

Conceptual Framework
For
Boyce Teacher Preparation Unit

CONCEPTUAL FRAMEWORK NARRATIVE

Mission

The Boyce College Department of Teacher Education is committed to the fulfillment of the mission statement of The Southern Baptist Theological Seminary. As a teacher preparation unit it is directly under the jurisdiction of Boyce College, the undergraduate school of the seminary. The Boyce teacher preparation unit functions under the division of Applied Studies and will initially provide the major of Elementary Education P-5, 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, dispositions, and pedagogy). All instruction is provided to teacher candidates to equip them for professional leadership 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.
- Instill teachers with a knowledge and understanding of the principles and practices of American education.
- Impart knowledge of and appreciation for people with diverse backgrounds.
- Impart knowledge in both the arts and sciences and biblical studies.
- Integrate the appropriate academic disciplines into a coherent Christian worldview.
- Provide leadership and professional service opportunities for teacher candidates in the P-12 school and community
- Foster competency in the dispositions for the professional teacher educator as identified in the dispositions for the Boyce professional educators.
- Develop qualities of leadership and service in the teacher candidates that will impact their professional careers.

Vision

Under the theme of **teachers as leaders**, 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 leader,

the Boyce teacher candidate is trained to be an effective leader as a professional teacher, and 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 the rigors of professional teacher preparation and the challenges of becoming a leader in the calling of service in professional education.

To develop teachers as leaders, we believe the four components of the Boyce teacher preparation unit *Conceptual Framework* as presented below are each important. The research supports the interactive nature of these components in the role of teachers as leaders. In the discussion below we cite research which focuses on the role of each of these components in teacher leadership.

Teachers as Leaders

The overall goal for the Boyce teacher preparation unit is to produce beginning teachers who have developed the *basic qualities* for leadership in the schools. It is recognized that professional teaching experience is necessary for maturation in leadership; therefore, the expectation for leadership at the time of exiting from the program is that the teacher candidates will have a foundation for building leadership skills. For the purpose of the Boyce teacher preparation unit, the definition of “teachers as leaders” used falls within the framework of *formative* teacher leadership and is stated by Pellicer and Anderson (1995), “Teacher leadership is concerned with teachers helping teachers so that teachers can, in turn, better help students. Teacher leadership is helping teachers work together to establish and achieve the goals and objectives of the school” (p. 22). Another, closely related definition comes from Moller and Katzenmeyer (1996), “Our definition of teacher leadership proposes that teachers are leaders when they are contributing to school reform or student learning (within or beyond the classroom), *influencing others to improve their professional practice, or identifying with and contributing to a community of leaders*” (emphasis added) (p. 16).

Using the above definitions for teacher leadership, the disposition of teacher *collaboration* and the development of skills of collaboration are central to the Boyce program goal of teachers as leaders. Boyce teacher candidates are taught to be team members of a community of leaders for school reform and to achieve the number one goal of improved student learning. In a study by Suranna and Moss (2002) conducted in the context of teacher preparation, it was discovered that teacher leaders displayed certain common characteristics, such as, good classroom instructors, commitment to the lives of their students, involved in curriculum development, active on school and district committees as change agents, and challenging colleagues to strive for the benefit of schools and students. Emerging clearly from the study was that for these teachers to thrive as leaders they must collaborate with other teachers, and even the principal.

In view of this current research, the development of the vital disposition for actively engaging in collaboration with other professionals is central to the skill development of the Boyce teacher candidates. Other current research also reinforces the need for teacher preparation programs to engage teacher candidates in learning experiences that will develop teacher leadership. Krisko (2001) developed a survey that identified eight common traits of teacher leaders. Not surprisingly these leadership characteristics are important in the application of the skill of

collaboration: **creative, flexible, lifelong learners, efficacious, risk-takers, enjoy humor, good intrapersonal skills, good interpersonal skills.** Ackerman and MacKenzie (2006) found that there is a set of informal characteristics that play into the role of teacher leadership and that are gained from classroom experience. These informal roles are implemented in ways such as sharing their own classroom practices and personal expertise, mentoring new educators, asking probing questions, and modeling collaboration. Once again collaboration is the basis for these leadership roles.

Program Design for Teacher Collaboration

We believe the development of collaborative skills stretches across all components of our conceptual framework. We believe that teacher leadership is developed in direct relationship to growth in **knowledge, skills** of teaching and personal relationships, the **dispositions** of a successful teacher, and the desire to **serve** as an educator.

Teachers must have mastery of the **knowledge** of education if they are to be effective classroom instructors, an important role fulfillment for the teacher leader. Obviously, teacher leadership is dependent on the development and growth of certain **skills**. Just as clearly, teacher leaders must nurture the **dispositions** required to be an effective leader. And finally, the motivation to make teaching a **service-driven** profession is fundamentally basic to leadership. Therefore in the development of these components of the conceptual framework in our teacher candidates, we are simultaneously developing teacher candidates who will be **teachers as leaders**.

Numerous opportunities are availed to the Boyce teacher candidate to know and be engaged in activities that highlight the importance of learning to be a teacher who collaborates. In the *ED 200 Introduction to Teacher Education* course, the candidates are required to analyze and substantiate through research the value of the Kentucky Teacher Standards for teacher preparation. Because of the relationship between teacher leadership and collaboration, students will discover the need to place priority on KTS #8 on teacher collaboration if they are to achieve the goal of teacher as leader. In the *ED 381 Clinical Experience* course, all candidates must gain firsthand knowledge of teacher collaboration in conference with professional teachers and principals. As part of the *ED 380 Field Experience: Teaching* teacher candidates are required to collaborate with the cooperating classroom teacher in plans for teaching lessons to the children. The teacher candidate is also required to engage in other activities of collaboration that other teachers in the school are engaged in. In the *ED 480 Field Experience: Service*, the candidate must collaborate with school or community leaders in fulfilling the course requirements of being involved in a leadership capacity. In the *ED 490 Supervised Teaching*, candidates are required to be involved in a collaboration role on a regular basis with the classroom cooperating teacher in lesson and unit development, and in the rendering of service to the school during the student teaching experience. Finally as part of the teaching strategies for the Professional Education courses, numerous workshops are conducted requiring the candidates to collaborate in the investigation of education issues and presentations to the class.

Conceptual Framework Components

Under the theme of **teachers as leaders**, the Boyce teacher candidate is engaged in teacher preparation grounded in thorough and research-based professional education and is challenged to unreserved commitment to the teaching profession as a personal calling to lead and to serve.

The four foundational building blocks of the Boyce Teacher Education Program are **knowledge, skills, dispositions and service**.

Knowledge

The knowledge component is the chief cornerstone for the Boyce instructional program. Boyce teacher candidates are taught that to become a leader in the field of education they must recognize the value and inherent power of acquired knowledge; they must pursue that knowledge with persistence to qualify as a professional teacher; they must master content knowledge for effective teaching of the content areas; and finally they must know that the pursuit of knowledge is a continuing life-long process. In accordance with Standard 1 of the Kentucky Teacher Standards, we believe that acquired knowledge is the foundation of becoming an effective teacher; therefore, the teacher education unit at Boyce, recognizing the centrality of knowledge acquisition, requires the teacher candidate to master and demonstrate the knowledge of the specific field of study, which includes the content of the general studies, both of the arts and sciences, and also the biblical/theological content, and finally the content of the professional teacher education studies. The Boyce teacher education unit firmly believes that without comprehensive knowledge in all of these areas of study, the effectiveness of the teacher as a leader is seriously compromised (See Table 1, p.16, Program Assessments) In addition, the Boyce teacher education program of instruction requires the teacher candidate to integrate the composite knowledge into a coherent Christian worldview.

Content Knowledge: Knowledge derived from the general studies of each teacher education program is considered vital to the overall preparation of an effective teacher, and prerequisite to the development of a meaningful Christian worldview (Dockery, 2002; Holmes, 1985). The Boyce teacher education programs of study include a core of both liberal arts and biblical studies, neither of which is deemed more important than the other in the preparation of an effective teacher as a leader. In his book *Renewing Minds: Serving Church and Society through Christian Higher Education*, David Dockery points out that the liberal arts have historically been recognized as prerequisite to engagement and success in the various professions. The need for liberal arts education “is not just for equipping students with particular skills and knowledge necessary for engaging in some specific vocation or profession but for preparing all students to think--to think Christianly, to think critically, to think imaginatively--preparing them for leadership and preparing them for life.” (p. 20). Because effective teacher leaders must be thinkers, we therefore contend for the absolute necessity of the liberal arts studies in the Boyce teacher education programs. Dockery also extends the value of liberal arts studies by stating that “the liberal arts also facilitate understanding and effective communication across generations and cultures while providing a common body of knowledge that remains open-ended. This body of knowledge broadens horizons and deepens understanding” (p. 20).

Arthur Holmes (Holmes, 2001) notes we are a technological society that still needs the broad understanding and wisdom of the liberal arts *and* the Bible. He contends that both are essential for the thinking and decision-making of a technological society. On the basis of this need for both liberal arts and the content of the Christian Scriptures, a balance of the two areas of study is maintained in the course offerings for teacher education at Boyce with the belief that faith deriving from a study of the Holy Scriptures is a precondition of understanding, of genuine knowledge. This view is based on Augustine's approach that faith must be first, followed by liberal learning (Augustine, 1977), which allows the learner to form a well-rounded Christian worldview through the broad learning of the liberal arts. Thus the knowledge derived from liberal arts permits the learner to comprehend the deeper things of the faith needed to shape a worldview consistent with the biblical teachings. Dockery conclusively states that "We must bring students to a mature reflection of what the Christian faith means for every field of study." (Dockery, p.21).

Professional Education Content: In addition to the liberal arts and biblical studies content, the content of the professional education courses is designed to give the teacher candidate the complete range of recognized knowledge of the field of education. This knowledge is dichotomized accordingly into *foundations* and *pedagogy*. The knowledge in the *foundations* area includes philosophy, social and historical foundations, contemporary issues in American education, educational leadership, school curriculum, school design, legal connections, legislative controls, technology in education, classroom control and management, and most importantly knowledge of the diversity of learners, the learning process and the underlying theories of learning. Knowledge in the foundations area gives the teacher candidates the "bigger picture" of their chosen profession, which we believe is an important quality of the teacher as a leader. The knowledge in the *pedagogy* area focuses on the time tested, as well as the contemporary "best practices" for teaching the various content areas. Knowledge in pedagogy is necessary for effective planning in the teaching/learning process, implementation of the plan for learning, and application of the principles of effective assessment of learning. Good and Brophy (2003) present the argument that pedagogical knowledge enables teachers in the classrooms to present information, concepts and assignments effectively. Pedagogical knowledge also includes learning how to design engaging classroom environments that permit maximum student activity and self regulation. Leinhardt, et.al. (1991) describe pedagogical knowledge as knowledge that is used in making the numerous decisions that facilitate learning, such as the best plan for the lesson, the allocation of time for the various components of the plan, how best to explain the material, and helping the learners to construct knowledge from their existing sources of knowledge (Anderson, 1977, Hacker, 1980) This pedagogical knowledge is taught in the methods courses of the Boyce teacher education program in the direct context of the subject area, i.e. the most effective methods for teaching reading in the elementary school is taught in the course for teaching reading; the methods for teaching math in the math course, etc. One of the key instruments through which the teacher candidate must demonstrate the grasp of pedagogical knowledge is the application of the Teacher Work Sample (TWS), a document that allows the teacher candidate the opportunity to provide evidence of the ability to plan, implement, and apply principles of effective teaching, assessment of learning, analysis of student performance, and the skill of reflection throughout a unit of learning.. This model unit of instruction was

developed by the Renaissance Partnership supported by the Title II Teacher Quality Enhancement Program from 1999 to 2005. The TWS has evolved and has been adapted by university teacher education units with dissimilar structure; however, all resemble the set of teaching tasks and rubrics developed initially by the Renaissance Partnership. Borrowing teacher work sample methodology concepts developed by the late Del Schalock and colleagues at Western Oregon University, the members of the Renaissance Partnership designed their teacher work sample around seven teaching processes they believed were critical to producing improved P-12 student learning. These were:

- Use of student and classroom context to design instruction
- Use of instructional unit learning goals that addressed local and state content standards
- Use of pre-post and formative assessment to guide instruction and measure and report learning results
- Design of instruction for all students that addressed unit learning goals and were aligned with concepts and processes assessed
- Instructional decision making based on continuous formative assessment
- Analysis and reporting of learning for all students and significant groups
- Reflection and evaluation of teaching and learning

(See the following website for a more detailed discussion of the TWS: <http://edtech.wku.edu/rtwsc/about-RTWS.htm>)

It has proven to be an effective instrument for assisting pre-service teachers to grasp the importance of assessment as the driving force of successful instruction, as well as giving a wide-screen picture of all the elements of teaching effectiveness. The Boyce teacher preparation unit (Department of Teacher Education) has adopted the TWS as a vital component of its teacher education program throughout the teaching/learning experience from admission to the TEP through the exit process for all teacher candidates.

Skills

As basic and necessary as knowledge is for the teacher as a leader, the Boyce teacher education program is founded on the belief that it is absolutely necessary to develop teachers who practice effective skills necessary for the profession of education. These skills include pedagogical skills, leadership skills, communication skills, technology skills, and skills of reflection and collaboration. Thus Boyce teacher candidates are trained to be professionally *skilled* teachers as leaders, learning to apply the best practices for effective learning to meet the diverse educational needs of an ever-changing society, serving as leaders in the profession of education, and ever striving to improve as a teacher educator by remaining current with the advances of teacher education. We believe this goal is achieved in numerous ways through the total program of the teacher education unit (Table 1, BCSE #'s 3-12) With the ten Kentucky Teacher Standards as our basic guide for training skilled professional teachers, the curriculum of the professional and methods courses is aligned with these standards (Table 1, Program Assessments) and also with the standards of the Specialty Professional Association (SPA) of each of the teacher education programs (Elementary Education and Music Education). The Boyce teacher preparation unit

provides the teacher candidate with structured and systematic opportunities to practice a variety of teaching strategies and techniques and to learn the skills of effective leadership.

Since modeling is one of the basic learning methods for developing teaching skills, faculty members within the teacher education unit serve as models for many of the recognized teaching strategies. Faculty members are encouraged to go beyond the basic lecture approach to apply other methodologies of teaching, such as appropriate use of computer technology, grouping techniques, the use of assessment as central to instruction, workshops, student presentations, the practice of reflection, and also what Tomlinson (2003) refers to as differentiated instruction or “teaching with student variance in mind...starting with where the kids are rather than adopting a standardized approach to teaching that seems to presume that all learners of a given age or grade are essentially alike. Thus differentiated instruction is ‘responsive’ teaching rather than ‘one – size-fits-all’ teaching” (p. 151). The application of differentiated instruction requires the teacher to use assessment throughout the teaching/learning process. The major models for the Boyce teacher candidates will be the numerous practicing professional teachers they will have the opportunity to observe in their field experience assignments and during their supervised teaching experience. Observing the use of assessment in authentic classroom settings provides the teacher candidates firsthand observation of the benefits of the integration of assessment throughout the teaching learning process. Thus, they will experience firsthand how learners are able to benefit through their own strength of modality for learning, and then be encouraged to recognize that the learners under their teaching will also learn best if they are given the opportunity to learn through different instructional techniques which appeal to individual learners distinctive learning modality. (Dunn & Dunn, 1978; Sprenger, 2003).

Modeling, as well as authentic classroom participation is a major purpose for the field and clinical experience components of the teacher education program. However, teacher candidates are required to work closely with a practicing cooperating teacher in the P-12 schools through which the candidates not only observe modeling of teaching strategies in authentic classroom settings, but they also participate with the cooperating teacher in the instructional procedures. The field and clinical experiences are assigned as an integral part of the professional education courses, and also as concentrated courses prior to the student teaching semester.

The field experience associated with the professional education courses is designed to give the teacher candidate specific course content experience. Specific assignments related to the professional education course content are issued in the course prior to the field experience placement which is the responsibility of the Field and Clinical Experience Coordinator faculty member. A specified number of field experience hours are designated for each of the professional education courses which require field experience. During the completion of these hours, the specific assignments must be completed. Not all of the professional education courses require field experience, only those that are distinctly “methods” courses. The specific Field Experience courses (ED 380, ED 480) are designed to give the teacher candidate extended periods of time in a P-12 classroom teaching setting (ED 380), and to provide the teacher candidate opportunity for service either in a P-12 school setting or in a community organization (ED 480). The Field Experience courses have two major emphases: 1. teaching practice, and 2. service for development of leadership skills. It is in the ED 380 *Field Experience I: Teaching* course that the student is required to gain firsthand experience prior to student teaching through

collaboration with the regular classroom teacher in the overall responsibilities of the teacher, with specific emphasis on classroom management, lesson planning, assessment techniques, and regular teaching of planned lessons. In the *Field Experience II: Service* course, the student gains valuable experience in servant leadership in an important part of the school program or in a vital community organization. Both Field Experience courses are structured to achieve the specific goals of practice in teaching and classroom skills, or service leadership to the school or community.

The Clinical Experience course is designed to focus on definite aspects of involvement and leadership in the teaching profession. A set of assignments are designated that must be completed through the Clinical Experience course. These assignments include: investigation of curriculum design for the schools, library services, technology for the schools, administration of a school, including both the personnel and the policies, parental roles in schooling, Special Education programs, school and district-wide assessment of the students and the schools, how schools in Kentucky are graded by KERA initiatives, the governing of a school through SBDMs, extracurricular activities of the school, and the responsibilities of teachers outside the classroom. No specific order of completion of the assignments is required, only that the student gain experience related to the assignments by the end of the completion of the Clinical Experience course. Each student is required to make a presentation in the required class sessions on the results of the clinical assignments. The evaluation of the course assignments is the responsibility of the Field and Clinical Experience Coordinator, who serves as the designated faculty member for overseeing all field and clinical experiences, and the assigned faculty member for the Clinical Experience seminar sessions. Student feedback is also part of the evaluation during the presentations in the seminar sessions.

One of the major goals of the Field and Clinical Experiences is to promote teacher candidate self-assessment or what is commonly referred to as the skill of *reflection*, with the goal of creating teachers who are *reflective practitioners*. Research has proven the value of the use of reflection as a self-improvement strategy. H. Jerome Freiberg states “Knowledge is power but knowledge about oneself is the greatest power”. (Freiberg, 1995). In the context of teaching, this knowledge of self is best derived from reflection through which the teacher is able to “add significantly to pedagogical knowledge. According to Freiberg and Driscoll, ‘judging the potential effects of your instruction will also expand and potentially accelerate your teaching repertoire’” (Freiberg and Driscoll, 1995). Boyce teacher candidates are routinely trained to understand and practice the importance of reflection and are required to write narrative reflections on their observations and teaching experiences of their field experiences and student teaching. These reflections are entered into their electronic portfolio as required artifacts.

Consistent with the theme of the Boyce Teacher Education Program, *teachers as leaders*, a major desired outcome for all teacher candidates is that of effective leadership skills. Also consistent with Christian leadership style is the concept of *shared leadership* or the concept that all school personnel participate in the decisions about the functions and running of the school. (Murphy, 2005; Pearce, 2002). The model of the bureaucratic leader of the past century is replaced by *team leadership*, *collective decision-making*, *interactive professionalism* (Fullan, 1993), *decentralization*, *distributed leadership* (Thurston, Clift, and Schacht, 1993), and *collaborative egalitarianism* (Duffy, 1994). This shared leadership style is also training for

working in the school-based decision-making body instituted in Kentucky schools by the 1990 KERA initiatives. The shared leadership style and the qualities that must be developed to become a leader after this fashion is inherent first in the principles taught to students through the biblical studies. Secondly, students must learn firsthand through Clinical Experience assignments about the workings of the Site-Based Decision-Making Council of a school. Finally, students will be working collaboratively with cooperating teachers and other school personnel to develop the skills of shared leadership as part of the Field Experience assignments and also later in the student teaching experience.

The new image of shared leadership has definite ramifications for the role of the teacher in the overall administration of the school, and in fact, the restructuring of the teaching profession. Petrie (1990) states in regards to the restructuring of the teaching profession that teachers must assume a more considerable part of educational leadership:

It seems clear that if teachers are to be viewed as reflective practitioners exercising professional judgment, educational leaders will not tell such professionals what to do...Bureaucratic rules and regulations will be kept at a minimum. Structures will be developed that allow a broad range of discretion and influence. (pp. 21-22)

Dispositions

Teaching standards from the professional organizations use the three components of “knowledge, skills, and *dispositions*” as the foundational elements of any teacher preparation unit. Such a dichotomy clearly implies that *dispositions* is a distinctively different category than either knowledge or skills. However, close scrutiny of teacher preparation programs, reveals the distinction among these is not clear, and in fact sometimes are the same. This problem is exacerbated by the simple reality that there is no singular recognized definition of *dispositions* in the field of professional education. In fact, there are several definitions stemming from the fields of philosophy and psychology. Also there is a proliferation of terms associated with dispositions, such as tendencies, values, habits of mind, attitudes, and behaviors, which makes it difficult to establish the usefulness of dispositions as a concept and to build on one another's research (Ritchhart, 2001). But there does appear to be one common thread among all the definitions for dispositions, and that is that dispositions are related to the impact they have on one's thinking and judgments (Tishman, 1994; Perkins, 1993).

Wenzlaff (1998) states that teacher education must be concerned with more than teaching methods, classroom management, lesson design and assessment. Such concerns fall under the knowledge and skills required of teachers. The contention is that teacher dispositions must also be a major concern in teacher training. Thornton, (2006) states that “in order for teachers to be more than mere “cogs” in a technical process they must possess the dispositions necessary to teach and reach students”. The question of whether or not teacher dispositions are a necessary component of teacher preparation is therefore not the issue. The real issue is how teacher preparation programs should approach the treatment of dispositions in the training of teachers. And since there is no conclusive empirical evidence of how training in teacher dispositions should be approached, each teacher preparation unit is left to determine the scope of the

dispositions within the mission and vision of the unit, and how the training for these dispositions may effectively be implemented, and finally, each unit should base the dispositions training on a model or models of dispositions currently recognized within the literature. The different models with regard to how dispositions are to be addressed are presented below for the purpose of clarifying how the Boyce teacher preparation unit is approaching teacher dispositions.

Models of Dispositions

Standards Language Model: Although there is no consensus about a definition of teacher dispositions, there are several models in use regarding how dispositions are being addressed. One of these models is linked inextricably to the standards of professional organizations such as The National Council for Accreditation of Teacher Education (NCATE) or in Kentucky the Education Professional Standards Board (EPSB). NCATE defines Professional Dispositions as: *Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.* Since teacher training programs are accountable to the standards of the professional organizations, the approach to dispositions must operate within the definition and the language of the standards of the controlling professional organization. One of the most important standards of the professional organizations is that of assessment; therefore, it is vital to approach teacher dispositions in a manner that allows assessment of the identified dispositions of the teacher training program. So how should dispositions be measured? NCATE expects institutions to assess teacher candidate dispositions based on *observable behavior* (emphasis added) in the classroom (www.ncate.org). Therefore, using the language of the standards of the professional organizations, the assessment of the dispositions with this model is most often through the use of checklists, rubrics, or some type of rating scale aligned with the stated standards. Using this model the “dispositions” are a list of teaching behaviors or pedagogical skills that stem from how one thinks and uses judgments to act or make decisions for action. It is this model that has the most potential for use in the training of teacher candidates in the development of professional teacher dispositions.

Professional Behaviors Model: Another model of dispositions is built around teacher professional characteristics or behaviors such as attendance, work ethic, preparation, punctuality, sense of humor, and appropriate dress. These types of assessments are often grounded in the wisdom of practice and have face validity. They are often developed by groups of principals and teachers coming to consensus, or teacher education faculty who share a common list of concerns and expectations for how candidates should behave. Although important, these characteristics are minimal expectations of behavior and fall short of capturing true “dispositions” and what is the true nature of dispositions. They are clear cut, simple to document, easy to agree upon, but do not capture the complexity, importance, and potential value of dispositions to teacher preparation (Thornton, 2006).

Reflective Self-Assessments Model; This model makes maximum use of the skill of reflective thinking. Using self-assessments as pre- and post measures of the candidate’s dispositions, this approach attempts to address the complexities and psychological nature of dispositions. One example of this model is known as the Eastern Kentucky model, used by Eastern Kentucky University, and is grounded in the work of Arthur Combs' (1969) Florida Studies of self-perceptions of effective helping professions. This approach requires candidates to use open-

ended response to a descriptive human relations incident, or candidates may be required to respond to classroom observations. The purpose underlying this approach is to unveil the candidate's self-perceptions in relation to others, and thereby provide insight into the candidate's dispositions. Using this self-reflection approach throughout the teacher training program is intended to give insights into the changes in candidate dispositions over time. However, these reflective self-assessment models are dependent upon candidates' self-reporting and ability to express their metacognitive understanding in writing, but they are not necessarily focused on how dispositions are actually manifested in the candidates' actions in the classroom.

Ethics and Equity Model: This model focuses primarily on fostering positive dispositions toward diversity (Major & Brock, 2003) and emerges from the body of literature related to dispositions centering on the moral and ethical aspects of teaching. It clearly addresses the issue of teacher candidates' biases that may militate against the success of students from diverse backgrounds (Shutz et al., 1996). The teacher candidate's worldview and the mismatch between the teacher candidate's and students' backgrounds, experiences, and even languages are addressed in this model. It is believed that the worldview and the mismatch greatly affect the attitudes of teachers and often lead teachers to see children of diverse backgrounds as children with deficits as learners (Zeichner, 1996). Dispositions within this body of literature are closely intertwined with attitudes, values and beliefs about issues of equity. As such, this model is somewhat limiting when considering the entire scope of professional teacher dispositions that are important for the effective teacher. However, one strength of this model is that it is focused more precisely on what a "disposition" actually is, i.e. *what one is disposed to do*, not what one actually does, thus putting the emphasis on the thinking and judgments which influence actions.

Thinking Dispositions Model: In contrast to the above models, Ritchhart (2001) focuses on the active nature of dispositions. Put another way, dispositions stem solely from the thinking of an individual; thus they may better be called "thinking dispositions" or how dispositions empower one's behavior, and represent characteristics that animate, motivate, and direct abilities toward good and productive thinking and are recognized in the patterns of one's frequently exhibited, voluntary behavior. Thornton (2006) presents a study based on Ritchhart's definition of dispositions in which dispositions are conceived as "dispositions in action". The study proposed to examine how dispositions are manifested within the classroom and how they impact pedagogy and ultimately the learning process. The construct of "dispositions in action" is concerned with patterns of thinking and how one is disposed to act. It moves beyond personality traits and minimal behavior expectations. Within this construct, patterns of thought about issues of morals, ethics and diversity reveal dispositions of thinking and how they manifest themselves through the actions teachers subsequently take in the classroom. With a focus on the connection between dispositions and action this definition of dispositions was linked to teaching practices.

Rationale for Boyce Teacher Preparation Dispositions

Consistent with the mission of Boyce College, the foundation of the teacher preparation unit dispositions is the Christian worldview. This worldview is based on biblical principles of Christian living that are related directly to a transformed mind that leads to transformed living

(Bible, Romans 12:1-2). The biblical teaching that the mind or the thinking of the person is the control center for all human behavior is basic to the Christian worldview (Proverbs 23:7); thus, all dispositions (or how one is disposed to behave) grow out of the worldview. We believe that all teacher dispositions stem from *personal integrity*, the recognition of *diversity* as a fact of life, the belief in *effective communication* and belief in *servant leadership*. Each of these areas are based on Christian principles taught specifically in the biblical studies requirements of the teacher education degree programs and/or in the content of the specific General Education courses of English and Public Speaking through which the teacher candidate is taught skills of writing and speaking.

The Boyce Model of Disposition The Boyce teacher preparation unit believes there is some value in each of the disposition models as discussed above. The *Thinking Dispositions Model* is accepted as the basic model for the Boyce professional educator dispositions, since we believe that all behavior emanates from cognitive structures, and in the context of Christian behavior, these cognitive structures or schema are based on the biblical worldview held by the Boyce teacher candidates as discussed above. We believe that the *Ethics and Equity Model* is in reality part of the *Thinking Dispositions Model* since behaviors of both ethics and equity are controlled by one's cognitive schema (Anderson,1977) for how others should be treated. The *Reflective Self-Assessment Model* for dispositions is integrated thoroughly into the entire teacher preparation unit at Boyce by regularly requiring the teacher candidates to reflect on all of the dispositions of the Boyce teacher preparation unit as a routine part of the assessment component of the Teacher Education Program. In addition, dispositions measures have been developed by the Boyce Council on Teacher Education (CTE) (Cf. *Continuous Assessment Plan* for a detailed discussion of the assessment component of the Boyce TEP). The *Professional Behaviors Model* has application in the Boyce dispositions model because we believe there are certain behaviors that are absolutely necessary for the professional educator; however, we do believe these all result from the teacher candidates' cognitive schema and thinking processes and are therefore most closely linked to the *Thinking Dispositions Model*. Finally, the *Standards Language Model* is incorporated into the Boyce dispositions model through the alignment of the Boyce teacher preparation unit standards with the standards of the accrediting organization, the Education Professional Standards Board (EPSB) of Kentucky, which uses the same standards required by the National Council for the Accreditation of Teacher Education (NCATE), and finally, we align the INTASC principles and the associated dispositions indicators (Table 1, INTASC, Column 3) with the Boyce teacher preparation unit standards (BCSE).

Finally the Boyce teacher preparation unit takes the position that the development and assessment of dispositions of the teacher candidates is vital for teacher preparation. The definition of teacher dispositions presented by Wilkerson and Lang (2007) is our adopted one: *teacher affect—attitudes, values and beliefs that influence the application and use of knowledge and skills*. With this definition we will attempt to assess whether or not the Boyce teacher candidates ultimately attain the “valuing” level in the Bloom and Krathwohl (1956) taxonomy. Our focus is on standards-based, skill-related values or beliefs aligned with the standards of KTS and with INTASC Principles (See Table 1 below). We believe that this concept of training teachers who know what they value and believe is linked inseparably with teacher leadership. Studies by Short and Greer (2002, p.27) led them to conclude that, “Leaders must fully

understand their own values and beliefs (emphasis added) and must reflect on those as they make choices and build relationships with faculty and students.”

The Boyce Teacher Preparation Dispositions In our consideration of teacher dispositions for the Boyce Teacher Education Program, we have adopted the INTASC dispositions as the core of our teacher preparation unit dispositions. A comprehensive listing of these may be found in the Appendix of the Continuous Assessment Plan (CAP).

Service (Teacher as Leader)

The teacher candidate accepted into the Boyce teacher education program is challenged to be committed to the teaching profession as a lifelong *service* rendered to society through quality education of the learners. We believe that every effective teacher has the disposition to serve. As a major principle of this component of service, each individual learner is to be viewed by candidates of the Boyce teacher education program as unique in purpose and valued in the contribution each may make to society. Through the service of teaching, the Boyce teacher candidate will assist the learner to achieve that unique purpose and contribution. David S. Dockery (2008) states clearly the reason why service is an important component of Christian teacher training: “The purpose of Christian higher education is not only to impart information but also to develop character and competence for effective *service*.” (emphasis added) (p. 21). While the goal of training quality teachers is paramount in the Boyce teacher education conceptual framework, it is the ultimate goal to inculcate in the teacher candidates the vision of themselves as servants of the individual learners and of the entire community. This tenet is consistent with the biblical worldview we strive to instill in the thinking of the teacher candidates and is amenable to the shared leadership role we are attempting to develop in our graduates. In the context of the desired Christian worldview, the teacher candidate learns what the Master Teacher taught, “...he that is greatest among you is servant of all.” (Matthew 20:26) In the context of shared leadership, the teacher candidate learns to “...bear the burdens of others and so fulfill(s) the law of Christ.” (Galatians 6:2).

In essence, the teacher candidate is taught that teaching as service means that the learners are the primary reason for the very existence of the teacher. While this seems to be just plain common sense, it is not always so evident in the present domain of education. We desire for Boyce teacher candidates to adopt the concept that they are servants of the learning needs of the students under their teaching, meaning that all decisions about what is to be taught, and how it is to be taught, and even for how long it needs to be taught is primarily decided by the needs of the learners. All of these needs can only be known by the teacher through regular and specific assessments of the learning needs and progress of the learners toward the achievement of identified learning outcomes. Thus there is a distinct connection between the teacher as a servant of the learners and the application of routine assessments. As with any servant, it is only when the needs of those being served are known, can the needs be met. In the context of the classroom, the teacher as the servant of the learners, can only serve the needs of the learners if, through assessment, those needs are identified and plans implemented to meet those needs.

This concept is framed in the professional education courses through teaching methods that emphasize individualized learning and how these methods may be implemented in the classrooms of P-12 schools. Using such methods as the Teacher Work Sample (TWS), the teacher candidates learn about the centrality of assessment in the entire process of teaching. Failure to know through assessment what the learning context is for the instruction rendered by the teacher frequently results in teaching that seems to say that all learners are the same with regard to what is being taught, and that they all learn in the same way. While teachers instinctively know that neither of these premises is true, yet without the knowledge of what differences do exist among and within the learners, the teacher must teach to the whole as if these differences do not exist. What the Boyce teacher candidates learn is that instruction and assessment are not two separate procedures of good teaching, but rather are interactive components throughout any teaching process. (Black, et.al. 2003). Kathryn DiRanna states, "Because assessment and instruction are two sides of the same coin, it is critical for teachers to assess not only what students understand, but also use that information to adjust their teaching." (p.2, 2008). The use of formative assessments, therefore, as routine procedures in the teaching/learning process is the practical means for being able to serve the learners according to their needs.

Assessment is not the only way that the teacher candidate learns how to fulfill the service role of teaching. Others include being an advocate of the learners in terms of the best available curriculum to meet the diverse needs, needed services for special needs children, diversity issues that affect the child, safety for each child in the school, concern for learners' health, and knowledge of conditions outside the school setting that affect each learner. Boyce teacher candidates are taught to be proactive in service to the learners in all of these ways.

To extend the teacher candidate's role as servant, each candidate is encouraged to actively serve in both the school, and the community of the school. The areas of service that Boyce candidates are encouraged to become involved in the community include the school, the church, as well as civic activities. Two courses (ED 330 and ED 480) of the Boyce curriculum guides for teacher educators include requirements of service learning (Erickson, J., & Anderson, J. 1997.) as a means of helping the teacher candidates develop the spirit of service outside the classroom. This is specifically connected to the course for teaching social studies (ED 330). The Boyce teacher candidate is also required through one of the field experience courses (ED 480) to engage in service, either in a P-12 school setting or a community organization. This emphasis on service in the Boyce teacher training is designed to develop an understanding that teaching is a profession of service, but at the same time it also requires individuals who are skilled leaders. We believe that true leadership ability is only possible through the disposition of service, through which is learned cooperation, creativity, open-mindedness, positive attitudes, and impartiality with others. We believe these are the leadership traits that are developed in service to others. The Boyce teacher preparation unit conceives of service and leadership as two closely related areas, thus the goal is to develop servant leaders (Blanchard, 2003). We believe that the entire teacher training program of Boyce is geared to achieve this end. From the content of the General Education courses, and the professional Education courses, and then from the consistent emphasis on involvement in the school and community, we believe the Boyce teacher candidate learns to be a servant leader.

The Role of Assessment

As stated clearly in several contexts above, we believe that assessment is central to teacher education preparation. The comprehensive assessment plan is fully detailed in the Continuous Assessment Plan (CAP) but a summary of the assessment components is presented below to emphasize the commitment of the Boyce TEP to assessment of teacher candidates. The summary shows the numerous procedures and test instruments used to assess the four declared components of the Boyce TEP, knowledge, skills, dispositions, and service, throughout the preparation of teacher candidates as they pass through the three checkpoints of assessment.

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 KTS, INTASC, and Boyce Core Standards of Expectations (BCSE), and are linked to the four core components of knowledge, skills, dispositions, and service of the Conceptual Framework of the Boyce teacher preparation unit. This assessment process, therefore attempts to assure that each of the teacher candidate program completers have met all program standards and 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.

The major components of the assessment plan include the following:

CAP Throughout the Three Checkpoints of the TEP

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

Knowledge Assessments

1. Scholastic Aptitude Test

Option 1: Minimum ACT 20 Comprehensive Score or SAT 990

Option 2: Minimum Composite Score of 532 on Praxis I

Option 3: This option is a substitute for a minimum level scholastic aptitude test score of Options 1 and 2 above. The teacher candidate may prove academic capability by maintaining a cumulative GPA of 3.0 out of a 4.0 system for all course work for 45 credit hours or more of Boyce College courses up to the time of application to the TEP.

2. Course Requirements

1. Pass EN 101 and SP 105: Minimum grade of "C"

2. Pass ED 200 and 210: Minimum grade of "C"

3. Pass all General Education Core, and Biblical and Theological courses taken prior to TEP application.

Skills Assessments

1. Communication Skills: a. Write *Philosophy of Education (ED 200)*
b. Impromptu writing assessment
2. Computer Skills: Develop and write artifacts for e-portfolio (*ED 210*)

Dispositions Assessments

1. Complete *Thurstone Scale of Dispositions (ED 200)*
2. Write *Analysis of INTASC Dispositions (ED 200)*

Checkpoint # 2: Assessment Criteria for Admission to Supervised Teaching

Knowledge Assessments

1. Knowledge of Teaching Content and Pedagogy: Pass all Professional Education courses with minimum grade of “C”, and maintain GPA of 2.5 minimum
2. Knowledge of the Teaching Profession: Complete *ED 381 Clinical Experience* assignments; pass all Professional Education courses with minimum grade of “C”.
3. Teaching Area Content Knowledge: Pass Praxis II for endorsement area (Not required for supervised teaching admission but is required for state certification)
4. Knowledge of Principles of Learning and Teaching: Pass PLT test (Not required for supervised teaching admission but is required for state certification)

Skills Assessments

1. Pedagogical Skills: Write lesson plans (TWS format: See Appendix- Table 10) in all teaching methods courses. Pass Professional Education courses with a minimum of “C” grade. Complete all Field Experience assignments –Professional Education courses with Field Experience requirements and *ED 380 Field Experience: Teaching-* the teacher candidate is assessed during the course by both the cooperating Field Experience teacher and the course instructor of the *ED 380* course. Lesson planning and implementation, collaborations, reflections, and classroom management are all part of the teaching of lessons in the *ED 380* course
2. Professional Education Skills: Complete clinical experience assignments *ED 381 Clinical Experience*-the assignments are assessed by the course instructor. Write “reflections” as part of the teaching of lessons in the *ED 380 Field Experience: Teaching* course.
3. Technology Skills: Continued development of the professional e-portfolio with reflections and artifacts from course assignments.

Dispositions Assessments

1. *Dispositions Questionnaire*: Completed in the seminar sessions of *ED 381 Clinical Experience*.
2. Dispositions observations and checklists during teaching lessons of field experience.

Service Assessments

1. Complete service leadership assignments of *ED 480 Field Experience: Service*: All teacher candidates
2. Complete service learning project of *ED 330 Teaching Soc. Studies*: El.Ed. majors only
3. Be active in KEA-SP: All teacher candidates

Checkpoint # 3 – Assessment Criteria for TEP Exit

1. Teaching Content Assessment: Demonstrate knowledge of teaching area content during teaching of lessons; four evaluations by the cooperating teacher and four by the college supervisor.
2. Knowledge of Assessment: Demonstrate knowledge of assessment during teaching of lessons; four evaluations by the cooperating teacher and four by the college supervisor.
3. Knowledge of Teaching Strategies: Demonstrate knowledge of appropriate teaching strategies during teaching of lessons; four evaluations by the cooperating teacher and four by the college supervisor.
4. Knowledge of Lesson Planning: Demonstrate knowledge of lesson planning during teaching of lessons; four evaluations by the cooperating teacher and four by the college supervisor.
5. Knowledge of classroom management: In the course *ED 430 Classroom Management* develop knowledge of classroom management and discipline and design a classroom management strategy.
6. Knowledge of Program of Studies and Kentucky Core Content: Demonstrated in lesson planning and evaluated by the cooperating teacher.
7. Knowledge of Unit Plan: Demonstrated in planning of the TWS Unit (Appendix: Table 10) and evaluated by the college instructor of Supervised Teaching.
8. Knowledge of Technology: Demonstrated in the planning and teaching of lessons and the TWS Unit; Continued development of e-portfolio. Evaluated by the college supervisor.

Skills Assessments

1. Teaching Skills Assessment: Demonstrate teaching skills during teaching of lessons; four evaluations by the cooperating teacher and four by the college supervisor
2. Assessment Skills Assessment: Demonstrate assessment skills during teaching of lessons and TWS Unit (pre-assessment, formative assessments, and summative assessment) four evaluations by the cooperating teacher and four by the college supervisor.
3. Technology Skills Assessment: Demonstrate use of technology in lesson and unit teaching; Continuation of work on artifacts of the e-portfolio. Evaluated by the Coordinator of Supervised Teaching
4. Leadership Skills: Demonstrate leadership in the classroom and in the school; Evaluated by the college supervisor.
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.

Dispositions Assessments

1. *Dispositions Questionnaire*: Completed during seminar sessions of the Supervised Teaching course. Evaluated by the Supervised Teaching Supervisor.
2. *Thurstone Scale of Teacher Dispositions*: Second administration during Supervised Teaching seminars.
3. *KTS Rubrics*: Completed during observations of the teacher candidate in the classroom and the school.

4. *Observations and Checklists of INTASC Dispositions*: Completed during observations of the student teacher by the cooperating teacher and the college supervisor.

Service Assessments

1. Service Leadership Assessment: Demonstrated by the student teacher in a school leadership role. Evaluated by the leader of the program in the school.

Commitment To Technology

Recognizing that technology is a rapidly increasing education resource in American schools, the Boyce teacher preparation unit plans to implement research supported components of technology training that will prepare the teacher candidates for wider use of technology in teaching. First, research shows that education faculty should integrate technology applications into preservice teacher assignments and field activities so that new teachers have opportunities to acquire technical skills and practice instructional strategies (CEO Forum, 1999; Goldberg & Sherwood, 1983). Research by Abbot & Faris (2000) shows that pre-service elementary teachers learn classroom technology integration strategies by working with and observing practicing teachers and students while they use technology. Other research indicates that technology use in K–12 classrooms increases if preservice teachers use technology in their own learning, for example, in preservice course assignments and activities (Goldberg & Sherwood, 1983; Willis & Raines, 2001). Finally, a study by the International Society for Technology in Education (ISTE) (2000) shows that schools of education can model best practices for new teachers by preparing their faculty to infuse technology throughout the curriculum.

To implement the findings of this and other research, features of the Boyce teacher preparation unit include:

- The specific course *ED 210 Computers and Media in the Schools* which is designed to develop skills of technology for use in the classroom, as well as, give the teacher candidate personal skills of technology in productivity. Comprehensive projects are required in the use of word processing through Microsoft Word, Publisher, Excel, Power Point, Outlook, and the Microsoft Office Tools (See the ED 210 syllabus for a full listing of the projects). The ED 210 projects are designed to achieve three major learning outcomes: 1) Increase skills in the overall use of the computer for personal and professional use; 2) Promote the use of technology for improved communications with parents and colleagues; 3) Develop skills for using the internet technology and media to develop classroom teaching strategies;
- Technology infusion into General Education and Professional Education course assignments. Numerous assignments from the courses require the use of the internet; e.g. performing web searches, using search engines and mega search engines, internet research of course related topics, learning to use electronic grade books, locating web-sites for planning lessons, using FaceBook, Twitter, and blogging as communication tools, creating power point presentations for class reports, creating WebQuests as learning tools for children;
- Field Experience assignments. Some assignments require the teacher candidate to gather information on the use of technology by practicing professionals. Others require the candidate to apply learned technology skills in teaching lessons, specifically through the learning outcomes of the course *ED 380 Field Experience: Teaching*. In this course

teacher candidates are required to teach lessons and apply learned technology skills as part of the lesson design;

- Technology infusion into the Professional Education courses by preparing the faculty to model technology use in the teaching of the courses. Regular workshop training will be provided for the faculty to learn by collaboration how others are using technology to teach their courses and thus serve as a model to the teacher candidates.

Table 1 below depicts the alignment of the Kentucky Teacher Standards with the performance expectations for the Boyce teacher candidates (Boyce TEP Core Standards), the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, and the program assessments for each of the standards. The table is intended to give detailed information about the means for assessing each of the standards of the two teacher preparation unit programs.

Table 1
Alignment of KTS Standards, BCSE, INTASC Principles, and Program Assessments

KTS #	BCSE	INTASC DISPOSITIONS	PROGRAM ASSESSMENTS
<p>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</p>	1, 2, 3	<p>1. Knowledge of Content & Pedagogy- The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>Praxis II, Gen. Ed. Course Grades for each degree program El.Ed. Related Studies Courses: Mus Ed.: MU 110,120, 210, 220 Dispositions: 1. Thurstone Scale 2. Dispositions Questionnaire KTS Rubric #1</p>
<p>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</p>	3, 7	<p>7. Planning Instruction The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>ED 380, E-portfolio lesson plans, TWS Unit, Supervised Teaching, Dispositions: 1. Thurstone Scale 2. Dispositions Questionnaire KTS Rubric # 2</p>
<p>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.</p>	2, 3, 5	<p>2. Student Development The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development. 5. Learning Environment The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation</p>	<p>ED 380, ED 430 TWS Unit, Teaching Performance Evaluations of Field Experience and Supervised Teaching, Dispositions: 1. Thurstone Scale 2. Dispositions Questionnaire KTS Rubric #3</p>

<p><u>STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION</u> 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.</p>	<p>3, 4</p>	<p>3. Diverse Learners The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners 4. Multiple Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills</p>	<p>TWS Unit, ED 220, 310, 320, 330, 380, 410, 420 Supervised Teaching Dispositions: 1. Thurstone Scale 2. Dispositions Questionnaire KTS Rubric #4</p>
<p><u>STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS</u> 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.</p>	<p>8</p>	<p>8. Assessment The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>ED 340, ED 380, TWS Unit, Supervised Teaching, Dispositions: 1. Thurstone Scale 2. Dispositions Questionnaire KTS Rubric #5</p>
<p><u>STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY</u> 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.</p>	<p>12</p>	<p>6. Communication and Technology The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom</p>	<p>EN 101, 102, SP 105, ED 210 Praxis II, Philosophy of Education paper, Impromptu Writing, Dispositions: 1. Thurstone Scale 2. Dispositions Questionnaire KTS Rubric #6</p>
<p><u>STANDARD 7: REFLECTS AND EVALUATES TEACHING AND LEARNING.</u> The teacher reflects on and evaluates specific teaching/learning situations and/or programs.</p>	<p>9</p>	<p>9. Reflection and Professional Development The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally</p>	<p>E-portfolio reflections, TWS Unit reflection, ED 380,381,480, Dispositions: 1. Thurstone Scale 2. Dispositions Questionnaire KTS Rubric #7</p>
<p><u>STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS</u> 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.</p>	<p>10</p>	<p>10. Collaboration, Ethics, and Relationships The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<p>ED 480, 381, KEA-SP Membership, Supervised Teaching, Dispositions: 1. Thurstone Scale 2. Dispositions Questionnaire KTS Rubric #8</p>

<p>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.</p>	<p>9</p>	<p>9. Reflection and Professional Development The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally</p>	<p>E-portfolio reflections, TWS Unit reflection, ED 380, 381,480, Dispositions: 1. Thurstone Scale 2. Dispositions Questionnaire KTS Rubric #9</p>
<p>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.</p>	<p>11</p>	<p>9. Reflection and Professional Development The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally</p>	<p>TWS Unit, ED 480, KEA-SP Membership Course Field Experience teaching lessons, Supervised Teaching, Dispositions: 1. Thurstone Scale 2. Dispositions Questionnaire KTS Rubric #10</p>

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