynamics meaningfully					
DISPOSITIONS FOR TEACHER AS A REFLECTIVE PRACTITIONER (KTS #7)	0	1	2	3	N
19. Commitment to continuous improvement (demonstrates a reflective quality)					
20. Accepts constructive criticism and reflects upon the need to modify her/his behavior					
21. Varies teaching strategies and materials to address individual learner needs					
22. Practices skills of the teacher as a reflective practitioner (Makes instructional changes to accommodate student learning)					
DEMONSTATION OF DIVERSITY KNOWLEDGE AND SKILLS	0	1	2	3	N
23. Sets high expectations for all learners to achieve individual excellence (KTS #3)					
24. Exhibits persistence in helping all children achieve success					
25. Shows respect for the diverse nature of learning and for the diversity of each student					
26. Seeks to understand each student's various skills, interests and family background.					
27. Recognizes the community nature of the school with different religions, ethnicities, and cultural norms.					
28. Helps learners to value their own potential and to value others also.					

COMMENTS: (Please use reference numbers above related to your comments)

KTS TEACHING OBSERVATION RUBRICS

Kentucky Teacher Standards Rubrics

Standard 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

Directions: After observations of the teacher candidate in teaching lessons, circle one of the rubric levels. Then follow directions for that level with regard to the indicators

1	2	3	4
NOVICE	DEVELOPING	PROFICIENT	DISTINGUISHED
<p>The teacher candidate <u>fails to demonstrate a current and sufficient academic knowledge of the certified content areas</u> to develop student knowledge and performance in those areas.</p> <p>No indicators performed.</p>	<p>The teacher candidate demonstrates <u>limited academic knowledge of the certified content areas</u>.</p> <p>Check the indicators below that the candidate performed adequately.</p>	<p>The teacher candidate demonstrates <u>sufficient academic knowledge of the certified content areas</u> to develop student knowledge and performance in the content areas.</p> <p>Check the indicators below to show the candidate's strengths.</p>	<p>The teacher candidate demonstrates <u>exemplary academic knowledge of the certified content areas</u> to develop student knowledge and performance in the content areas.</p> <p>The candidate performed all indicators below.</p>

Indicators:

- _____ Communicates concepts, processes, and knowledge.
- _____ Connects content to life experiences of students.
- _____ Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
- _____ Guides students to understand content from various perspectives.
- _____ Identifies and addresses students' misconceptions of content.

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

Directions: After observations of the teacher candidate in teaching lessons, circle one of the rubric levels. Then follow directions for that level with regard to the indicators

1	2	3	4
NOVICE	DEVELOPING	PROFICIENT	DISTINGUISHED
<p>The teacher candidate <u>poorly designs/plans instruction</u> that develops student abilities to grow through the instruction.</p> <p>No indicators below are performed.</p>	<p>The teacher candidate <u>shows limited ability to design/plan instruction</u> that develops student abilities to grow through the instruction.</p> <p>Check the indicators below that the candidate performed adequately.</p>	<p>The teacher candidate demonstrates <u>sufficient ability to design/plan instruction</u> that develops student abilities to grow through the instruction.</p> <p>Check the indicators below to show the candidate's strengths.</p>	<p>The teacher candidate demonstrates <u>exemplary ability to design/plan instruction</u> that develops student abilities to grow through the instruction.</p> <p>The candidate performed all indicators below.</p>

Indicators:

- _____ Develops significant objectives aligned with standards.
- _____ Uses contextual data to design instruction relevant to students.
- _____ Plans assessments to guide instruction and measure learning objectives.
- _____ Plans instructional strategies and activities that address learning objectives for all students.
- _____ Plans instructional strategies and activities that facilitate multiple levels of learning.

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

Directions: After observations of the teacher candidate in teaching lessons, circle **one** of the rubric levels. Then follow directions for that level with regard to the indicators.

1	2	3	4
NOVICE	DEVELOPING	PROFICIENT	DISTINGUISHED
The teacher candidate <u>fails to create a learning climate</u> that supports the development of student abilities to grow through the instruction. No indicators below are performed.	The teacher candidate <u>shows limited ability to create a learning climate</u> that develops student abilities to grow through the instruction. Check the indicators below that the candidate performed adequately.	The teacher candidate demonstrates <u>sufficient ability to create a learning climate</u> that develops student abilities to grow through the instruction. Check the indicators below to show the candidate's strengths.	The teacher candidate demonstrates <u>exemplary ability to create a learning climate</u> that develops student abilities to grow through the instruction. The candidate performed all indicators below.

Indicators:

- _____ Communicates high expectations.
- _____ Establishes a positive learning environment.
- _____ Values and supports student diversity and addresses individual needs.
- _____ Fosters mutual respect between teacher and students and among students.
- _____ Provides a safe environment for learning.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

Directions: After observations of the teacher candidate in teaching lessons, circle **one** of the rubric levels. Then follow directions for that level with regard to the indicators.

1	2	3	4
NOVICE	DEVELOPING	PROFICIENT	DISTINGUISHED
The teacher candidate <u>fails to introduce, implement, manage instruction</u> that develops student abilities to grow through the instruction. No indicators below are performed.	The teacher candidate <u>shows limited ability to introduce, implement, manage instruction</u> that develops student abilities to grow through the instruction. Check the indicators below that the candidate performed adequately.	The teacher candidate demonstrates <u>sufficient ability to introduce, implement, manage instruction</u> that develops student abilities to grow through the instruction. Check the indicators below to show the candidate's strengths.	The teacher candidate demonstrates <u>exemplary ability to introduce, implement, manage instruction</u> that develops student abilities to grow through the instruction. The candidate performed all indicators below.

Indicators:

- _____ Uses a variety of instructional strategies that align with learning objectives and actively engage students.
- _____ Implements instruction based on diverse student needs and assessment data.
- _____ Uses time effectively.
- _____ Uses space and materials effectively.
- _____ Implements and manages instruction in ways that facilitate higher order thinking.

STANDARD 5: THE TEACHER ASSESS AND COMMUNICATES LEARNING RESULTS

Directions: After observations of the teacher candidate in teaching lessons, circle **one** of the rubric levels. Then follow directions for that level with regard to the indicators.

1	2	3	4
NOVICE	DEVELOPING	PROFICIENT	DISTINGUISHED
The teacher candidate <u>fails to assess learning and communicate results</u> to students and others with respect to student growth resulting from the instruction. No indicators below are performed.	The teacher candidate <u>shows limited ability to assess learning and communicate results</u> to students and others with respect to student growth resulting from the instruction. Check the indicators below that the candidate performed adequately.	The teacher candidate demonstrates <u>sufficient ability to assess learning and communicate results</u> to students and others with respect to student growth resulting from the instruction. Check the indicators below to show the candidate's strengths.	The teacher candidate demonstrates <u>exemplary ability to assess learning and communicate results</u> to students and others with respect to student growth resulting from the instruction. The candidate performed all indicators below.

Indicators:

- _____ Uses pre-assessments to establish baseline knowledge and skills for all students.
- _____ Uses formative assessments to determine each student's progress and guide instruction.
- _____ Uses summative assessments to measure student achievement.
- _____ Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.
- _____ Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.
- _____ Allows opportunity for student self-assessment.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

Directions: After observations of the teacher candidate in teaching lessons, or in other school situations where technology may be used, circle **one** of the rubric levels. Then follow directions for that level with regard to the indicators.

1	2	3	4
NOVICE	DEVELOPING	PROFICIENT	DISTINGUISHED
The teacher candidate <u>fails to use technology</u> to support instruction or to enhance effectiveness as a professional teacher. No indicators below are performed.	The teacher candidate <u>makes limited use of technology</u> to support instruction or to enhance effectiveness as a professional teacher. Check the indicators below that the candidate performed adequately.	The teacher candidate demonstrates <u>sufficient use of technology</u> to support instruction or to enhance effectiveness as a professional teacher. Check the indicators below to show the candidate's strengths.	The teacher candidate demonstrates <u>exemplary use of technology</u> to support instruction or to enhance effectiveness as a professional teacher. The candidate performed all indicators below.

Indicators:

- _____ Uses available technology to design and plan instruction.
- _____ Uses available technology to implement instruction that facilitates student learning.
- _____ Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.
- _____ Uses technology to assess and communicate student learning.
- _____ Ensures that personal use and student use of technology are ethical and legal.

STANDARD 7: REFLECTS AND EVALUATES TEACHING AND LEARNING.

Directions: After observations of the teacher candidate in teaching lessons, or in conference with the candidate about his/her practices in reflection, circle **one** of the rubric levels. Then follow directions for that level with regard to the indicators.

1	2	3	4
NOVICE	DEVELOPING	PROFICIENT	DISTINGUISHED
The teacher candidate <u>fails to . reflect on and evaluate</u> specific teaching/learning situations and/or programs. No indicators below are performed.	The teacher candidate <u>shows limited use of reflecting</u> on and evaluating specific teaching/learning situations and/or programs. Check the indicators below that the candidate performed adequately.	The teacher candidate demonstrates <u>sufficient use of reflecting</u> on and evaluating specific teaching/learning situations and/or programs. . Check the indicators below to show the candidate's strengths.	The teacher candidate demonstrates <u>exemplary use of reflecting</u> on and evaluating specific teaching/learning situations and/or programs. The candidate performed all indicators below.

Indicators:

- _____ Reflects on and accurately evaluates student learning using appropriate data.
 _____ Reflects on and accurately evaluates instruction practice using appropriate data.
 _____ Uses data to reflect on and identify areas for professional growth.

STANDARD 8: COLLABORATES WITH COLLEAGUES AND/OR PARENTS AND/OR OTHERS

Directions: After discussion with the cooperating teacher and/or other teachers, or the school principal, circle **one** of the rubric levels which best applies with regard to the candidate's collaboration. Then follow directions for that level with regard to the indicators

1	2	3	4
NOVICE	DEVELOPING	PROFICIENT	DISTINGUISHED
The teacher candidate <u>fails to collaborate with colleagues, parents, and other agencies</u> to design, implement, and support learning programs for improved student learning. No indicators below are performed.	The teacher candidate <u>shows limited use of collaboration</u> with colleagues, parents, and other agencies to design, implement, and support learning programs for improved student learning. Check the indicators below that the candidate performed adequately.	The teacher candidate demonstrates <u>sufficient use of collaboration</u> with colleagues, parents, and other agencies to design, implement, and support learning programs for improved student learning. Check the indicators below to show the candidate's strengths.	The teacher candidate demonstrates <u>exemplary use of collaboration</u> with colleagues, parents, and other agencies to design, implement, and support learning programs for improved student learning. The candidate performed all indicators below.

Indicators:

- _____ Identifies students whose learning could be enhanced by collaboration.
 _____ Designs a plan to enhance student learning that includes all parties in the collaborative effort.
 _____ Implements planned activities that enhance student learning and engage all parties.
 _____ Analyzes data to evaluate the outcomes of collaborative efforts.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

Directions: After conference with the teacher candidate and/or cooperating teacher about the teacher candidate's implementation of a professional development plan, circle **one** of the rubric levels which best applies.

1	2	3	4
NOVICE	DEVELOPING	PROFICIENT	DISTINGUISHED
The teacher candidate <u>fails to . evaluate his/her overall performance</u> with respect to modeling and teaching Kentucky's learning goals, and does not implement a professional development plan. No indicators below are performed.	The teacher candidate <u>shows limited use of evaluation</u> of his/her overall performance with respect to modeling and teaching Kentucky's learning goals for the purpose of implementing a professional development plan. Check the indicators below that the candidate performed adequately.	The teacher candidate demonstrates <u>sufficient use of evaluation</u> of his/her overall performance with respect to modeling and teaching Kentucky's learning goals for the purpose of, implementing a professional development plan. Check the indicators below to show the candidate's strengths.	The teacher candidate demonstrates <u>exemplary use of evaluation</u> of his/her overall performance with respect to modeling and teaching Kentucky's learning goals, for the purpose of implementing a professional development plan. The candidate performed all indicators below.

Indicators:

- _____ Self assesses performance relative to Kentucky's Teacher Standards.
- _____ Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
- _____ Designs a clear, logical professional growth plan that addresses all priority areas.
- _____ Shows clear evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

STANDARD 10: PROVIDES LEADERSHIP IN THE SCHOOL OR COMMUNITY OR PROFESSION

Directions: After conference with the teacher candidate and/or cooperating teacher about the teacher candidate's leadership role in the school, or community, or profession, circle **one** of the rubric levels which best applies.

1	2	3	4
NOVICE	DEVELOPING	PROFICIENT	DISTINGUISHED
The teacher candidate <u>fails to . provides professional leadership within the school, community, and education profession</u> to improve student learning and well-being. No indicators below are performed.	The teacher candidate <u>provides only limited professional leadership</u> within the school, community, and education profession to improve student learning and well-being. Check the indicators below that the candidate performed adequately.	The teacher <u>candidate provides sufficient professional leadership</u> within the school, community, and education profession to improve student learning and well-being. Check the indicators below to show the candidate's strengths.	The teacher candidate demonstrates <u>exemplary professional leadership</u> within the school, community, and education profession to improve student learning and well-being. The candidate performed all indicators below.

Indicators:

- _____ Identifies and selects leadership opportunities that enhance student learning and/or professional environment of the school.
- _____ Develops a plan for engaging in leadership activities.
- _____ Implements a plan for engaging in leadership activities.
- _____ Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.

KTS Field Experience Final Evaluation Form

STUDENT NAME _____	BOYCE STUDENT ID# _____
YEAR: _____ SEMESTER: ____ Fall ____ Spring	ST MAJOR ____ Elem.Ed.
PLACEMENT TYPE ____ Single _	PLACEMENT GR. LEVEL: ____
PLACEMENT FE SCHOOL: _____	PLACEMENT FE SCHOOL DISTRICT: _____

PURPOSE OF THIS FORM: This form is to be used as the evaluation of the teacher candidate's lesson teaching. From the observation of the teacher candidate's teaching, complete each of the KTS evaluations below. All 10 standards must have an evaluation; however, if you are unable to evaluate the teacher candidate on any particular indicator, please use the "NA", meaning "Not Assessed" or not observed. The use of the "NA" must be used sparingly since it is desired to assess the teacher candidate on as many of the indicators as possible. The 10 standards below cover the important knowledge and skills that the Boyce Teacher Education Program desires for its teacher candidates to demonstrate during the field experience.

Guidelines for Assigning the Final Grade:

- A:** Candidate is *Distinguished* on at least 50% (5 of 10) of the Standards evaluations on this form, and is not below *Proficient* on any of the remaining Standards. The *Boyce Dispositions Questionnaire* is no lower than a 2.5 mean score out of the possible 3.0 and the *Boyce Teacher Dispositions Inventory* score is no lower than 85%.
- B:** Candidate is *Distinguished* on at least 50% of the Standards, and *Proficient and Developing* on all of the remaining Standards of this form. The *Dispositions Questionnaire* is no lower than a 2.5 mean score out of the possible 3.0, and the *Boyce Teacher Dispositions Inventory* is no lower than 80%.
- C:** Candidate is at least *Proficient* on most of the Standards (more than 6) and is not below *Developing* on any other Standard. The *Dispositions Questionnaire* is no lower than a 2.0 mean score out of the possible 3.0, and the *Boyce Teacher Dispositions Inventory* is no lower than 75%.
- F:** If the teacher candidate does not meet the requirements for any of the three grade categories above, the teacher candidate has not passed Student Teaching and must repeat the Supervised Teaching in a future semester.

This form is posted on LiveText under the Boyce Professional Education course related to the field experience placement. Complete the evaluation on the LiveText site as soon as the teacher candidate has completed the teaching of the assigned lesson of instruction.

NOTE FOR EVALUATOR: For a "Distinguished" Final Performance score on any Standard, the rating of "Demonstrated" the skill must be scored for a majority of the skills; that is, over 50% of the skills for each Standard (3 of 5, 2 of 3, 4 of 6 etc.)

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

1.1 Communicates concepts, processes, and knowledge	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
1.2 Connects content to life experiences of students.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
1.3 Demonstrates instructional strategies that are appropriate for content and contributes to student learning.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
1.4 Guides students to understand content from various perspectives.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
1.5 Identifies and addresses students' misconceptions of content	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
Final Standard 1 Performance	<input type="radio"/> Distinguished <input type="radio"/> Proficient <input type="radio"/> Developing <input type="radio"/> Novice

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

2.1 Develops significant objectives aligned with standards	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
2.2 Uses contextual data to design instruction relevant to students.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
2.3 Plans assessments to guide instruction and measure learning objectives.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
2.4 Plans instructional strategies that address learning objectives for all students.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
Final Standard 2 Performance	<input type="radio"/> Distinguished <input type="radio"/> Proficient <input type="radio"/> Developing <input type="radio"/> Novice

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

3.1 Communicates high expectations.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
3.2 Establishes a positive learning environment	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
3.3 Values and supports student diversity and addresses individual needs.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
3.4 Fosters mutual respect between teacher and students and among students.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
3.5 Provides a safe environment for learning	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
Final Standard 3 Performance	<input type="radio"/> Distinguished <input type="radio"/> Proficient <input type="radio"/> Developing <input type="radio"/> Novice

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
4.2 Implements instruction based on diverse student needs and assessment data.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
4.3 Uses time effectively.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
4.4 Uses space and materials effectively.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
4.5 Implements and manages instruction in ways that facilitate higher order thinking.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
Final Standard 4 Performance	<input type="radio"/> Distinguished <input type="radio"/> Proficient <input type="radio"/> Developing <input type="radio"/> Novice

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

5.1 Uses pre-assessments	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
5.2 Uses formative assessments.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
5.3 Uses summative assessments.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
5.4 Describes, analyzes, and evaluates student performance data.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
5.5 Communicates learning results to students and parents.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
5.6 Allows opportunity for student self-assessment.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
Final Standard 5 Performance	<input type="radio"/> Distinguished <input type="radio"/> Proficient <input type="radio"/> Developing <input type="radio"/> Novice

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

6.1 Uses available technology to design and plan instruction.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
6.2 Uses available technology to implement instruction that facilitates student learning	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
6.3 Integrates student use of available technology into instruction.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
6.4 Uses available technology to assess and communicate student learning.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
6.5 Demonstrates ethical and legal use of technology.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
Final Standard 6 Performance	<input type="radio"/> Distinguished <input type="radio"/> Proficient <input type="radio"/> Developing <input type="radio"/> Novice

STANDARD 7: REFLECTS AND EVALUATES TEACHING AND LEARNING

7.1 Uses data to reflect and evaluate student learning.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
7.2 Uses data to reflect on and evaluate instructional practice.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
7.3 Uses data to reflect on and identify areas for professional growth	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
Final Standard 7 Performance	<input type="radio"/> Distinguished <input type="radio"/> Proficient <input type="radio"/> Developing <input type="radio"/> Novice

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

8.1 Identifies students whose learning could be enhanced by collaboration.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
8.2 Designs a plan to enhance student learning using all parties in collaboration.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
8.3 Implements planned activities to enhance student learning and engage all parties.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
Final Standard 8 Performance	<input type="radio"/> Distinguished <input type="radio"/> Proficient <input type="radio"/> Developing <input type="radio"/> Novice

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

9.1 Self assesses performance relative to Kentucky's Teacher Standards	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
9.3 Designs a professional growth plan that addresses identified priorities.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
Final Standard 9 Performance	<input type="radio"/> Distinguished <input type="radio"/> Proficient <input type="radio"/> Developing <input type="radio"/> Novice

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
10.2 Develops a plan for engaging in leadership activities.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
10.3 Implements a plan for engaging in leadership activities.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.	<input type="radio"/> Demonstrated <input type="radio"/> Partially Demonstrated <input type="radio"/> Not Demonstrated <input type="radio"/> NA
Final Standard 10 Performance	<input type="radio"/> Distinguished <input type="radio"/> Proficient <input type="radio"/> Developing <input type="radio"/> Novice

Evaluation Summary:Number of *Distinguished* Ratings out of the 10 above: _____ %Number of *Proficient* Ratings out of the 10 above: _____ %Number of *Developing* Ratings out of the 10 above: _____ %Number of *Novice* Ratings out of the 10 above: _____ %

SECTION VI: APPEALS, COMPLAINTS/GRIEVANCE PROCEDURES

A. APPEALS PROCEDURE:

For Admission to the TEP (Checkpoint 1), or to Supervised Teaching (Checkpoint 2)

A teacher candidate may be denied admission to either the TEP or to Supervised Teaching and in such cases has the right of appeal. An appeal for reconsideration of the application for the TEP or Supervised Teaching must be submitted to the Chair of the Department of Teacher Education of Boyce College. The appeal will be reviewed by the CTE in an official CTE meeting. The appeal is subject to the following standards:

The appeal...

- A. must be formally submitted in writing and signed by the teacher candidate.
- B. must be submitted within 15 days following the denial of admission to the TEP or to Supervised Teaching.
- C. must clearly and concisely state the reason(s) why the teacher candidate believes the appeal should be reviewed.
- D. must be based on circumstances or conditions beyond the teacher candidate's control which caused the denial of admission.
- E. must be submitted within 10 days after being received from the teacher candidate .
to the CTE for review.
- F. must be reviewed by the CTE within 10 days from receipt of the written appeal.
- G. is subject to the decision of the CTE and is final for that semester.

Any teacher candidate who is denied admission to the TEP or to Supervised Teaching may reapply in a subsequent semester, following the same procedures as set forth in the application process.

B. COMPLAINT/GRIEVANCE PROCEDURE

Instructions: A grievance is an educational or personal issue or condition that a student believes to be unfair, inequitable, discriminatory, or a hindrance to his/her education. Boyce teacher education program has adopted the college-wide appeals process to ensure fairness and unbiased treatment of teacher candidates, as well as to provide an opportunity for candidates to voice their concerns and complaints about a course or program. It also allows for the unit to strengthen the communication between the candidates and the teacher education program. Since the BOE visit, an additional plan has been put into place that narrows the process to just the students within the Teacher Education Program. As to date there have been no additional formal or informal complaints.

The following is the addition to the [College Wide Appeals Process](#).

The Boyce College Teacher Education Program strives to ensure that each teacher candidate has a positive and successful experience in the program in which he/she is enrolled. In the event that a student has a concern or issue which he/she believes is not being addressed successfully, a student grievance procedure is in place to address such a concern. Procedures are as follows:

- A. In the Teacher Education Program:

Step 1: The teacher candidate first addresses in writing or in person the concern or grievance with the faculty/instructor (for course work concerns) or advisor (for programmatic concerns) in an effort to resolve the issue.

Step 2: If the issue is not resolved at this level (1), the candidate may present the concern or grievance, through the [Student Complaint/Grievance Form](#) to the department chair of the Teacher Education Program. If an instructor or advisor is involved, their participation in this next level is encouraged with the candidate.

Step 3: If the issue is not resolved at this level (2), the candidate may present the concern or grievance to the dean of Boyce College. The dean may request the participation of other involved parties (Steps 1 & 2) as well in the decisions regarding the candidate's concern.

Step 4: If the issue is not resolved at this level (3), the candidate may appeal the decision of the dean to the Provost of the Southern Baptist Theological Seminary.

Additional Procedures

- A candidate may request that the department chair be present in the initial conversation with faculty or the advisor.
- The faculty or advisor may request that the department chair be present in the initial conversation with the candidate once he/she is apprised of the concern.
- A written record of all meetings and correspondence relative to the candidate's concern is maintained for student grievances that move to Step 2 or beyond, with documentation of the resolution.

These documents are/will be housed in the dean's office in a binder of teacher candidate's grievances to assure fairness and consistency in the procedures for addressing student grievances. The students will be made aware of this plan through advising and the Teacher Education Student Handbook.



Student Complaint/Grievance Form

Instructions: A grievance is an educational or personal issue or condition that a student believes to be unfair, inequitable, discriminatory, or a hindrance to his/her education. Students who have a complaint or grievance about their Boyce College experience should complete this form and submit it to the department chair of the TEP. Students should allow 10 business days to receive a written response to their complaint or grievance.

Check one: Complaint (service-related) Grievance (education-related)

Student Information	
Student Name:	Student ID#
Address:	City/State/Zip:
Email Address:	Best number to be reached at:
Semester/Year:	Current student: Yes No
Complaint/Grievance Information	
<i>Retaliation against an individual filing a grievance is strictly prohibited and constitutes a violation of college policy which may result in disciplinary action.</i>	
Name of individual and/or department against whom the complaint/grievance is filed:	
Describe your complaint/grievance in detail. Include date/s of occurrence (be as specific as possible). Attach additional sheets, if necessary, along with any documentation that will help describe and substantiate the complaint. Are there any witnesses who should be interviewed? If yes, list names and contact information.	
Students are encouraged to discuss their concerns and complaints through informal conferences with the appropriate instructor or department. Have you made an attempt to resolve this complaint or grievance with the individual and/or department involved? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, describe the outcome: (Attach any additional comments, if necessary)	
What outcome do you hope to achieve after talking to the appropriate college official(s): Attach additional sheets, if necessary.	

I understand that information contained in the grievance form will be held confidential to the extent possible. Grievance information may be shared with college officials in order to conduct a thorough investigation. I hereby declare that the information on this form is true, correct, and complete to the best of my knowledge. I understand that any misrepresentation of information may result in disciplinary actions, in accordance with college disciplinary policies.

Signature: _____ Date: _____