Conceptual Framework

For

Boyce Teacher Preparation Unit
CONCEPTUAL FRAMEWORK NARRATIVE

I. Vision and Mission

A. 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.

B. 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 the seminary and functions under the division of Applied Studies. It initially provides 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 prepares 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 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 teacher candidates for both public and Christian school teaching. The program of instruction is designed to equip teacher candidates 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 for servant-leadership** 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:

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

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

**II. Philosophical Underpinning of the Unit**

**A. Unit Theme**  
The Boyce teacher preparation unit theme is **teachers as servant-leaders**. Under this overarching theme we have adopted three sub-themes or qualities that we believe are necessary to develop teachers as servant-leaders. These qualities are **service, collaboration**, and the **teacher as a reflective practitioner**. Figure 1 below graphically depicts the unit theme and sub-themes. 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.

**B. Unit Goals**
To develop teachers as servant-leaders, the three major areas of knowledge, skills, and dispositions form the superstructure of the Boyce teacher preparation unit Conceptual Framework, through which all program components function. 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. For a detailed presentation of how the sub-themes are developed throughout the program refer to Table 2 (page 7) of the Program Review Document for the Elementary Education P-5 program.

**Table 1: Alignment of Goals and Standards For Training Teachers As Servant-Leaders**

<table>
<thead>
<tr>
<th>MAJOR UNIT &amp; IHE GOALS</th>
<th>KTS</th>
<th>ACEI</th>
<th>CF SUB-THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE</td>
<td>Knowledge of… Standards 1,2,3,4: Knowledge of… Standards 1,3,4,5:</td>
<td>Knowledge of … 1. Teacher as Servant-Leader 2. Methods of Collaboration 3. Importance of Reflection</td>
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<tr>
<td></td>
<td>Skills of… Standards 1,3,4,5:</td>
<td>Skills of…</td>
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III. Program Research Support

In the discussion below we cite research which focuses on the role of each of the Boyce teacher preparation unit program theme and sub-themes.

A. Unit Theme: Research Support for Teachers as Servant-Leaders

The overall goal for the Boyce teacher preparation unit is to produce beginning teachers who have developed the basic qualities for servant-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 of knowledge, skills, and dispositions for becoming an effective servant-leader over time and through experience as a practicing professional teacher. For the purpose of the Boyce teacher preparation unit, the definition of “teachers as servant-leaders” 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 servant-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). We believe these definitions are broad enough to incorporate all areas of the Boyce teacher preparation unit Conceptual Framework (CF) and are specific enough to include the concept of the leader as being a servant first (Greenleaf, 2002, p.27) and in the context of a school as a professional learning community (PLC)(DuFour and Eaker, 1998; DuFour, Eaker, & DuFour, 2005). The teacher as servant-leader must first perceive leadership as a role of “helping teachers” and others in the school context, as opposed to exercising authority over others, in order to achieve common goals of the school as a professional learning community for the advancement of student learning. Therefore, it is not only the goal of the Boyce teacher...
preparation unit to develop potential servant-leaders in the school, but also to lay the foundations for effective “servant-leadership” in the community.

The concept of servant-leadership is not a new concept. It was first introduced by Robert Greenleaf (1977). Greenleaf developed the concept of servant leadership from an intuitive insight gained while reading Herman Hesse's book, *Journey to the East*. From this story, Greenleaf drew many lessons about the role of the leader, and over time these lessons evolved into his concept of "servant-leadership." In his book, *The Servant Leader*, he embellishes the idea of servant leadership with these words: “…a new moral principle is emerging which holds that the only authority deserving one’s allegiance is that which is freely and knowingly granted by the led to the leader in response to, and in proportion to, the clearly evident servant stature of the leader” (p.10). From these words it is unquestionably clear that for Greenleaf, the great leader is a *servant first* (Greenleaf, 2002, p.27).

In reading the works of Greenleaf, however, it is also clear that he gives no working definition for “servant-leadership” that may be applied to teacher preparation beyond his concept of the leader as servant first. To help define the concept, Spears (Spears, 1998) draws upon Greenleaf's writing and proposes ten key elements of servant leadership: *listening, empathy, healing (of oneself and others), awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community*. While the Boyce teacher preparation unit does not incorporate all of these elements into the teacher education program, it is from these that the valued dispositions for Boyce teacher candidates are drawn. Using the Pellicer and Anderson (1995) definition for teacher leadership (refer to above discussion), and Spears (1998) ten key elements of servant leadership, we have established the important dispositions for the Boyce teacher preparation unit. The elements in the parentheses in the following sentence are Spears’ equivalents to the dispositions valued in the Boyce teacher preparation unit. The valued Boyce teacher preparation unit dispositions are the disposition to serve (stewardship), to collaborate (awareness, persuasion, and conceptualization), and to reflect (foresight), each of which we believe holds the greatest value for *initial teacher preparation*. In addition, each of these dispositions must be exercised toward building a learning community in the school for achieving the goal of student learning.

The literature on servant leadership focuses largely on the *role of the administrators* (principals and superintendents) as leaders in the schools with some focus on servant-leaders (Barth,1990; Lieberman,1988; Deal & Peterson,1990,1994 Schlechty,1990; Sergiovanni, 1991,1992; Johnson,1996; Fullan,1993,1997; Hargreaves & Fullan, 1998; Hesselbein and Cohen,1999; et.al); then there is the research that highlights teachers as leaders who serve in a leadership role outside the classroom responsibility of teaching, i.e. it was their role to lead in various ways, working with the classroom teachers cooperatively and sometimes collaboratively to accomplish goals of changing the school culture to involve teachers more in the leadership of the school (Lortie, 1975; Lieberman, & Miller, 1984; Little, 1988; Darling-Hammond, 1987); and finally there are some works that focus on the *classroom teacher as leader* or as servant-leader (Herman and Marlowe, 2005; Blakeney & Blakeney 1996; Brendtro, Brokenleg, and Brockern, 2002); therefore for purposes of our Boyce teacher preparation unit, the application of the concept of servant-leader to *initial teacher preparation* requires narrowing the characteristics of the servant-leader to those that have practical application to the preparation of the classroom teacher.
(Herman and Marlowe, 2005) as a leader, yet preserve the basic concept of servant-leadership as a leader who is a servant first. From the narrowing process we believe that the characteristic dispositions for the classroom teacher as servant-leader to be the sub-themes we have identified above as service, collaboration, and reflection.

B. Sub-themes: Research Support

1. Service

The teacher candidates of the Boyce teacher education program are challenged to be committed to the teaching profession as a lifelong service rendered to the school community through quality education of the learners and through collaborative efforts with other teachers. We believe that every effective teacher must develop the disposition to serve or to fulfill what Greenleaf (1977) calls the “creative potential” (p.6) of a person, and what Abraham Maslow referred to as “self-actualization” (1973) or “doing what one is fitted for” (p.162). 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 learning style, and valued in the contribution each may make to society. Through the service of teaching, the Boyce teacher candidate will assist the learners to achieve their unique purpose, will serve the learners through instruction that is differentiated (Tomlinson, 1999), and thus direct the learner to make his or her own contribution to the real world. 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 service role is consistent with the biblical worldview we strive throughout the entire Boyce College programs to instill in the thinking of all students and is amenable to the servant-leadership role we are attempting to develop in our teacher candidates. 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 servant-leadership, the teacher candidate learns to “…bear the burdens of others and so fulfill(s) the law of Christ.” (Galatians 6:2).

As a major goal of Greenleaf’s (1977) servant-leader role, and building on his idea of “servant-first”, he provides a universal maxim to guide in the measuring of one’s service. This maxim is “Do those served grow as persons; do they while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?” (p. 7). A model of how this may be accomplished in the context of a school community is provided in the work of Brendtro, Brokenleg, and Van Bockern (2002) with at risk youth. In their work they provide a very nontraditional approach for working with students, based on the value of service to others and with the purpose of applying Greenleaf’s maxim. They demonstrate that the teacher as servant first must surround the learners (those served) with kindness as an active force (not just feelings) driven by the desire to serve and self-actualize oneself, and thus motivate the child through this positive learning experience. The child then grows as a person, becomes emotionally healthier, is wiser, freer to express himself, and over time becomes more autonomous and more likely to serve others. Through this process both the teacher servant-leader and the child learner become
more fulfilled or whole (Brendtro, Brokenleg, & Van Brockern, 2002). In essence, the teacher candidate of the Boyce teacher preparation unit is taught that teaching as a servant-leader means that the promotion of the well-being of the learners is the primary reason for the very existence and self-fulfillment of the teacher.

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 (Nystuen, 2009). 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 (DiRianna, 2008). 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. Assessment is therefore basic to the servant-leader’s role and absolutely necessary for the teacher as servant-leader to implement differentiated instruction in order to meet the diverse and individual needs of the learners (Tomlinson, 2003).

This concept is framed in the professional education courses of the Boyce teacher preparation unit through teaching methods that emphasize individualized learning and how these methods may be implemented in the classrooms of P-5 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. What the Boyce teacher candidates learn is that instruction and assessment are not two separate procedures of effective teaching, but rather are interactive components throughout any teaching-learning process. (Black, et.al. 2003). Kathryn DiRianna 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 (Ainsworth, 2007).

Assessment also assists the classroom teacher to fulfill other important service roles of teaching. These other areas of service include being an advocate of the learners in terms of the best available curriculum to meet the diverse needs, and learners who need special services (special needs children). Informal assessment may also aid the teacher to determine safety needs, health needs, and even needs related to the home. Boyce teacher candidates are taught to be proactive in service to the learners in all these ways.

To extend the teacher candidate’s role as servant, each candidate is encouraged to actively serve in both the school, and/or 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 guide 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-5 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, the Related Studies, and the Professional Education courses, and then from the consistent emphasis on involvement in the school and community through field and clinical experiences, we believe the Boyce teacher candidate is taught to be a servant-leader.

Any discussion of the teacher as a servant-leader must also address the issues of personal integrity and values (Badaracco & Ellsworth, 1989). Robert Evans (Evans, 1996) defines integrity as “…a fundamental consistency between one’s values, goals, and actions. At the simplest level it means standing for something, having a significant commitment and exemplifying this commitment in your behavior.” (p.100) At the very core of the preparation of the servant-leader, the Boyce teacher training program believes that values and personal integrity come first. Repeatedly in the literature on leadership, exceptional leaders are portrayed as those with high standards, who keep their commitments, and exercise self-discipline (Evans, 1996). Strong leaders have “…beliefs that give them a sturdy guide for their long-range planning and their routine problem-solving.” (Badaracco and Ellsworth, p.100, 1989), and whatever their views, honesty and fairness are usually major tenets exhibited in their relations (Evans, 1996). To build these traits Boyce teacher candidates are taught Christian values of honesty and fairness among other values, and the importance of setting goals for life and daily behavior. A core of courses (24 credit hours) in Biblical and Theological Studies is required for all teacher education majors and is designed to ground the student in Christian values that are biblically-based. Standards of behavior, based on Christian values, are set for students. Guidelines for students that exemplify strong values are given to students in the completion of their field experiences and clinical work. These values and guidelines are intended to build an attitude of servant first in their relations with others, both on campus and in their professional associations in the schools.

2. Collaboration
The disposition of teacher collaboration and the development of skills of collaboration are central to the Boyce program goal of teachers as servant-leaders. Boyce teacher candidates are taught to be team members of a professional learning community to achieve the number one goal of improved student learning and for school reform toward a school culture of collaboration. (Many, 2008). 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 administrators.
In view of the current research, the development of the vital disposition of collaboration with other professionals is central to the skill development of the Boyce teacher candidates as leaders (DuFour, DuFour, Eaker, & Many, 2006; Reeves, 2006; Johnson & Donaldson, 2007). 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.

The very essence of servant-leadership is collaboration. Therefore, it is actually inconceivable that a teacher could serve as a servant-leader without practicing collaboration with other teacher colleagues, administrators, and parents (Fullan, 1993a). Thus, collaboration can only be effectively practiced through the professional learning community (PLC) i.e. in a school where the school culture is collaborative (Erkens, 2008). In fact, Erkens states that one of 4 key roles of the teacher leader is the vital role of collaborator (p.12). Rick DuFour adds to this line of thought by describing collaboration as the sine qua non of the professional learning community (emphasis added) (Twadell, 2008). He states that…”Effective collaboration in a learning community requires more than teachers working near one another; they must begin working with one another.” (p.114). Collaboration in a professional learning community is therefore valued in the Boyce teacher preparation unit as the key disposition for effective servant-leaders.

Collaboration and Assessment: Current research literature presents collaboration and assessment as vitally linked if teachers are to succeed in their leadership role in the development of professional learning communities that work as teams to improve student learning (Guskey, 2009). Cassandra Erkens cites research in this regard when she says, “When we ‘[1] analyze, understand, and deconstruct standards, [2] transform standards into high quality classroom assessments, and [3] share and interpret the results together’(Stiggins, 2005, p.82), we benefit from our collective wisdom about how to continue to promote student learning (emphasis added). We will have more confidence in our results, our evaluation of the findings, and our planned responses to the findings when we work with trusted colleagues.”(emphasis added) (2009, p. 26). The literature is also clear that the focus of the collaborative team efforts should be on formative assessments, not summative assessment, though summative assessment must also be included in the team analysis to determine the success or failure of previous instruction (Jakicic, 2009; Black & William, 1998). Jakicic states “It is hard to find an educational journal or book written recently that doesn’t acknowledge the strong connection between using the results of frequent, formative assessment and improved student learning”.(Jakicic, p.33). Black and William (1998) wrote a summary and meta-analysis of the international research of formative assessment and concluded that schools could expect a .4 to .7 standard deviation gain in student achievement as a result of the use of frequent formative assessments. Finally, W.J. Popham gives a working definition of formative assessment that is useful in the preparation of teachers in initial teacher preparation units: Formative assessment is a process used by teachers
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 servant-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 420 Teaching Reading P-5, students must meet in collaborative teams to plan lessons and assessments for the lessons each class member is required to teach for the Field Experience component of the course. They also meet following the teaching of a lesson to analyze the effectiveness of the instruction according to the assessment results. This approach gives students firsthand experience as a collaborative team member in planning lessons and assessments for more effective student learning. 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 servant-leadership capacity. In ED 490 Supervised Teaching, candidates are required to be involved in a collaboration role on a regular basis throughout the semester 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.

3. Teacher as Reflective Practitioner
In 1987, Donald Schon introduced the concept of reflective practice as a critical process in refining one's artistry or craft in a specific discipline. Schon recommended reflective practice as a way for beginners in a discipline to understand how their own individual practices and those of successful practitioners relate. As defined by Schon, reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline (Schon, 1996).

Since Schon’s introduction to “reflective practice” research has proven the value of the use of what is now referred to as “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).

In a 1993 study of how student teachers develop the skills necessary for reflection during their field experiences, Ojanen explored the role of the teacher educator as coach. Teacher educators
can most effectively coach student teachers in reflective practice by using students' portfolio reflection entries, and small and large-group collaborative discussions about their experiences to help students reflect upon and improve their practices.

Kettle and Sellars (1996) studied the development of third-year teaching students. They analyzed the students' reflective writings and interviewed them extensively about their reflective practices. They found that the use of peer reflective groups encouraged student teachers to challenge existing theories and their own preconceived views of teaching while modeling for them a collaborative style of professional development that would be useful throughout their teaching careers.

The relationship between collaboration and reflection is inseparable in terms of the function of each. The action of collaboration requires that the members of the collaborative team reflect on the effectiveness of the instruction or plan of action after the instructional plan is implemented and completed. Remembering that the basic goal of collaboration is for improved student learning, the need to reflect on the results of the collaborative efforts is inherent to the process of collaboration. Reflection, in the context of collaboration, is two-fold in nature: 1) reflection on the effectiveness of the instructional plan, and 2) reflection on the effectiveness of the teaching (or teacher). Both of these reflective processes are important for the teacher as a reflective practitioner. Erkens (2008) includes among the four roles of the teacher leader, the role of the teacher as a collaborator and the teacher as a reflective practitioner (p.12). She believes “reflective practitioners have a strong sense of their personal strengths and learning curves, but they take it one step further and seek confirmation of their strengths in student (learning) results” (p.22). The purpose of reflection is to gain new insights on the beliefs affecting teaching, the practices that are a part of the teaching, and the learning results as demonstrated by the learners and through the assessments applied, both formative and summative. In other words, the teacher as a servant-leader is a learning teacher as part of a collaborative team. The reflective practitioner, not only reflects on the results of the efforts or the demonstration of student learning results, but also reflects on the quality of the teaching or what Reeves (2006) refers to as “antecedents of excellence”. Performing this reflection as a part of and with a collaborative team results in an improved collective understanding of the teaching-learning process and makes a positive contribution to the collaborative culture of the school.

Based on the research above, the Boyce teacher preparation unit uses collaborative peer reflective groups for improving pre-service teaching practices for improved student learning. The collaborative peer reflective groups meet to reflect on the lesson plan prior to the actual teaching and also following the teaching observation to reflect on the effectiveness of the lesson for achieving the lesson objective(s) or performance outcomes. The collaborative peer reflection groups function as part of the field and clinical experience for the following courses: ED 420 Teaching Reading, ED 380 Field Experience: Teaching, and as part of the ED 490 Supervised Teaching semester during the student teacher seminars held once weekly.

The Boyce teacher preparation unit provides the teacher candidates with both knowledge about the importance of reflection as a routine practice of the teaching-learning process and also with training in the application of reflection. In the ED 200 course, the candidates are taught that the servant-leader is by nature a reflective practitioner, how reflection is practiced, and finally they
are availed numerous opportunities to practice reflection following the performance of skills as part of each of the Professional Education courses. In all clinical teaching (ED 380, ED 490, and courses that require teaching lessons as part of the assigned field experience) following the planning and teaching of lessons, candidates are required to apply the skill of reflective practitioner in the writing of formal reflections covering the effectiveness of the lesson plan and of the teaching as determined from the demonstrated student learning results. Candidates are required to meet with the collaborating professional teacher to reflect collaboratively on the lesson plan and the teaching, and then report these results to the Boyce supervising teacher or course instructor in written format.

C. Program Design Summary
We believe the development of the dispositions and skills of service, collaboration, and reflection stretch across all components of our conceptual framework. All of these are developed in direct relationship to the major goals of growth in knowledge, in skills, and in dispositions of a teacher as a servant-leader.

Teachers must have a wide range of knowledge through liberal studies, and a mastery of the knowledge of professional education if they are to be effective classroom instructors, an important role fulfillment for the teacher as servant-leader. We believe that teachers who exhibit a comprehensive knowledge of teaching and of the overall field of education, gain the respect of colleagues and of the administrators which is prerequisite to recognition as a teacher leader. Obviously, teacher leadership is also dependent on the development and growth of certain skills. Paramount among these skills is the skills of teaching or pedagogy that may allow the teacher to be recognized as a master teacher, thus gaining the respect of the colleagues that the leader will serve. Since the goal of the servant-leader is to improve student learning and promote a professional learning culture of collaboration, the development of the skills of collaboration and reflection are key to the servant-leader role. Finally, teacher leaders must nurture the dispositions required to be an effective leader; especially the dispositions (values, beliefs, and attitudes) that cause one to serve others in the school community, to work collaboratively with others for the development of a professional community of learners, and the dispositions that lead one to evaluate oneself as a professional teacher through reflection. Therefore in the development of these three components of knowledge, skills, and dispositions in our teacher candidates, we are thereby developing teacher candidates who will be teachers as servant-leaders.

1. Knowledge
The knowledge component is the chief cornerstone for the Boyce instructional program. Boyce teacher candidates are taught that to become a servant-leader in the field of education they must recognize the value and inherent power of acquired knowledge; they must pursue that knowledge as a life-long process to qualify as a professional teacher; and they must master content knowledge for effective teaching of the content areas. In accordance with Standard 1 of the Kentucky Teacher Standards, we believe that acquired knowledge is the foundation of becoming an effective teacher. The Boyce teacher education unit firmly believes that without comprehensive knowledge in all areas of study, the effectiveness of the teacher as a servant-leader is seriously compromised. In addition, the Boyce teacher education program of instruction requires the teacher candidate as a servant-leader to integrate the composite
knowledge into a coherent Christian worldview. It is this Christian worldview, derived from the required biblical and theological studies that drives and motivates the teacher candidate to fulfill the “servant” part of servant-leadership. From the same source of biblical and theological studies is drawn the integrity and values of honesty and fairness so vital to the “leader” part of servant-leaders.

*Content Knowledge* derived from the general studies of the elementary teacher education program is considered vital to the overall preparation of an effective elementary teacher, and prerequisite to the development of a meaningful Christian worldview (Dockery, 2002; Holmes, 1985). The Boyce teacher education program of study includes 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 servant-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 servant-leadership and preparing them for life.” (p. 20). 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 gives the learners greater access to knowledge that permits them to broaden their perspective, permitting them to see more connections between their faith and the world. 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*. 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. 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. (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.

2. 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 skills of pedagogy, assessment, leadership, classroom management, communication, technology, reflection, professional development, and collaboration. Thus Boyce teacher candidates are trained to be professionally skilled teachers as servant-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. 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 for elementary teachers (ACEI). 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 servant-leadership.

Throughout the Boyce courses of study in methods of teaching the concept of meeting individual learner needs through assessment and differentiated instruction is emphasized. Tomlinson (2003) refers to differentiated instruction as “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 (Nystuen, 2009). Observing the use of assessment in authentic classroom settings through field experiences provides the teacher candidates firsthand observation of the benefits of the integration of formative 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 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).

The field and clinical experiences 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. A specified number of field or clinical experience hours are designated for each of the professional education courses which require field or clinical experience. 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-5 classroom teaching setting (ED 380), and to provide the teacher candidate opportunity for service either in a P-5 school setting or in a community organization (ED 480). The Field Experience courses have two major emphases: 1. Clinical teaching practice, and 2. Service for development of servant-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.

One of the major goals of the Field and Clinical Experiences is to promote teacher candidate self-assessment, or the skill of reflection, with the goal of creating teachers who are reflective practitioners. 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 servant-leaders, a major desired outcome for all teacher candidates is that of effective servant-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),


collaborative egalitarianism (Duffy, 1994). or through professional learning communities (DuFours, 2006) The shared or collaborative 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. Throughout the teacher candidates’ experiences at Boyce they will be working collaboratively with cooperating teachers and other school personnel to develop the skills of collaborative leadership as part of the Field Experience assignments and also later in the student teaching experience.

3. 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 teacher dispositions is a distinctively different category than either knowledge or skills. However, 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 in the literature on 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”. In the literature there is some agreement on the dispositions that are most relevant to teacher training. Some of these are reflected in the established state and professional association standards. Among the KTS and the ACEI standards, for example, are standards which focus on collaboration and reflection and leadership, each of which require definite “values, habits of mind, and attitudes” (Ritchart, 2001) in order for them to become teacher behaviors. Later in this document we present the values, beliefs, and attitudes which we believe are the dispositions supporting the sub-themes of the Boyce teacher preparation unit, those of service, collaboration, and the teacher as a reflective practitioner. While there are a number of values, beliefs, and attitudes that may underlie teacher behaviors, the Boyce teacher preparation unit believes that under service, collaboration, and reflection there are those values, beliefs, and attitudes that most effectively relate to and develop the teacher as servant-leader. (See ”Commitments- Dispositions” below)

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 a basic tenet of 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 that are important to the content of the General Education courses, and extend into the Related Studies and Professional Studies courses through which the teacher candidate is taught skills of teaching as a leader who is a servant first, who strives to build a professional learning community through collaboration, and who is a reflective practitioner for the purpose of promoting improved student learning.

We accept the Ritchart (2001) concept of educator dispositions as “thinking dispositions”, since we believe that all behavior emanates from cognitive structures. 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. Each of the three valued behaviors of **service**, **collaboration**, and **reflection** are cognitively-based and are basic for the teacher as servant-leader. Thornton (2006) presents a study based on Ritchart’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 in this study to teaching practices.

**IV. Developing Servant-Leaders**

Table 2 shows how the Boyce teacher preparation unit develops the three sub-themes to meet the 10 Kentucky Teacher Standards. The information in the cells of the chart describes the methods used to fulfill each of the standards and how the activity is assessed.

**Table 2: Alignment of KTS and TEP Critical Performances**

<table>
<thead>
<tr>
<th>KTS</th>
<th>Service</th>
<th>Collaboration</th>
<th>Reflective Practitioner</th>
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<tbody>
<tr>
<td><strong>STANDARD 1: Demonstrates Content Knowledge</strong></td>
<td><em>Boyce Dispositions Survey: ED 200</em> analysis of service dispositions items.</td>
<td>TWS Unit; ED 380, ED 420, &amp; ED 490 lessons taught: Pre-instruction collaboration with cooperating teacher (CT) on lessons’ content knowledge: (KTS rubrics #8 &amp; #1)</td>
<td>TWS Unit; ED 380, ED 420, ED 490 lessons taught: Post-instruction reflections on demonstration of content knowledge for lessons. (KTS rubrics #7 &amp; #1)</td>
</tr>
<tr>
<td><strong>STANDARD 2: Designs and Plans Instruction</strong></td>
<td>TWS Unit; ED 380, ED 420; ED 490 lessons: Pre-instruction collaboration with CT on lessons’ design &amp; plan. (KTS rubrics #8 &amp; #2)</td>
<td>TWS Unit; ED 380, ED 420; ED 490 lessons taught: Post-instruction reflections on lessons’ design and plan. (KTS rubrics #7 &amp; #2)</td>
<td>TWS Unit; ED 380, ED 420; ED 490 lessons taught: Post-instruction reflections on maintaining learning climate. (KTS rubrics #7 &amp; #3)</td>
</tr>
<tr>
<td><strong>STANDARD 3: Creates/Maintains Learning Climate</strong></td>
<td>TWS Unit; ED 380, ED 420; ED 490: Pre-instruction collaboration with CT on maintaining learning climate. (KTS rubrics #8 &amp; #3)</td>
<td>TWS Unit; ED 380, ED 420, ED 490 lessons taught: Post-instruction reflections on learning climate. (KTS rubrics #7 &amp; #3)</td>
<td>TWS Unit; ED 380, ED 420, ED 490 lessons taught:</td>
</tr>
<tr>
<td><strong>STANDARD 4:</strong></td>
<td>TWS Unit; ED 380, ED 420; ED 490 lessons taught: During</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>2011</td>
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<thead>
<tr>
<th>Standard 5: Assesses/Communicates Learning Results</th>
<th>Implements/Manages Instruction</th>
<th>Post-instruction reflections on success of lesson. (KTS rubrics #7 &amp; #4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TWS Unit; ED 380, ED 420; ED 490 lessons taught: Pre-instruction collaboration with CT on effective assessment of learning for lessons. (KTS rubrics #8 &amp; #5)</td>
<td>Pre-instruction collaboration with CT on some lessons. (KTS rubrics #8 &amp; #4)</td>
<td>TWS Unit; ED 380, ED 420, ED 490 lessons taught: Post-instruction reflections on success of assessments used to measure learning outcomes. (KTS rubrics #7 &amp; 5)</td>
</tr>
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<thead>
<tr>
<th>Standard 6: Implements Technology</th>
<th>Implements/Manages Instruction</th>
<th>Post-instruction reflections on use of technology for learning. (KTS rubrics #7 &amp; #6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TWS Unit; ED 380, ED 420; ED 490 lessons taught: Pre-instruction collaboration with CT on use of technology for lessons. (KTS rubrics #8 &amp; #6)</td>
<td>Pre-instruction collaboration with CT on some lessons. (KTS rubrics #8 &amp; #4)</td>
<td>TWS Unit; ED 380, ED 420, ED 490 lessons taught: Post-instruction reflections on use of technology for learning. (KTS rubrics #7 &amp; #6)</td>
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<tr>
<th>Standard 7: Reflects on Teaching and Learning</th>
<th>Implements/Manages Instruction</th>
<th>Post-instruction reflections on success of lesson. (KTS rubrics #7 &amp; #4)</th>
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<tbody>
<tr>
<td>ED 480 &amp; ED 490: Candidate reflects on his/her servant-leadership experience to evaluate his/her use of and growth in leadership skills. This reflection is part of the course grade and is a required e-portfolio entry.</td>
<td>Pre-instruction collaboration with CT on some lessons. (KTS rubrics #8 &amp; #4)</td>
<td>TWS Unit; ED 380, ED 420, ED 490 lessons taught: Post-instruction reflections on success of assessments used to measure learning outcomes. (KTS rubrics #7 &amp; 5)</td>
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<tr>
<th>Standard 8: Collaborates w/Teachers Parents/Others</th>
<th>Implements/Manages Instruction</th>
<th>Post-instruction reflections on success of lesson. (KTS rubrics #7 &amp; #4)</th>
</tr>
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<tbody>
<tr>
<td>- ED 480, ED 490 Candidate collaborators with service supervisor to fulfill servant-leadership responsibilities. (Supervisor uses KTS rubric #8 to evaluate collaboration skills of candidate)</td>
<td>Pre-instruction collaboration with CT on some lessons. (KTS rubrics #8 &amp; #4)</td>
<td>TWS Unit; ED 380, ED 420, ED 490 lessons taught: Post-instruction reflections on success of assessments used to measure learning outcomes. (KTS rubrics #7 &amp; 5)</td>
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<tr>
<th>Standard 9: Implements Professional Development</th>
<th>Implements/Manages Instruction</th>
<th>Post-instruction reflections on success of lesson. (KTS rubrics #7 &amp; #4)</th>
</tr>
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<tbody>
<tr>
<td>ED 480, ED 490 Candidate includes in the PD plan needed skills of servant leadership as a result of the service roles in the school or community. PD plan is part of final student teaching grade.</td>
<td>Pre-instruction collaboration with CT on some lessons. (KTS rubrics #8 &amp; #4)</td>
<td>TWS Unit; ED 380, ED 420, ED 490 lessons taught: Post-instruction reflections on success of assessments used to measure learning outcomes. (KTS rubrics #7 &amp; 5)</td>
</tr>
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- ED 480 Serves in leadership role in school or community. | ED 380, & 420: Each candidate serves as the “leader” of a
V. Commitments: Technology, Diversity, Dispositions

A. 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 pre-service 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 pre-service teachers use technology in their own learning, for example, in pre-service 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 instructional 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 websites 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, and finally some Boyce courses are online or are setup on Moodle, which gives the candidates additional experience using the computer for such activities as chat rooms, and internet assignments associated with the course. Of course all of this is valuable for developing skills with the use of technology for instructional purposes.

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 in the classroom of an authentic P-5 setting, specifically through the learning outcomes of the course ED 380 Field Experience: Teaching and of course in the student teaching experience that requires the student teacher to demonstrate the use of technology in the teaching of numerous lessons. In these courses 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. Finally, all Boyce classrooms are WI-FI equipped with video projectors for use with Power Point presentations and internet website display for classroom teaching by both the course instructor and the teacher candidates when assignments are given requiring classroom presentations.

**B. Diversity**

To ensure that all elementary education teacher candidates work with diverse students, we have identified several experiences where candidates are placed in diverse settings: 1) ED 220 Teaching Exceptional Learners; 2) ED 320 Teaching Science P-5; 3) ED 380 Field Experience: Teaching; 3) ED 420 Teaching Reading P-5; 4) ED 480 Field Experience: Service. All field experience placements for these courses will be in schools where we believe the greatest range of diversity may be experienced. We have defined *diversity* for our placement purposes to include not only ethnic, and racial factors, but also learning styles, exceptionalities, magnet school settings, behavior disorder settings, and reading program and other resource centers. In these school settings teacher candidates will be placed to have experiences with no less than two racial/ethnic groups, one ELL experience, and one classroom with exceptional children.

Finally, during the Supervised Teaching experience (ED 490), to provide the teacher candidates the opportunity to demonstrate awareness and strategies to meet the needs of diverse learners, each candidate must focus on the needs of an exceptional learner or a group of exceptional learners in the design and teaching of the Teacher Work Sample unit of instruction. This requirement is designed to make the teacher candidate fulfill the EPSB diversity theme.
Throughout the teacher candidates’ experiences in the Boyce teacher preparation unit in both course content and field and clinical experiences, they are taught values and principles that reinforce the importance of addressing the diverse needs of learners in the schools. These include:

1. That all children can learn at high levels and the teacher must persist in helping all children achieve success.
2. That the teacher must appreciate and value human diversity, show respect for each student’s varied talents and perspectives, and be committed to the pursuit of individual excellence.
3. That students are individuals with differing personal and family backgrounds and various skills, talents, and interests.
4. That the school exists in a community with different religious beliefs, ethnicities, and cultural norms.
5. That each individual student should feel valued for his/her potential as a person, and should likewise value others.

C. Dispositions
The definition of teacher dispositions presented by Wilkerson and Lang (2007) fits appropriately for the Boyce teacher preparation unit and is our adopted definition: teacher affect—attitudes, values and beliefs that influence the application and use of knowledge and skills. With this definition we will attempt to promote and assess whether or not the Boyce teacher candidates ultimately attain the “valuing” level in the Bloom and Krathwohl (1956) taxonomy for the dispositions that support service, collaboration, and the teacher as a reflective practitioner. Our focus is on standards-based, skill-related values or beliefs aligned with the standards of KTS. We believe that this concept of training teachers who know what they value and believe is linked inseparably to teachers as servant-leaders who strive to build a community of learners in the school. 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 “attitudes, values, and beliefs” (dispositions) that we believe are important to foster service, collaboration, and the teacher as a reflective practitioner are listed below.

1. 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.

2. Collaboration:
The teacher as a collaborator…
   2.1. values diversity as a fact of life that gives all individuals their own distinctive, and God-given abilities.
2.2. recognizes that effective communication is a primary skill for effective collaborative leadership.
2.3. believes that collaboration is necessary to develop a school culture of a professional community of learners.

3. Reflection:
The teacher as a reflective practitioner...
3.1 knows that personal growth of knowledge is a life-long process necessary for professional growth and effective servant-leadership.
3.2. believes that insights gained from teaching experience must be used for improved future 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

VI. Summary of Unit Assessment

We believe that 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 for the three components 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.

A. 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 for meeting the requirements for servant-leadership. 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 the KTS, and the Boyce Conceptual Framework theme and sub-themes and to the three components of knowledge, skills, and dispositions 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 professional teachers, have 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 include the following:

CAP Throughout the Three Checkpoints of the TEP
Checkpoint # 1 Assessment Criteria for Admission to the Teacher Education Program

Knowledge Assessments
1. Scholastic Aptitude Test
   Option 1: Minimum ACT 20 Composite Score
   Option 2: Minimum SAT 990 Composite Score
   Option 3: Minimum Composite Score of 532 on Praxis I
   Option 4: 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 (transfer credits not included) up to the time of application to the TEP.

2. Course Requirements
   1. Pass EN 101 & SP 105: Minimum grade of “C” (Collaboration disposition #2.2)
   2. Pass ED 200 and 210: Minimum grade of “C”
   3. Pass all General Education Core, Related Studies, and Biblical and Theological courses taken prior to TEP application.(Reflection disposition #3.1)

Skills Assessments
   1. Communication Skills: (Assessment of Reflection disposition #3.1)
      a. Write Philosophy of Education (ED 200)
      b. Impromptu writing assessment.
   2. Computer Skills: (Assessment of Collaboration disposition #2.2), Develop and write artifacts for e-portfolio (ED 210)

Dispositions Assessments
   1. Complete Boyce Teacher Dispositions Inventory (ED 200) (Pre-assessment of all dispositions for sub-themes of service: 1.1-1.3, collaboration: 2.1-2.3; and teacher as reflective practitioner: 3.1-3.3)

Servant-Leadership Assessments
   1. Complete service leadership assignments of ED 480 Field Experience: Service.
   3. Be active member in KEA-SP:

Checkpoint # 2: Assessment Criteria for Admission to Supervised Teaching

Knowledge Assessments (Assessment of Reflection disposition #3.1)
   1. Knowledge of Teaching Content and Pedagogy: Pass all Curriculum Contract courses for teacher education major with minimum grade of “C”, and maintain 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:
      a) Write lesson plans for evaluation by course instructor (TWS format: See Appendix- Table 10) in all teaching methods courses. (Assessment of KTS rubric #2) (Team collaborations used in lesson designing and planning:
Assessment of Disposition #2: Collaboration)

b) Pass Professional Education courses with a minimum of “C” grade. (Reflection disposition #3.1)

c) Complete all Field Experience assignments – Professional Education courses with Field Experience requirements; In ED 380 Field Experience: Teaching; and ED 420 Teaching Reading P-5 the teacher candidate is assessed during the course by both the cooperating Field Experience teacher and the course instructor of the ED 380 and ED 420 course using KTS rubrics #’s 1-8: #1. demonstration of lesson content knowledge, #2. lesson design and planning, #3. classroom management, #4. lesson implementation, #5. assessments, #6. use of technology, #7. collaborations, and #8. reflections. (Assessment of all dispositions for collaboration: and reflection: See page 22 above).

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. (Assessment of teacher as a reflective practitioner, Disposition #3. KTS rubric #7)

3. Technology Skills: Two artifacts for each KTS uploaded to e-portfolio (Assessment of KTS Rubric #6)

Dispositions Assessments

1. Boyce Teacher Dispositions Questionnaire: Completed in the seminar sessions of ED 381 Clinical Experience. (Pre-Assessment of all dispositions for sub-themes service, collaboration, and reflection)

2. KTS Rubrics #’s 7,8,10 during teaching lessons of field experience (ED380 and ED 420) to assess dispositions for sub-themes service, collaboration, and teacher as reflective practitioner.

Servant-Leadership Assessments

1. Complete service leadership assignments of ED 480 Field Experience: Service. (Assessment of dispositions for service sub-theme and leadership skills using KTS rubric #10, min. score: 3)

2. Complete service learning project of ED 330 Teaching Soc. Studies. (Assessment of Service and leadership skills using KTS rubric #10, min. score: 3)

3. Be active in KEA-SP, state meetings and conferences.

Checkpoint # 3 – Assessment Criteria for TEP Exit

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

1. Teaching Content Assessment: Demonstrate knowledge of teaching area content during teaching of lessons; four evaluations by the cooperating teacher and four by the college supervisor during ED 490.

2. Knowledge of Lesson Planning: Demonstrate knowledge of lesson planning during teaching of lessons; four evaluations by the cooperating teacher and four by the college supervisor. (Assessment of KTS #2, using KTS rubric #2)

3. Knowledge of Teaching Strategies: Demonstrate knowledge of appropriate teaching strategies during teaching of lessons; four evaluations by the cooperating teacher and four by the college supervisor. (Assessment of KTS #2, using KTS rubric #2)

4. Knowledge of classroom management: In the course ED 430 Classroom Management
develop knowledge of classroom management and discipline and design a classroom
management strategy. (Assessment of KTS #3, using KTS rubric #3)
5. Knowledge of Assessment: Demonstrate knowledge of assessment during teaching of
lessons; four evaluations by the cooperating teacher and four by the college supervisor.
(Assessment of KTS #5, using KTS rubric #5)
6. Knowledge of Technology: Demonstrated in the planning and teaching of lessons and
the TWS Unit; Continued development of e-portfolio. (Evaluated by the college
supervisor using KTS rubric #6)
7. Knowledge of Program of Studies and Kentucky Core Content: Demonstrated in lesson
planning, and application of the TWS unit, and evaluated by the cooperating teacher
and college supervisor. (Evaluators use TWS Scoring Guide for TWS Section 2)
8. 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)

Dispositions Assessments
1. Boyce Teacher Dispositions Questionnaire: Completed during seminar sessions of the
ED 490 Supervised Teaching course. Evaluated by the Supervised Teaching
Supervisor.
2. Boyce Teacher Disposition Inventory summative assessment administration during ED
490 Supervised Teaching seminars.
3. KTS Rubrics #'s 7-10: Completed during observations of the teacher candidate in the
classroom and the school.

Servant-Leadership 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 using KTS
Rubric #10, min. score: 3
B. Unit Alignment Tables

Table 3 below depicts the alignment of the Kentucky Teacher Standards with the program assessments for each of the standards. The table is intended to give detailed information about the means for internally and externally assessing the standards (KTS) of the teacher preparation unit program. Table 4 takes the KTS one step further to illustrate how each of the standards are assessed at the three Checkpoints of the Continuous Assessment Plan.

Table 3: Alignment of KTS Standards and Program Assessments

<table>
<thead>
<tr>
<th>KTS #</th>
<th>PROGRAM ASSESSMENTS</th>
</tr>
</thead>
</table>
| **STANDARD 1:** THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE | - Praxis II (External assessment)  
- General Education course grades for degree program  
- El.Ed. Related Studies Course, minimum grade of “C”  
- Evaluation of teaching lessons in ED 380, ED 420, and ED 490, using KTS rubric #1 |
| **STANDARD 2:** THE TEACHER DESIGNS AND PLANS INSTRUCTION | - Evaluation of lesson plans for ED 380, ED 420, and ED 490, using KTS rubric #2  
- Evaluation of TWS Unit plans for ED 490 Supervised Teaching, using TWS Scoring Guide  
- Evaluation of lesson plans required in Professional Education Studies courses: ED 220, 310, 320, 330, 410, evaluated using KTS rubric #3 |
| **STANDARD 3:** THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE | - Evaluation of classroom management skills during teaching lessons of ED 220, ED 380, ED 430, ED 490 (also includes evaluation during teaching of TWS unit) using KTS rubric #3  
- Classroom Management Plan from ED 430: Instructor evaluation |
| **STANDARD 4:** THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION | - Evaluation of classroom management using the TWS Unit Scoring Guide and KTS rubric #4 in ED 490 Supervised Teaching  
- Evaluation of classroom management through Field Experience teaching lessons of the courses: ED 220, 310, 320, 330, 380, 410, 420 |
| **STANDARD 5:** THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS | - Evaluation of assessment skills using the TWS Scoring Guide and KTS rubric #5 in ED 490 Supervised Teaching  
- Evaluation of assessment skills through Field Experience teaching lessons of the courses: ED 220, 310, 320, 330, 380, 410, 420 |
| **STANDARD 6:** THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY | - Evaluation of technology artifacts and projects from ED 210 Computer and Media in the Schools.  
- Evaluation of use of technology in teaching using the TWS Scoring Guide and KTS rubric #6 in ED 490 Supervised Teaching  
- Evaluation of use of technology in teaching through Field Experience teaching lessons of the courses: ED 220, 310, 320, 330, 380, 410, 420 |
| **STANDARD 7:** REFLECTS AND EVALUATES TEACHING AND LEARNING | - E-portfolio reflections recorded for artifacts and lessons taught in teaching through Field Experience teaching lessons of the courses: ED 220, 310, 320, 330, 380, 410, 420  
- Evaluation of reflections for the TWS Unit narrative using the TWS Scoring Guide and rubric #7 during ED 490 Supervised Teaching  
- Evaluation of Boyce Dispositions for teacher as a reflective practitioner using the Boyce Teacher Dispositions Inventory during ED 381 (Pre-assessment) and during student teacher seminars (summative assessment)  
- Evaluation of Boyce Dispositions for teacher as a reflective practitioner using the Boyce Teacher Dispositions Questionnaire during ED 200 (Pre-assessment) and during student teacher seminars (summative assessment) |
| **STANDARD 8:** COLLABORATES WITH | - Evaluation of collaborative activities during Field Experience component of ED 220, 310, 320, 330, 380, 410, 420, 480  
- Evaluation of teacher candidate collaboration with cooperating teacher during ED 490 Supervised Teaching using KTS rubric #8  
- Evaluation of Boyce Dispositions for collaboration dispositions using the Boyce Teacher Dispositions Inventory during ED 381 (Pre-assessment) and during student teacher
<table>
<thead>
<tr>
<th>COLLEAGUES/PARENTS/OTHERS</th>
<th>- Evaluation of Boyce Dispositions for collaboration disposition using the <em>Boyce Teacher Dispositions Questionnaire</em> during ED 200 (Pre-assessment) and during student teacher seminars (summative assessment).</th>
</tr>
</thead>
</table>
| EVALUATES TEACHING AND  | - Evaluation of teacher candidate reflection for professional development as part of ED 380,480.  
| IMPLEMENTS PROFESSIONAL | - Evaluation of servant-leadership in the classroom during the teaching of the TWS Unit, during ED 490 Supervised Teaching and during ED 480 Field Experience: Service using KTS rubric #10.  
| DEVELOPMENT             | - Evaluation of teacher candidates leadership activities during KEA-SP state and campus activities using KTS rubric #10.  
|                          | - Evaluation of dispositions for service using the *Boyce Teacher Dispositions Inventory* during ED 381 (Pre-assessment) and during student teacher seminars (summative assessment).  
|                          | - Evaluation of dispositions for service using the *Boyce Teacher Dispositions Questionnaire* during ED 200 (Pre-assessment) and during student teacher seminars (summative assessment). |
## Table 4: Alignment of Assessments of the TEP Checkpoints and the KTS

<table>
<thead>
<tr>
<th>KTS</th>
<th>Checkpoint 1: TEP Admission</th>
<th>Checkpoint 2: Student Teaching</th>
<th>Checkpoint 3: Program Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- Scholastic Aptitude Test Score</td>
<td>- Pass all courses of Curriculum Contract, Min. “C”</td>
<td>- Demonstration of knowledge for KTS 1-10: Minimum “C” for ED 490; TWS total score of 85%; KTS rubrics 1-10 mean score of 2.5.</td>
</tr>
<tr>
<td></td>
<td>- Pass EN 101, SP 105, ED 200, &amp; ED 210: Minimum grade of “C”</td>
<td>- Recommended but not required: Pass Praxis II and PLT</td>
<td>- Recommended but not required: Pass Praxis II and PLT</td>
</tr>
<tr>
<td></td>
<td>- Pass General Education, Related Studies, &amp; Biblical &amp; Theological courses prior to TEP application</td>
<td>- KTS rubric #1 mean score of 2.5 on lessons for ED 220, 311, 320, 330, 380, 420</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>- Lesson plans on e-portfolio from ED 200 &amp; ED 210.</td>
<td>- Lesson plans: each Prof Ed. course</td>
<td>- TWS unit (85% min. score) E-portfolio lesson plans from ED490 (2 ea. subject area)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- KTS rubric #2 mean score of 2.5 on lessons for ED 220, 311, 320, 330, 380, 420</td>
<td>- KTS rubric #2 mean score of 2.5 on lessons taught for ED 490</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>KTS rubric #4 mean score of 2.5 on lessons for ED 220, 311, 320, 330, 380, 420</td>
<td>KTS rubric #3 mean score of 2.5 on lessons taught for ED 490</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>KTS rubric #4 mean score of 2.5 on lessons for ED 220, 311, 320, 330, 380, 420</td>
<td>KTS rubric #4 mean score of 2.5 on lessons taught for ED 490</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>KTS rubric #5 mean score of 2.5 on lessons for ED 220, 311, 320, 330, 380, 420</td>
<td>KTS rubric #5 mean score of 2.5 on lessons taught for ED 490</td>
</tr>
<tr>
<td>6</td>
<td>- Artifacts for e-portfolio from ED 210</td>
<td>- KTS rubric #6 mean score of 2.5 on lessons for ED 220, 311, 320, 330, 380, 420</td>
<td>- KTS rubric #6 mean score of 2.5 on lessons taught for ED 490 for use of technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Artifacts for e-portfolio for each KTS</td>
<td>- Artifacts for e-portfolio for each KTS</td>
</tr>
<tr>
<td>7</td>
<td>- Philosophy of Ed.: Min. “C” grade.</td>
<td>Pre-assessment of dispositions for teacher as a reflective practitioner: <em>Boyce Teacher Dispositions Inventory</em> from ED 200</td>
<td>- Summative assessment of dispositions for teacher as a reflective practitioner: <em>Boyce Teacher Dispositions Inventory</em>, and <em>Boyce Dispositions Questionnaire</em> from ED 490 seminar</td>
</tr>
<tr>
<td></td>
<td>- Pre-assessment of dispositions for teacher as a reflective practitioner: <em>Boyce Teacher Dispositions Questionnaire</em> from ED 381</td>
<td></td>
<td>- E-portfolio: KTS Rubric #7, 2.5 mean score on all reflections.</td>
</tr>
<tr>
<td>8</td>
<td>Pre-assessment of dispositions for teacher as collaborator: <em>Boyce Teacher Dispositions Inventory</em> from ED 200</td>
<td>Pre-assessment of dispositions for teacher as a collaborator: <em>Boyce Teacher Dispositions Questionnaire</em> from ED 381</td>
<td>- Summative assessment of dispositions for teacher as a collaborator: <em>Boyce Teacher Dispositions Inventory</em>, and <em>Boyce Dispositions Questionnaire</em> from ED 490 seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Collaborations in ED 380, &amp; 490: KTS Rubric #8, 2.5 mean score on all collaborations with professionals.</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>- PD Plan narrative: Rubric score of 3 on KTS rubric #9</td>
</tr>
<tr>
<td>10</td>
<td>Pre-assessment of dispositions for teacher as a servant-leader: <em>Boyce Teacher Dispositions Inventory</em> from ED 200</td>
<td>KTS rubric score of 3 on KTS rubric #10 from ED 330, and ED 480.</td>
<td>KTS rubric score of 3 on KTS rubric #10 from service component evaluation for ED 490.</td>
</tr>
</tbody>
</table>
References

2. Ackerman, R. & Mackenzie, S., Uncovering Teacher Leadership, . 63(8, 66-70, 2006)
16. DiRanna, Kathryn; Osmundson, Ellen; Topps, Jo; Barakos, Lynn; Gaarhart, Maryl; Carwin, Karen; Carnahan, Diana; Strang, Craig. Assessment-Centered Teaching: A Reflective Practice, Corwin Press, 2008.


