



BOYCE
THE COLLEGE *at* SOUTHERN

Student Handbook

2014-2015

Teacher Education Program
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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.

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.

Vision and Mission

Institutional Mission and Vision

The mission of The Southern Baptist Theological Seminary is to be totally committed to the Bible as the Word of God, to the Great Commission as our mandate, and to be a servant of the churches of the Southern Baptist Convention by training, educating, and preparing ministers of the gospel for more faithful service. The Southern Baptist Theological Seminary, under the governance of its Board of Trustees, conducts its programs in an environment of spiritual nurture with a vision for the development of Christian leaders.

Boyce Teacher Preparation Unit Mission and Vision

The Boyce College teacher preparation unit is committed to the fulfillment of the mission of The Southern Baptist Theological Seminary. The unit operates directly under the jurisdiction of Boyce College, the undergraduate school of SBTS and functions under the division of Applied Studies. It initially 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 prepares students for service leadership roles throughout the world as professional educators in the public schools, in the Southern Baptist Convention (SBC), other Christian schools, and on the international mission field. Boyce teacher educators are trained to be totally committed to the Bible as the inerrant Word of God, to the Great Commission as their mandate, and to service as their calling. 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 **mission** of the Boyce teacher preparation unit is to provide Christ-centered quality teacher education, preparing **servant-leaders** for both public and Christian school teaching. The qualities of a servant-leader can further be broken down into three areas: **service, collaboration and reflective-practitioner**. The program of instruction is designed to equip the servant-leader with the range of **knowledge** necessary for the profession of teaching, with the **skills of teaching** as recognized in the education profession, and with the **dispositions** of a servant-leader in a world of diversity. As an extension of 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 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 school and community.
- Develop qualities of servant-leadership in the teacher candidates that will impact their professional careers.

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 a servant-leader, the Boyce teacher candidate is trained to understand that effective leadership begins in the classroom and that success as a servant-leader in the school will depend on a professional learning community that works to focus the school on learning and not on teaching. To fulfill this vision the Boyce teacher candidate is taught to be aware of the following:

- The multi-faceted nature of educating and leading individual learners
- Each learner exists in a diverse society with a unique background
- All learners come to the education arena with different physical, emotional, intellectual, social, and spiritual needs
- Teachers who successfully meet these needs must be committed to student learning.

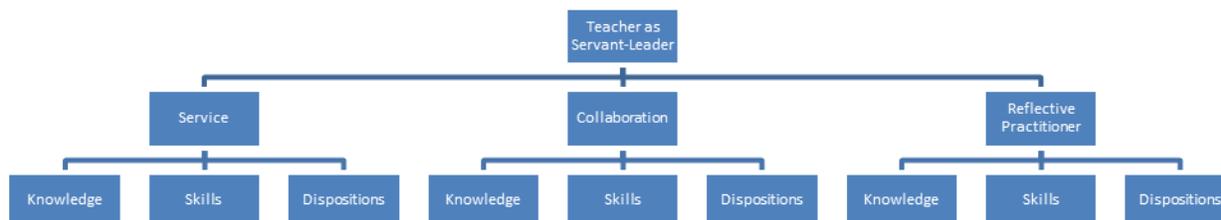
Philosophical Underpinning of the Unit

Unit Theme

The Boyce teacher preparation unit theme is **teachers as servant-leaders**. The qualities of **service, collaboration, and the teacher as a reflective practitioner** are necessary to develop the teacher as a 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 **teachers as servant-leaders**.

Unit Goals

To evaluate the necessary qualities of a servant-leader (service, collaboration and teacher as a reflective practitioner), the three major areas of **knowledge, skills, and dispositions** form the Boyce teacher preparation unit *Conceptual Framework*. We believe that each of these areas are the major goals for the unit, and that the research supports the interactive nature of these areas in the development of **teachers as servant-leaders**.



These unit goals are also in alignment first with the goals of Boyce College to train leaders for various social and church-related roles, then with the Kentucky Teacher Standards (KTS) for initial level teacher preparation units as required by the Education Professional Standards Board of Kentucky, with the professional association standards for elementary teacher education, the Association for Childhood Education International (ACEI), and finally with the three sub-themes of the Conceptual Framework, *service, collaboration, and the teacher as reflective practitioner*. **Table 1** below shows these three goals, aligned with the KTS, the professional association standards for elementary teachers (ACEI), and the CF sub-themes. The cells of the table for the KTS and the ACEI columns contain the standards which align with each of the goals, and for the CF column the cells show how each of the sub-themes are developed in alignment with each of the goals.

Unit Dispositions

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

Service:

The teacher as servant-leader...

- 1.1. believes that the teacher is a servant first, and then a leader.
- 1.2. values opportunities to serve in the school, community, or professional organizations that have potential for positive impact on the professional environment 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.

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 community of learners.

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 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.

Summary of Unit Assessment

Assessment is central to a teacher education preparation unit. 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 candidates of the Boyce Conceptual Framework (CF), (knowledge, skills, and dispositions), to assure that each candidate is prepared as an initial professional teacher as a servant-leader with the skills of service, collaboration, and reflection.

Four-Step System of Assessment

The overall system of assessment for all teacher candidates occurs during initial application and during the three checkpoints of the Boyce Teacher Education Program, which serve as monitoring checkpoints for each teacher candidate for meeting the requirements for servant-leadership. Definite assessments are required for each teacher candidate at application and in each of the 3 Checkpoints. The assessments are linked to the KTS, the Boyce Conceptual Framework and to the three components of knowledge, skills, and dispositions. This assessment process attempts to assure that each of the teacher candidate program completers have met all program standards, acquired the necessary knowledge, developed the relevant skills for professional teachers, demonstrated the required dispositions for the profession of teaching, and have proven themselves to be prepared as servant-leaders as an initial level professional teacher. The major components of the assessment plan are outlined in the following pages.

Admission to the Teacher Education Program

Beginning August 1, 2014, admission to Boyce's undergraduate educator preparation program requires the following:

1. Submission of Application for Admission to TEP
2. Signed Copy of the professional *Code of Ethics*
3. Current Curriculum Contract
4. Two letters of recommendation

Knowledge Assessments

1. A cumulative grade point average of 2.75 on a 4.0 scale
2. Completion of 15 or more credit hours
3. Achievement of the following Course Requirements
 - a. Pass EN 101: Minimum grade of "C"
 - b. Pass ED 205: Minimum grade of "C"

- c. Pass all General Education Core, Biblical and Theological, and/or Related Studies courses taken prior to TEP application: Minimum grade of "C"

Skills Assessments

1. Communication Skills:
 - a. Write *Philosophy of Education* (ED 205) Minimum score 85
 - b. Impromptu writing assessment. (ED 205) with no major writing weakness and minimum grade of 85.
2. A completed admission interview with assessed oral and written skills determined "Satisfactory"
3. Autobiographical Sketch with no major writing weaknesses. Minimum score 85.
4. Computer Skills: Demonstrate through presentation relevant and effective technology skills (ED 205) Minimum score 85
5. Service: Be a member of student pre-professional organization: Christian Educators Association International.

Dispositions Assessments

1. Complete Boyce Dispositions Questionnaire with a minimum score 85

Checkpoint # 1

Assessment for Continuation in the Teacher Education Program

Knowledge Assessments

1. A cumulative grade point average of 2.75 on a 4.0 scale
2. Completion of 30 or more credit hours
3. All coursework minimum grade of "C"
4. Successful completion of the following pre-professional skills assessments (PPST)¹ of basic knowledge administered by the Educational Testing Service with the corresponding minimum score:
 - a. "Pre-Professional Skills Test: Mathematics" (0730) -174; or "Computerized Pre-Professional Skills Test: Mathematics" (5730) - 174
 - b. "Pre-Professional Skills Test: Reading" (0710) – 176; or "Computerized Pre-Professional Skills Test: Reading" (5710) – 176
 - c. "Pre-Professional Skills Test: Writing" (0720) – 174; or "Computerized Pre-Professional Skills Test: Writing" (5720) – 174
5. Pedagogical Skills:
 - a. Write and teach lesson plans for evaluation by Field Experience teacher (TWS Format: See TWS Lesson Plan Format) Must maintain a KTS Rubrics mean score of 2.5 (KTS Rubrics #1) for all teaching lessons taught during field experiences. (Collaborations used in lesson designing and planning: Assessment of Disposition #2: Collaboration, and KTS Rubric #8)
 - b. Reflection (score 2.5 minimum on KTS Rubric #7) for TWS Lessons taught during Field Experiences.
 - c. The lesson plans are evaluated by the FE cooperating teacher and Boyce Classroom teacher. The mean scores for each KTS standard must be 2.5. If this qualification is not met in one or more standard, students may continue in the program if the overall mean score of all standards is 2.5 or higher.
6. Mean Score 2.0 on Early Field Experience Teacher Candidate Evaluation Form, Knowledge section.

¹ Exceptions can be granted based on State Requirements and Field of Interest (ie Pre-K or Missions)

Skills Assessments

1. Skills assessment of writing and teaching lesson plans for evaluation by Field Experience (KTS Rubrics #2-10) Must maintain a KTS Rubrics mean score of 2.5 for all teaching lessons taught during field experiences.
2. Professional Education Skills: Complete “Critical Assignments” as outlined in Table 8: Program Courses with Field Experience Hours and Technology Assignments and meet targeted assessment scores.
3. Technology Skills: Cumulative score of 2.5 on Standard # 6 all TWS Lesson plans.
4. Mean Score 2.0 on Early Field Experience Teacher Candidate Evaluation Form, “Professionalism” section.
5. Service:
 - a. Service Evaluation Form in ED 205, ED 220, ED 230. 2.0 min grade required
 - b. Mean score 2.0 on Early Field Experience Teacher Candidate Evaluation Form, “Service” section.

Dispositions Assessments

1. Professional Development Plan to be completed by student with their advisor, reviewing and referencing all assessments available.
2. Mean score 2.0 on Early Field Experience Teacher Candidate Evaluation Form, Collaboration, Reflective Practitioner and Knowledge of Diversity sections.

Checkpoint # 2

Assessment Criteria for Admission to Supervised Teaching

Students desiring to be considered for Student Teaching must complete the following:

1. Physical Exam and submit proof of TB clearance
2. Complete a full Background Check
3. Provide three letters of recommendation

Knowledge Assessments

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.
2. General Knowledge: Maintain GPA of 3.0 for last 30 credit hours before application to Supervised Teaching.
3. Completion of 116 credit hours, with all coursework with a minimum “C” grade
4. Completion of 200 field experience hours
5. Mean Score 2.0 on Early Field Experience Teacher Candidate Evaluation Form, Knowledge section.
6. Write and teach lesson plans for evaluation by Field Experience teacher (TWS Format: See TWS Lesson Plan Format) Must maintain a KTS Rubrics mean score of 2.5 (KTS Rubrics #1) for all teaching lessons taught during field experiences. (Collaborations used in lesson designing and planning: Assessment of Disposition #2: Collaboration, and KTS Rubric #8)

Skills Assessments

1. Pedagogical Skills:

- a. Write and teach lesson plans for evaluation by Field Experience teacher TWS Format and written reflection. (See TWS Lesson Plan Format in all teaching methods courses.) Must maintain a KTS Rubrics mean score of 2.5 (KTS Rubrics #2-8) The mean score for all lessons from KTS rubrics must be a minimum of 2.5 If this qualification is not met in one or more standard, students may continue in the program if the overall mean score of all standards is 2.5 or higher.
 - b. Reflection disposition: score 2.5 minimum on KTS Rubric #7 for TWS Lessons taught during Field Experiences.
2. Technology Skills: Maintain cumulative score of 2.5 on Standard # 6 all TWS lesson plans.
 3. Mean Score 2.0 on Early Field Experience Teacher Candidate Evaluation Form, Skills section.
 4. Service:
 - a. Be active in student pre-professional organization: Christian Educators Association International (CEAI).
 - b. Teacher Candidate Evaluation Form mean score 2.0 on Service section
 - c. Service Evaluation Form assessed in ED 205, ED 220 and ED 230, min score 2.0 required.
 - d. ED 410 and ED 420 mean score 2.5 on KTS Rubrics # 10 during teaching lessons of field experience.

Dispositions Assessments

1. KTS Rubrics #'s 7 and 8 during teaching lessons of field experience *ED 410 and ED 420*, to assess valued dispositions of service, collaboration, and teacher as reflective practitioner-Mean Sc. 2.5.
2. Mean score 2.0 on Early Field Experience Teacher Candidate Evaluation Form, Collaboration, Reflective Practitioner and Knowledge of Diversity sections.
3. Professional Development Plan Reflection- showing successful completion or notable growth in areas covered in PDP during Checkpoint 1, and written approval of completion by advisor.

Checkpoint # 3

Assessment Criteria for TEP Exit

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

1. Have a cumulative GPA of 2.75 or higher
2. Receive a minimum of "C" in ED 490 and all coursework
3. 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 during ED 490.
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. (Assessment of KTS #2, using KTS rubric #2)
5. 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. (Assessment of KTS #2, using KTS rubric #2)

6. Knowledge of classroom management: In the course *ED 490 Supervised Teaching* develop knowledge of classroom management and discipline and design a classroom management strategy. (Assessment of KTS #3, using KTS rubric #3)
7. Knowledge of Assessment: Demonstrate knowledge of assessment during teaching of lessons; four evaluations by the cooperating teacher and four by the college supervisor.
(Assessment of KTS #5, using KTS rubric #5)
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 using KTS rubric #6)
9. Knowledge of Program of Studies and Kentucky Core Content: Demonstrated in lesson planning, and application of the TWS unit, and evaluated by the cooperating teacher and college supervisor. (Evaluators use TWS Scoring Guide for TWS Section 2)
10. Knowledge of Unit Plan: Demonstrated in planning of the TWS Unit (Appendix: Table 10) and evaluated by the college instructor of Supervised Teaching (Assessment using TWS Scoring Guide for each section of the candidate's TWS narrative)

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.
(Assessment of KTS #4, using KTS rubric #4)
2. Assessment Skills: 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.
(Assessment of KTS #5, using 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)
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)
6. Service:
 - a. Service Leadership Assessment: Demonstrated by the student teacher in a school leadership role. Evaluated by the leader of the program in the school using KTS Rubric #10, min. score: 3.0

Dispositions Assessments

1. *Boyce Teacher Dispositions Questionnaire* 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. 3.0 min

License Testing Requirements

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

Minimum scores	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) ^ VRA001	235	Elementary Education: Content Knowledge (electronic) 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/>