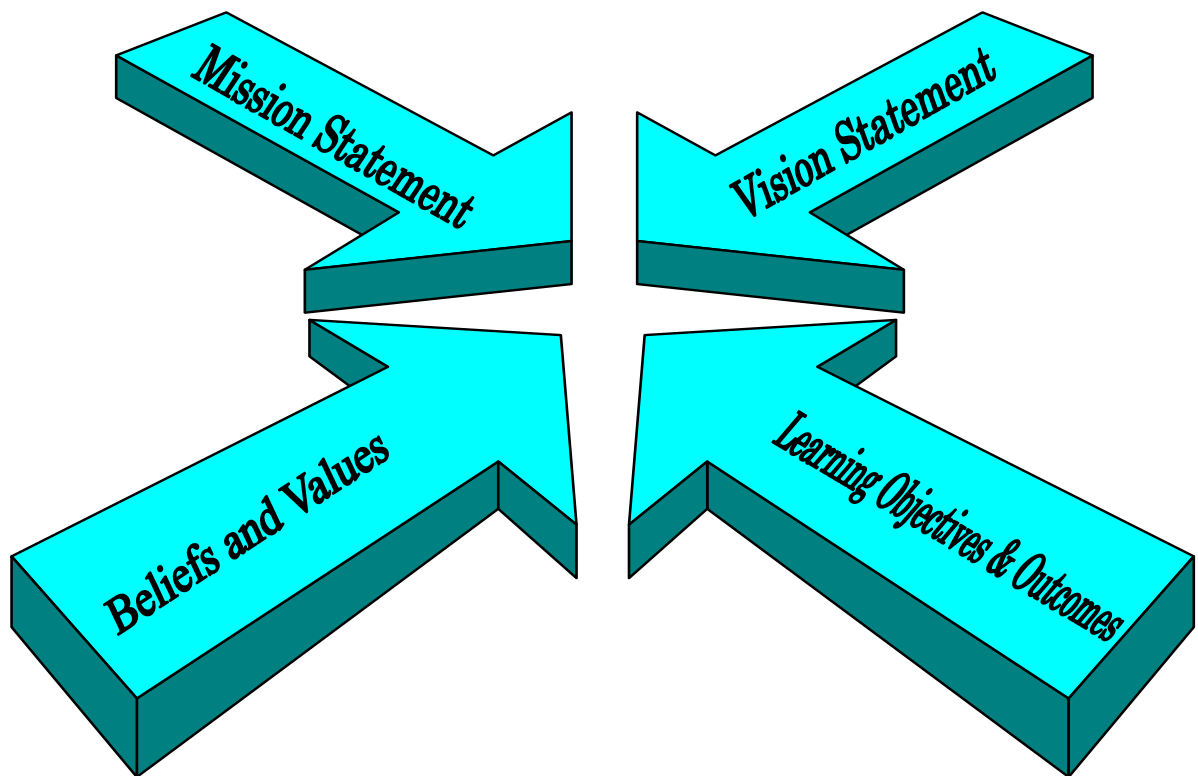


# Southwest Baptist University



## CONCEPTUAL FRAMEWORK

**Initial Teacher Preparation**

**Educational Administration**

**Southwest Baptist University**  
**Professional Education Programs**  
**CONCEPTUAL FRAMEWORK**  
**(Revised Fall 2005)**

According to Dottin (1999), a conceptual framework establishes a unit's purpose. It articulates its reasons for existence, the unit's way of thinking and being, its underlying beliefs and values, and its learning objectives and outcomes. A conceptual framework establishes the foundation for planning and provides criteria for evaluating all preparation programs in the Professional Education Unit and its programs. It serves to guide the professional preparation programs at Southwest Baptist University, including initial teacher, experienced teacher, and initial administrator preparation.

This conceptual framework is the result of collaborative efforts involving Southwest Baptist University faculty and administrators. The revision of the conceptual framework began in 1999 as a result of the institution's accreditation visit by the Missouri Department of Elementary and Secondary Education and in preparation for the 2006 site visit from North Central Association. The ongoing process reflects the need to align the teacher and administrator preparation programs with current theories and pedagogical research, with changes in standards as set forth by state and national agencies, as well as other learned societies, and with institutional policies. Teacher preparation standards are to align with those adopted by the Department of Elementary and Secondary Education (DESE) in 1999, and administrator standards are to be congruent with those of Interstate School Leaders Licensure Consortium (ISLLC). The educational paradigm shift supported by these agencies points to the notion that a professional must be evaluated based on performance of outcomes rather than completion of courses. Performance assessment is based upon what a teacher or administrator knows and is able to do. In preparing this conceptual framework, it was also important to ensure that the preparation programs of Southwest Baptist University reflect not only these changes, but also the mission and vision of the University.

**CONCEPTUAL FRAMEWORK COMPONENTS:**

- ⇒ **Reasons for Existence – Mission Statements**
- ⇒ **Ways of Thinking and Being – Vision Statements**
- ⇒ **Beliefs and Values – Institutional Uniqueness**
- ⇒ **Learning Objectives and Outcomes**
  - **Knowledge Bases for Teacher Preparation**
  - **Knowledge Bases for Administrator Preparation**
  - **Continuous Assessment Plan**



## **REASONS FOR EXISTENCE** **(Mission Statements)**

The mission of Southwest Baptist University states that we are a Christ-centered, caring academic community preparing students to be servant leaders in a global society. It is understood that all units which are part of the University should embrace and implement the intention of this mission statement. **Therefore, the mission of the Department of Education states that we are a learning community preparing teachers and administrators to be caring, effective practitioners in today's schools.** The Department of Education seeks to prepare leaders who are people-oriented and service-minded, while encouraging them to embody Christ-like character. From these separate, yet congruent university and college mission statements, the Department of Education and Graduate Studies in Education have clearly articulated their ways of thinking and being, or vision statements. The statements further clarify the explicit links which exist between the university and department mission.



## **WAYS OF THINKING AND BEING** **(Vision Statements)**

The Department of Education endeavors to prepare students for careers as teachers and administrators by:

- building a strong knowledge base in educational theory and developmentally appropriate practice;
- linking knowledge, academic theory, and practice through diverse clinically-based experiences;
- promoting the use of technology in schools;
- integrating Christ-like values in daily school interactions by helping students become moral, ethical teachers and administrators;
- promoting reflective thinking about school experiences; and
- promoting professional development and lifelong learning.



## **BELIEFS AND VALUES** **(Institutional Uniqueness)**

The beliefs and values that underlie the conceptual framework for the SBU Department of Education are based on current research. These beliefs and values form the foundation that supports our reasons for existence, our ways of thinking and being, and our objectives and outcomes. Since ideas and action are integral, interdependent, and essential aspects of the learning process, we must build within our pre-service teachers and administrators an understanding of current research, the ideas within the research, and their implications for best practice (Osterman, 1998). To help them integrate these ideas into practice, we have developed the teacher education program around the following beliefs that are exemplified in our mission statement.

**Learning Community** (Missouri Standards for Teacher Education Programs 1, 2; Educational Administration Standards 1, 6; Vision Statements 1, 2, 3, 6)

**Higher Education Learning Community**

Pre-service teachers complete their professional training as a part of a learning community. Within this community the preparation program includes general education, content, professional studies, pedagogical studies, and participation in a variety of field experiences. Pre-service teachers are required to analyze, evaluate, and reconstruct the learning situations that they experience. They share points of view and reflect upon their experiences in order to construct their own understandings about them. In this way they learn to relate theory to practice (Fosnot, 1989).

**Early Childhood, Elementary, Middle, and Secondary Learning Communities**

Pre-service teachers not only participate in a learning community, but they also are encouraged to develop learning communities within their classrooms. To do this they need to develop a strong understanding of the ways children and adolescents develop and construct knowledge. As students begin to understand how learners construct knowledge, they begin to move away from the transmission model of teaching to a facilitative, enabling model of teaching. In this way they promote interacting, active learning, social collaboration, and student autonomy. In other words, they promote a learning community (DeVries & Kohlberg, 1990).

Piaget (1964) recommended that teachers serve as facilitators in classroom interactions and as mentors in the instructional process. He placed a great deal of emphasis on developing autonomy in students or enabling them to make decisions for themselves. Teachers should facilitate this process. Dewey (1916) argued that the aim of education was to promote self-control. Education should enable a student to frame purposes and outline goals for establishing those purposes. Dewey described this autonomous behavior as freedom and the work of intelligence.

Kamii (1985) agrees with Piaget and Dewey in stating that the aim of education is autonomy. Piaget urged teachers to encourage students to think autonomously and to be creative and inventive. He described two kinds of autonomy: moral and intellectual. Moral autonomy is the ability to make moral judgments for oneself regardless of rewards or punishments, yet considerate of the wishes and desires of others. Intellectual autonomy refers to the ability to make decisions for oneself. Both require consideration of other points of view. In a classroom this would be reflected by collaborative decision making. Teacher and students would jointly construct rules, make decisions, plan goals of interest, etc. In this kind of collaborative classroom, mutual respect is a necessity. Pre-service teachers then must learn to model respect for other opinions and points of view.

**Caring Practitioners** (MoSTEP 6, 10, 11; EA 5; Vision 4)

**Moral Practitioners**

Teachers play an important role in shaping a student's sense of self and the world; therefore, pre-service teachers need to learn how to behave ethically, compassionately, and effectively in their work. As a teacher preparation program, we need to be interested

in the kinds of people that our students are, their ability to behave morally, and their ability to nurture and support children and families. We must be concerned that they are caring and compassionate people and that they have a strongly developed ethic of care and service. To do this we have a responsibility to model the highest standards of professionalism and to include in our teaching the development of moral awareness and ethics (Feeney, 1995).

### Environment of Respect

In collaborating with students, a teacher needs to provide a social milieu of respect and support. The teacher must respect and support the student's ideas and efforts and know that with experimentation errors occur and erroneous ideas are constructed. These errors are indications of a student's level of development. Certain types of errors are indicative of certain stages of development. Errors are necessary for promoting growth and can be used to inform the teacher of the student's level of reasoning and understanding.

### Developmentally Appropriate Practice

Caring teachers also consider a student's level of development by using practices that fit that level. Developmentally appropriate practice refers to age appropriateness and individual appropriateness. Human research studies have identified universal, predictable stages of development that affect physical, emotional, social, and cognitive growth. Developmentally appropriate practice should begin with the student's level of development and individual needs in an effort to promote future growth. Teachers and administrators should respond to each child as an individual, encourage communication, encourage students to complete tasks or problems, promote self-esteem in children, and promote self-control. They also should involve parents in authentic ways, communicate developmental information about their students with them, and work with parents and any social agencies that are involved with the family (Bredekamp, 1991).

Students need help from teachers and administrators in developing moral reasoning and intellectual autonomy. Students must embrace these ideas and are enabled to do so through exchanging points of view. Students then become self-regulated or life-long learners (DeVries & Kohlberg 1990; Foreman & Fosnot, 1982).

### Effective Practitioners

#### Planning (MoSTEP 4, 5; EA 2; Vision 2)

Dewey (1939) wrote that truly educative experiences involved the principles of continuity and interaction. To promote knowledge construction, a teacher must structure learning so that it builds on the student's prior knowledge and experience. It also must continue to promote growth and lead to future learning by generating new questions to explore and new ideas to think about. A pre-service teacher needs this kind of learning environment as well. Pre-service teachers need the kind of instruction that promotes their interaction with students in a classroom environment. In this way they, too, are active learners and thus they become effective planners.

Learning occurs because of provocations or stimulating situations. It is limited to specific problems or situations and is related to total development. Students learn by mentally and/or physically acting on their environment. Acting is the crucial element in constructing knowledge. The pre-service teacher must learn to plan a learning environment that builds on a student's prior knowledge and that fosters interaction and active exploration.

#### Management (MoSTEP 6; EA 3)

Managing student behavior while creating and maintaining a positive learning environment for students is essential in today's classrooms. Pre-service teachers need to be able to motivate and entice students to want to learn. Students need to feel that there is support for their learning endeavors and feel comfortable when taking risks. The pre-service teacher should be able to plan effectively and implement activities, space, and time within this effective learning environment. Student behavior must be managed in positive ways that are not detrimental to the learners or the environment.

#### Assessment/Reflections (MoSTEP 8, 9; Vision 5)

Assessment and reflection are critical to becoming an effective teacher. Assessment should support learning and provide useful information to students and teachers. Assessment of student development and learning is essential for planning and implementing appropriate curriculum and instruction. Information that is gained from assessment of student learning helps the pre-service teacher grow as a reflective practitioner. Reflection is needed in teaching to enable the pre-service teacher to evaluate both the teaching and learning processes.

#### Today's School Settings (MoSTEP 3, 7; EA 4; Vision 2)

Zeichner (1993) describes certain understandings that teachers need in order to be effective in promoting growth in ethnic and language minority students. These understandings are needed for students in rural, low-income areas as well. First, teachers and administrators need to have an understanding of general sociocultural development of students. They need to understand the effects that the home environment, language, and bias can have on learning. Teachers need specific knowledge about the children in their classrooms. They need to know about the home environment, cultural background, and perceived ability. Teachers and administrators can use these understandings in developing appropriate curriculum and activities for the students in their classes.

Teachers also need to know appropriate strategies to use in affecting learning. Zeichner explains that teachers need a variety of appropriate strategies to meet the diverse needs of students effectively. They need a strong knowledge of subject matter so that they can represent it in a variety of ways to allow students different levels of entrance into the subject matter. Teachers should promote a collaborative atmosphere and utilize cooperative learning, mixed-ability grouping, and peer tutoring. Teachers and administrators need to learn about the local community and its sociohistorical culture. This knowledge can add to their understandings of the beliefs and values of their students. They need to become advocates for their students, both in relation to the larger political world, and in relation to their school.

Derman-Sparks (1989) advocates for culturally inclusive classrooms. She encourages teachers to empower students to create a more caring world. Students should be encouraged to construct positive, confident self-concepts and group identities. They should not need to feel superior to anyone in order to feel good about themselves. Teachers need to encourage students' empathic interactions with students of other abilities and cultures. They need to learn, adapt to differences, and accept the many similarities that humans share.

## **LEARNING OBJECTIVES AND OUTCOMES**

Southwest Baptist University graduates must demonstrate the knowledge, dispositions and performance that have been agreed upon as being critical to success as a new or experienced teacher or administrator. The Department of Education adopted teacher preparation student goals (SG) and objectives based on the Missouri Standards for Teacher Education Programs (MOSTEP) and drafted Goal 12 to reflect the uniqueness of our institutional mission. The Interstate School Leaders Licensure Consortium Standards for School Leaders were adopted for administrator preparation.

### **Department of Education Student Goals and Objectives**

- Goal #1: The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.
- Goal #2: The pre-service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual and personal development of all students.
- Goal #3: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Goal #4: The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.
- Goal #5: The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Goal #6: The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

- Goal #7: The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Goal #8: The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Goal #9: The pre-service teacher is a reflective practitioner who continually assesses the effects of choice and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilize the assessment and professional growth to generate more learning for more students.
- Goal #10: The pre-service teacher fosters relationships with school colleagues, parents and educational partners in the larger community to support student learning and well-being.
- Goal #11: The pre-service teacher understands the theory and application of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students. (Added 01/03)
- Goal #12: The pre-service teacher will understand the role a Christian teacher plays in promoting the success of all students by acting with integrity, fairness, and compassion to those he or she teaches. (Unique to SBU)

## Administrator Preparation Standards

The program in educational administration seeks to develop courage, compassion, competence, and commitment by preparing students to be educational leaders who contribute to a free society by integrating teaching, learning, research and service. The goals of the program clarify the links between the university's mission and vision and that of the college and department. The program has developed the following goals (1) to deliver quality initial and advanced preparation programs at the elementary and secondary level, (2) to select and recruit servant leaders to enter the profession of building-level administration, (3) to recognize research and service, (4) to support the establishment of partnerships/collaborative efforts with area schools, (5) to utilize available technology to enhance all aspects of program development, implementation and assessment, (6) to connect theory and practice through coursework and related experiences, and (7) to continue to develop methods of delivery to better meet the needs of students. Furthermore, the program has organized its curricula around the standards of the Interstate School Leaders Licensure Consortium.

- Standard #1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
- Standard #2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Standard #3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Standard #4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Standard #5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- Standard #6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

## **Knowledge Bases for Teacher Preparation**

In order to succeed in a teacher preparation program, a student needs multiple areas of knowledge. The conceptual framework for Southwest Baptist University identifies the five domains that are part of the initial teacher preparation program. They are as follows: (1) General Education, (2) Academic/ Content Studies, (3) Professional Studies, (4) Pedagogical Studies, and (5) Clinical Experiences. Each of the domains will be addressed in order to clarify the function each serves in the preparation of school-based professionals. These domains are not intended to function separately as it is believed that learning is continuous and ongoing, interrelated and developmental.

### **Domain #1: General Education**

- Goal: To ensure that pre-service teachers receive a broad base of knowledge and skills. (SG 1)

The general education domain serves students in the Teacher Education Program well as it is designed to foster competencies that are essential for future educators. The general education domain includes the following areas: communication studies, fine arts / cultural studies, social studies, and technical studies. Student success is linked to performance evaluated by multiple assessment instruments that are designed to demonstrate completion of course or program goals and outcomes. Our general education curriculum has been redesigned to meet the recommended competencies within the 42-hour block that will facilitate student transfer from one institution to another. (Please see <http://www.sbuniv.edu/academics/generaleducation.htm> for the new general education curriculum.)

### **Domain #2: Academic/Content Studies**

- Goal: To ensure that pre-service teachers possess the knowledge, dispositions and performance standards of the subject matter in their area of specialization. (SG 1)

Reform documents have pointed out the need for strengthening the academic qualification of school-based professionals. Recognizing this need the Department of Education has developed and provides courses whose content and sequence enable students to master the ideas, theories, principles, and methods of inquiry. It is believed that this will establish the foundation for understanding an academic area of interest. Designed and delivered to reflect the framework themes, these courses prepare students to meet the MoSTEP Standards. In addition, curriculum matrices have been developed to ensure that each course is linked to the Subject Specific Competencies for Beginning Teachers in Missouri. Course syllabi are submitted and reviewed, and course evaluations are conducted to ensure faculty member accountability. Curriculum matrices and course syllabi are available upon request.

Quality student performance is documented by way of multiple assessment procedures including course grades (2.5 GPA required), portfolio pieces selected by the student documenting fulfillment of course learner outcomes, and scores on the content area Praxis Exam. Praxis pass rates for the current report year may be viewed on the Department of Education web site. (<http://www.sbuniv.edu>)

### **Domain #3: Professional Studies**

- Goal: To ensure that pre-service teachers possess knowledge of the philosophical and historical foundations of education leading to the formation of a personal philosophy of education and a professional commitment to teaching. (SG 9, 12)

The study of educational **philosophies** is important for pre-service teachers. By studying formal philosophies of education, students begin to form personal philosophies that will influence and guide every aspect of their professional practice. Philosophy shapes the planning of curricula, interaction with students, methods of assessment, as well as methods of instruction. Often a pre-service teacher's philosophy is influenced by past school experiences and by college classroom experiences. SBU faculty place emphasis upon both essentialist and progressivist philosophies in the teacher education program. Essentialists believe that there is an essential body of knowledge that students must know but that the knowledge changes to meet the needs of society. SBU faculty believe that pre-service teachers need to know subject matter, developmental characteristics of students in schools within our society, theory, technology, and pedagogy. This view is founded upon the work of Bestor (1985). However, in learning how to implement these ideas a progressivist philosophy is adopted. Dewey (1916) believed that people learn best through questioning and hands-on experiences, and that the needs of the student are most important. This concept of student-centered education is also noted in the research of Piaget (1964).

Ryan and Cooper (2000) states that understanding American educational history will give students a sense of a **historical** perspective, enable students to understand better the culture and context in which they work, and help students appreciate a noble heritage. SBU faculty believe its students should investigate a historical perspective of education. We believe they should grasp a broad understanding of the roots of American education and the process through which we have come to arrive at the current trends in education.

**Professionalism** at SBU encompasses the following areas: morals, ethics, and legal and social issues. Boyer (1991) asserted that students should have opportunities to explore important moral and ethical issues, then subsequently develop a personal ethical framework as a result of these deliberations. SBU's mission statement reflects this belief as faculty desire to develop servant leaders. Department of Education Program Goal #12 underscores the importance of the pre-service teacher being a model of integrity, fairness and compassion to students.

Legal principles affect public education and cases heard in federal and state courts are relevant for SBU students to encourage consideration of the law as it applies in real situations. Since rulings and legal trends can change quickly, educators must be current to make informed professional decisions. Bestor (1985) also urges teachers to be prepared to understand cultural diversity. To meet this need, SBU prepares its students to be sensitive to cultural, ethnic, and socio-economic differences that they will experience in the classroom.

#### **Domain #4: Pedagogical Studies**

- Goal: To ensure that pre-service teachers possess the skills necessary to teach with a high level of competence. (SG 2, 3, 4, 5, 6, 8, 11)

Teacher education has the responsibility to help prospective educators acquire knowledge and competence needed to function successfully in today's school setting. Candidates should have a broad general education background, possess appropriate content knowledge, and demonstrate ability to design and plan instruction consistent with theories of learning and development. Educators must possess skills related to teaching and learning in order to transform theory into practice. Methods and pedagogy courses provide students with opportunities to develop and demonstrate effective planning and communication skills. Pre-service teachers must be able to:

- design instructional strategies based on **learning theories**,
- design learning experiences to meet unique needs of **diverse learners**,
- use **technology** to promote student learning,
- create and manage a **positive classroom environment** that facilitates learning and gives students the opportunity to be engaged actively in decision making, and
- **reflect** upon and **assess** teaching and student learning.

Educators must possess skills related to teaching and learning in order to transform theory into practice. The **learning theories** used are based on the work of Piaget, Vygotsky, Dewey, and others. Piaget (1964) believed that the act of knowing is not merely making a mental copy of the world; rather, it involves mentally and physically acting upon objects in the environment to build understanding. The ways in which we understand the world or organize our thinking go through a series of stages. This means that young children's minds act in ways that qualitatively are different than that of older children and adults. Piaget determined that four factors influence the development of the mind from one stage of development to another: maturation, experience, social transmission, and equilibration. The first three play a role in development but are insufficient in explaining it. Equilibration, however, is the principle factor in promoting growth.

Equilibration includes the other three factors and promotes change in a child's cognitive structures. Fosnot (1989) says that equilibration is a dynamic process of self-regulating behavior of balancing assimilation and accommodation. It is the tendency of a

person to strive for equilibrium in the face of contradictions. Assimilation is the tendency of a person to organize experience to fit his/her own cognitive structures or understandings. It is a self-regulating behavior. Accommodation, however, occurs when new knowledge or experiences create conflicts in a person's understandings. When cognitive structures experience contradictions, they become perturbed or disequibrated. They then generate possibilities (Fosnot, 1989). These possibilities create patterns and/or connections that promote changes in cognitive structures. In other words, the subject accommodates or changes self in order to return to a state of equilibrium. Equilibrium is reached when all that is taken in and all that has been taken in are sufficient to satisfy a problem situation.

Vygotsky's (1962) research is built on the effects of social interaction, language, and culture on learning. He believed that a person's behavior takes on meaning only in a social system of behavior. Therefore, he was very interested in dialogue.

Vygotsky defined the zone of proximal development as the distance between a learner's actual developmental level as defined by individual problem solving and the potential developmental level as defined by problem solving with the assistance of an adult or more capable peer. Vygotsky argued that a learner's functioning in this zone was more indicative of his development than his actual developmental level.

DeVries and Kohlberg (1990) state that Piaget made three broad recommendations related to teaching. First, because of the importance of action in knowledge construction, educational practices should promote spontaneous mental activity. Secondly, the teacher should serve as a facilitator in the classroom in planning and carrying out instructional activities, and lastly, social collaboration was essential for the construction of logical reasoning.

Dewey (1939) wrote that truly educative experiences involved the principles of continuity and interaction. To promote knowledge construction, a teacher must structure learning so that it builds on the learner's past, on a learner's prior knowledge and experience. It must also continue to promote growth and lead to future learning by generating new questions to explore and new ideas to think about. Dewey also thought that instruction should promote a learner's interaction with the environment. The teacher should establish a learning environment that builds on a learner's prior knowledge and that fosters interaction and exploration.

Certainly meeting the unique needs of **diverse learners** is one the greatest challenges presented to teachers in today's schools. Even the term diversity has broadened to include several areas. First, all students have unique learning strengths and preferences. Gardner (1983) asserted that the nature of a person's intelligence is much more involved than we had thought. He originally identified seven intelligences and later added an eighth, citing that we all have different combinations making each of us unique. Armstrong (1994) helped teachers infuse that theory into classroom practice to meet better the diverse learning needs of all students. SBU faculty endeavor to model teaching to all intelligences and encourage pre-service teachers to plan instruction that will appeal to a variety of intelligences.

Second, pre-service teachers must learn to adapt instruction for students with special needs. During methods and pedagogy courses students learn to recognize characteristics of special learners. Students must then be able to implement modifications to assist the student, and know how to access special services should they be needed. SBU faculty model working with special needs students who are enrolled in the teacher education program by modifying to meet their needs.

Third, pre-service teachers must be prepared to embrace students who are of diverse cultural and socioeconomic backgrounds. Helping pre-service teachers broaden their cultural perspectives and adopt a global view is consistent with our SBU mission “to prepare servant leaders for a global society.” SBU faculty are committed to modeling and encouraging a Christ-centered, caring attitude toward all students. McNergney and Herbert (1998) conclude that the quality of a teacher’s relationship with students can strongly influence the learning climate for diverse students. Students must have an equal chance to demonstrate success and obtain a quality education. Teachers have a responsibility to provide that atmosphere (Manning and Baruth, 1996).

Methods and pedagogy courses for pre-service teachers must emphasize **technology**. “With the continuing advancement in educational technology and the increasing availability of technology to both universities and the K-12 school setting, it is incumbent upon colleges of education to look critically at how technology is integrated into college teaching and teacher education programs.” (Parker, 1997, p. 105-115) SBU faculty believe it is important to model the use of technology and require pre-service teachers to use technology in methods and pedagogy courses. Wetzel (2001) wrote, “We must design courses that require our students to use technology themselves – only then will they be prepared to incorporate technology into the lessons they will teach their own students” (p. 5).

Several components must be present to ensure that pre-service teachers are prepared technologically for today’s schools. Stetson and Bagwell (1999) believe those components should be “(a) effective initial training, (b) integration into methods courses, and (c) accessible, adequate resources” (p. 145). To be sure that our students emerge with adequate technology capabilities, SBU faculty prepared a Technology Plan during the 2000-2001 academic year. The vision statement is **to prepare and support teachers with the knowledge, skills, and attitudes needed to enhance the education of all students through the effective use of current and emerging instructional technologies**. The plan defines student goals and objectives as well as faculty goals and objectives. Students and faculty receive technology training through required courses and optional training courses. Each faculty member developed a plan for infusing technology use into methods courses and for requiring students to use technology. A copy of the Technology Plan is available upon request. It is monitored by department faculty with guidance from Dr. Bob McGlasson, Vice President for Information and Technology Services.

A well-developed management plan also is necessary for effective teaching and learning. The faculty at SBU model **positive classroom management** techniques and skills. Students are given the opportunity to demonstrate problem-solving skills related

to classroom management. Pre-service teachers must first understand why students behave as they do. Next, they must understand how to implement prevention and correction strategies. Finally, they must be able to effectively manage time and daily schedules so that they can guide students to be self-regulating and productive.

In studies conducted by Dollase (1992), Musthafa (1995), Veenman (1984), Darling-Hammond (2000) and Ladd (2000) beginning teachers reported that they needed the greatest assistance with classroom management. SBU is committed to preparing students to deal with problems of individual students, non-motivated students, slow and diverse learners, and classroom disruptions resulting in discipline action. The issues of classroom management are as complex as the times in which we live and are as diverse as the students in the classroom. Edmonds (1979) and Brookover (1981) reported from their effective teacher research that high expectations for success among both teachers and students improved the achievement level of students. The multiplicity of tasks for which teachers are responsible makes teaching much more difficult than is commonly assumed. Classrooms are multidimensional, simultaneous, and unpredictable. Academic success and appropriate behavior are the results of well-managed and stimulating learning environments (Edwards, 2000; Kagan, 1992; Ladd, 2000). Learning activities that are devised from various perspectives can ensure all students can use their most adept modality; thus, providing conditions for thriving academically and socially (Gardner, 1991; Honig, 1991; Lytle, 2000)

The pre-service teacher investigates theories of discipline, theories of learning, and philosophies of teaching as they develop their “management plan”. Effective planning skills for potential problems are derived from case studies and scenarios by which they aggregate aspects of many of the following individual theorists: Thomas Gordon (1974; 1989), Thomas Harris (1967), Forrest Gathercoal (1990), Canter & Canter (1981), John Dewey (1939), Fredric H. Jones (1987), Curwin & Mendler (1999), B.F. Skinner (1971), Rudolf Dreikurs (1960), Jim Fay (1998), and William Glasser (1984; 1986).

From an in-depth study of these theories, pre-service teachers develop a personal philosophy and management plan that encourages students to self-regulate their behavior. Students must develop a practical application for future use by synthesizing, integrating, and adapting concepts from the theories. Students develop criteria, assumptions, prevention and correction procedures that will fit into a school-wide plan. The management plan incorporates personal beliefs on how students learn and a rationale as to the importance of a well-managed classroom. Field experience 2 and student teaching offer our students opportunities to implement the management plans.

Dewey (1939) encouraged teachers to implement instructional plans only after introspection and judgment have intervened. **Reflection** is needed in teaching to enable the teacher to see the student’s point of view, to design individual solutions to individual dilemmas because there is no one right answer in teaching, to determine research implications for each classroom and each student. Reflective teachers seek out dilemmas or potential dilemmas, plan solutions to them, implement those plans, observe the anticipated and unanticipated results, and evaluate the effectiveness of the plan.

Reflective teaching promotes the teacher as researcher. Pre-service teachers and administrators need to become reflective practitioners (Ross, Bondy, & Kyle, 1993).

Information gained from **assessment** of student learning is helpful in reflective teaching. Assessment should support learning and provide useful information to students and teachers. Assessment of student development and learning is essential for planning and implementing appropriate curriculum, and there are many different ways to gather, analyze, and present the information. They range from informal observations to formal achievement tests.

### **Domain #5: Clinical Experiences**

- Goal: To ensure that pre-service teachers can plan effectively and facilitate learning in a variety of ways to meet individual student needs. (SG 3, 7, 10)

Bridging knowledge and action through clinical experiences endorses Dewey's notion that all genuine education comes about through experience. John Dewey (1939) cited that "the difference between mere circumstance and lived experience is our capacity to bestow experience with meaning, being reflective, and take action." The knowledge base acquired is put to practice as the pre-service teacher participates in Field-experience 1 (observing/ assisting), Field-experience 2, and student teaching experiences which are part of the initial teacher preparation program. As a result of these required experiences, pre-professionals are exposed to the "real world" of today's schools. Students are placed in several different school districts for clinical experiences to maximize their awareness of diversity. (Please see the Clinical Experiences Organizational Chart in the Appendix.)

The clinical participation and field experiences are important because they close the gaps that might exist between theory and practice. As pre-service teachers move through the program, they are given varying degrees of responsibility to prepare them for the student teaching experience. Student teaching opportunities are used to ensure that pre-service teachers can effectively implement lesson plans and demonstrate their knowledge and use of technology, and their ability to be caring, effective practitioners through their professionalism and servant leader attitude. (Please see the Appendix for a description of the phases of student teaching and student teaching schedule.)

Quality pre-service teacher performance is documented by way of multiple assessment procedures including course grades, GPA requirements, portfolio pieces selected by the student documenting fulfillment of course learner outcomes, and scores on content area(s) Praxis Exam(s). (Please see the Appendix for portfolio assessment and summative student teaching evaluation forms.)

## **Knowledge Bases for Administrator Preparation**

The knowledge base for coursework in administrator preparation is program specific, reflecting the knowledge, disposition, and performances that are essential for graduate level fulfillment of the standards set forth by the state and university. The sum of this undertaking is to prepare students to be servant leaders in a global society and to become caring, effective practitioners in today's schools. There are two domains that are common to the advanced programs in school administration and education: (1) research studies and (2) content studies. A third domain unique to the program in school administration is that of integrative/clinical experience.

### **Domain #1: Research Studies**

In today's educational environment, it is essential for administrators to be able to use effectively patterns of information as they relate to data-based decision making. This is made very clear as our society and state departments of education ask for more accountability from our administrators. School districts from across the state routinely collect information in the forms of test scores, average daily attendance, transcript data and discipline. This information is vital to do more than satisfy administrative requirements. It can be used to assess and evaluate school improvement (MPR Associates, 1998). Educators need to understand research and statistics so as to improve their skills in problem analysis, program and student evaluation, data-based decision making, and report preparation (McNamara, 1996). Educational Research (EDU 5083) is designed to show concepts of research design, methodology, sampling techniques, internal and external validity, the scientific method in educational problem solving, and statistical treatment. Kemmis and McTaggart (1988) have defined action research as research that includes the steps of Plan → Act → Observe → Reflect → and then Plan. It is further described as an appropriate means of research having an uncertain starting point (Dick, 1997). These two concepts combined with the action research model from the Association for Supervision and Curriculum Development (1994) give direction for students to pursue action research as part of their professional program at Southwest Baptist University. It is believed that the use of such research will serve as a way to examine the internal aspects of education at the local level. Through the practice of research and the development of an action plan, students can make a positive impact on the teaching and learning environment of their school. It is further understood that this type of research cannot take place in isolation. Students must demonstrate the ability to work collaboratively with other educators as part of this process.

Students also are required to use the skills acquired as inquiring practitioners in other classes. The practice of research is used to acquire knowledge on current practices and trends, legal decisions, and theories of education and educational administration for presentations in alternative assessment. It is believed that the knowledge gained will serve as a guide for future decisions that will be made as teachers and practicing administrators.

## **Domain #2: Content Studies**

Graduate education is the means by which practicing educators can acquire initial mastery in their field. Through the academic work, students are prepared for leadership roles in their chosen field. Courses that shape graduate education arise primarily within intellectual domains. But graduate education also is affected by changes in the needs and interests of students and the organizations they serve. All graduate programs require some course work. The instruction in these courses is the responsibility of full-time and adjunct faculty. Practicing administrators are also used as faculty to enrich the students' experience at Southwest Baptist University. Courses are designed to contribute to the growth and development of knowledge and skills addressed in the standards associated with the specific program that the student has chosen. Courses address areas of school finance, school law, administration of programs, curriculum, supervision and communication. In addition students will study theories of learning as they relate to students and adults. In some cases students may fulfill program requirements by completing elective courses or options. When this is the case, the opportunities for individual growth are maximized without jeopardizing the integrity of the program.

All course work is aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. These standards are grounded in student learning and the changing role of the school leader (CCSSO, 1998).

## **Domain #3: Integrative/Clinical Experience**

The program in educational administration provides students with meaningful on-site experiences through Internship I & II (EAD 6062/6072). While Walter Doyle's 1985 article in the Journal of Teacher Education addresses beginning teachers, the concept can be applied to the internship. In the article Doyle states, "For clinical experience to be fruitful in developing appropriate knowledge structures...beginning teachers must receive descriptive, analytical feedback about performance. In other words, the clinical experience must include experience and an opportunity to reflect upon the meaning of the experience" (p.33). It is supported further by research from the State of Kentucky. The Kentucky Principal Intern Program showed the most relevant activities in an internship were professional feedback, resources and networking, self-reflection, and assistance in managing work demands (Ricciardi, 2000). The internship at Southwest Baptist University is designed to allow the student to experience the duties and responsibilities of a principal under the supervision of a practicing administrator and a university supervisor. It reflects the student's professional interests, goals, and previous experience. Students are required to produce a portfolio of activities with reflective papers to demonstrate not only the acquisition of knowledge but also its application as it relates to teaching, learning, and decision-making.

## **Continuous Assessment Plan**

Continuous assessment of the student as well as the program is interwoven into the admissions process, curriculum, standards-driven instruction and evaluation. This process provides for ongoing assessment of student achievement and program quality.

**Admission to Graduate Study:** This phase of assessment occurs within the first 24 hours of the Master in Education and the first 12 hours in the Master in Educational Administration. Students also are required to fulfill any additional university standards for graduate study as well as any program specific standards.

**Comprehensive Examination:** Students completing the degree in education must complete successfully a written comprehensive exam based on the core courses in their plan of study.

**Intent to Graduate:** This phase of assessment occurs when the student applies to fulfill the requirements for the master's degree in a specific program.

**Program Completion:** This phase occurs at the end of the program to ensure that all program requirements have been completed. The Office of Graduate Studies and the Office of the Registrar review each student's file.

**Formal Evaluation of Course and Instructor:** Each course as well as the instructor is evaluated periodically by the students to ensure quality instruction and content relevance.

In addition, there are traditional phases of assessment as students move through their chosen graduate program. Students pursuing a degree in educational administration must complete a capstone experience as part of their program. The experience is designed to have students apply the knowledge they have acquired from their coursework and the internship through reflection, problem-based learning, and the development of an educational platform and a timeline for the acquisition of their first administrative position. As a part of the capstone experience, students also will design a professional development plan for continued improvement and growth as an administrator.

The data is compiled and disseminated to deans, chairs, and then to faculty. Additional data is collected from graduates and school districts that employ graduates from the program in school administration. All data, be it from current students, graduates, or school districts, is used in decision making focused on maintaining quality programs and high levels of student achievement. All faculty, administrators, school-based personnel and students are committed to the development and implementation of the assessment plan.

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## APPENDICES

Clinical Experiences Organizational Chart

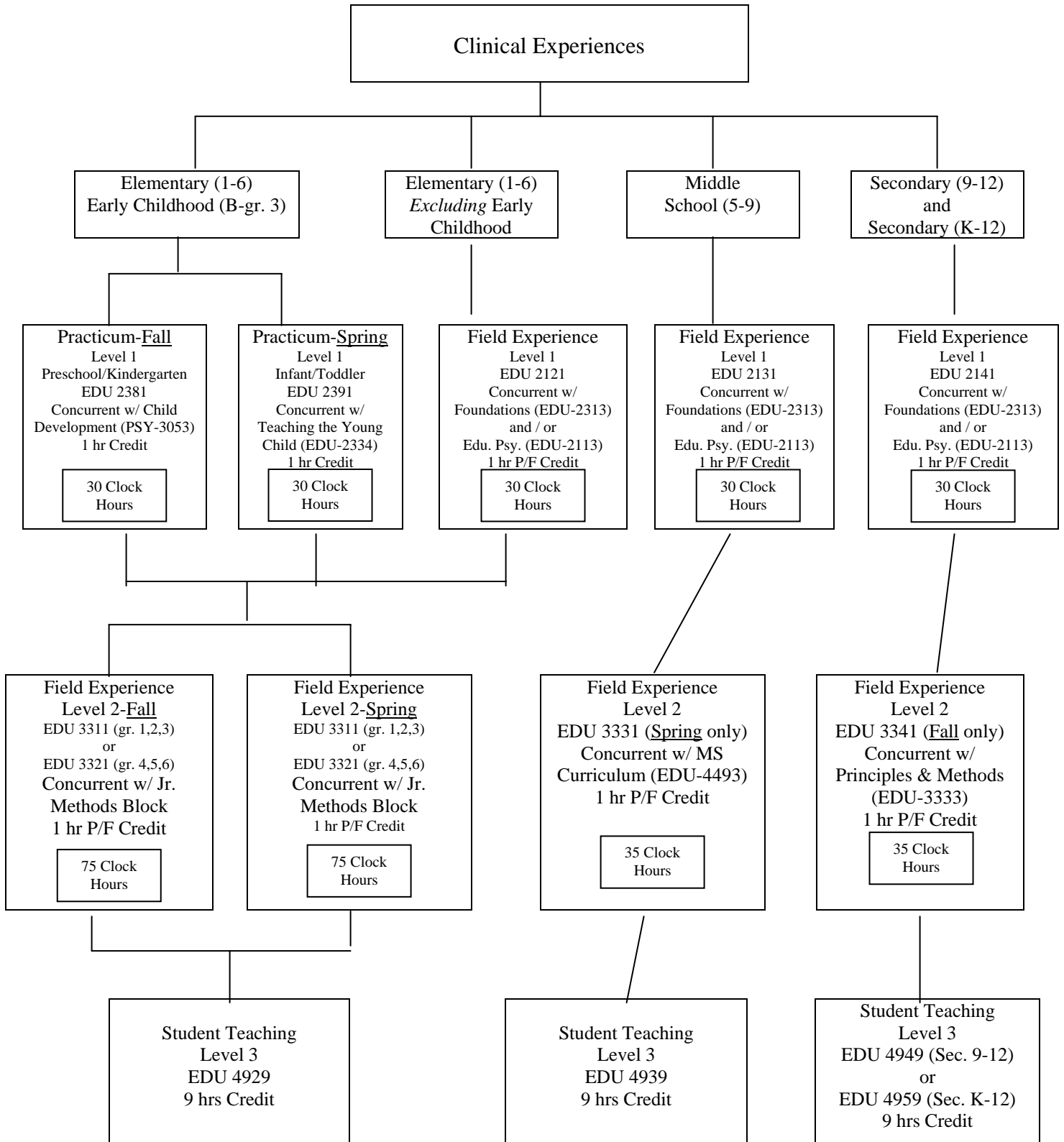
Phases of Student Teaching

Student Teaching Schedule

Summative Portfolio Assessment Form

Summative Student Teaching Evaluation Form

## SBU Clinical Experiences Organizational Chart



## PHASES OF STUDENT TEACHING

Student teaching assignments are highly individualistic. Involvement in classroom activities will depend upon the individual's readiness to perform the tasks assigned. The cooperating teacher is in the best position to formulate a plan by which the student teacher will assume classroom responsibilities. The following schedule identifies four distinct phases in the student teaching process.

**Phase 1 - Orientation:** The student teacher becomes oriented to the classroom and observes the cooperating teacher. This phase allows the student teacher an opportunity to become familiar with the following:

- ◆ school policies
- ◆ classroom routine
- ◆ building personnel
- ◆ classroom objectives
- ◆ procedures
- ◆ individual students

Student teachers should also use this time to:

- ◆ plan units to teach
- ◆ examine curriculum, textbooks, etc.
- ◆ evaluate portfolio artifacts

A student teacher should be provided opportunities to assist in instruction and discuss perceptions and observations.

**Phase 2 - Observing/Assisting:** During this phase the student teacher should be provided opportunities to assist the cooperating teacher through limited teaching experiences. The cooperating teacher should **gradually increase** the responsibilities of the student teacher to allow him or her to become involved in the following:

- ◆ performing routine duties
- ◆ working with individuals and small groups
- ◆ preparing resources and instructional materials
- ◆ correcting papers
- ◆ tutoring
- ◆ supervising study periods
- ◆ constructing quizzes
- ◆ planning
- ◆ teaching a complete lesson that has been cooperatively developed

In this phase the cooperating teacher should offer the student teacher support, immediate feedback, and modeling while encouraging independence. The cooperating teacher provides continuity for the classroom.

**Phase 3 - Lead Teaching:** The student teacher should be involved in instructional activities as early as possible. As the student develops skill and confidence, the cooperating teacher should relinquish more duties and responsibilities in order to provide a comprehensive teaching experience. During this phase the student teacher should have primary control of planning, teaching, and evaluating the students in the classroom. The length of lead teaching will depend upon such factors as the following:

- ◆ nature of the classes
- ◆ progress of the student teacher
- ◆ judgment of the cooperating teacher
- ◆ responsibility and maturity of the student teacher
- ◆ policy of the school system

**Phase 4 - Culminating Experience/Phase Out/Observation:** The purpose of this phase is to provide a smooth transition of responsibilities from the student teacher back to the cooperating teacher. While the student will continue to assist with various aspects of the teaching, he or she should finish the experience by observing in other classrooms and at various grade levels.

## STUDENT TEACHING SCHEDULE

Thursday or Friday  
(last week of Block classes)

Student teachers to visit cooperating schools if they have not already done so and obtain required information as outlined on the First Visit to Schools form. **Remember to dress professionally.**

Prior to first day of Student Teaching

University supervisors to meet with cooperating teachers at schools

The following is a **model of a typical schedule** for a 12-week student teaching experience:

Week 1 <b>PHASE 1</b>	<u>Orientation</u> : Cooperating teacher always present No scheduled visits in schools
Week 2 <b>PHASE 2</b>	<u>Observing/Assisting</u> : Cooperating teacher always present Visits in schools as scheduled by university supervisors
Week 3 <b>PHASE 2</b>	<u>Observing/Assisting</u> : Cooperating teacher usually present Visits in schools as scheduled by university supervisors
Week 4 <b>PHASE 2</b>	<u>Observing/Assisting</u> : Cooperating teacher usually present Visits in schools as scheduled by university supervisors
Week 5 <b>PHASE 3</b>	<u>Lead Teaching</u> : Cooperating teacher in and out of room Visits in schools as scheduled by university supervisors
Week 6 <b>PHASE 3</b>	<u>Lead Teaching</u> : Cooperating teacher in and out of room Visits in schools as scheduled by university supervisors

**Midterm Summative Evaluations by cooperating teachers, university supervisors, and self-evaluations by student teachers due.**

Week 7 <b>PHASE 3</b>	<u>Lead Teaching</u> : Cooperating teacher in and out of room Visits in schools as scheduled by university supervisors
Week 8 <b>PHASE 3</b>	<u>Lead Teaching</u> : Cooperating teacher in and out of room Visits in schools as scheduled by university supervisors
Week 9 <b>PHASE 3</b>	<u>Lead Teaching</u> : Cooperating teacher in and out of room Visits in schools as scheduled by university supervisors
Week 10 <b>PHASE 3</b>	<u>Lead Teaching</u> : Cooperating teacher in and out of room Visits in schools as scheduled by university supervisors
Weeks 11 & 12 <b>PHASE 4</b>	<u>Culminating Experience/Phase-out/Observation</u> : Cooperating teacher present
Thursday of Week 12	Last day of student teaching unless absences need to be made up

**Final Summative Evaluations due and individual conferences with student teacher, cooperating teacher(s) and university supervisor at schools.**

**EACH TIME SUPERVISOR COMES TO VISIT**, student teachers must have his or her lesson plans, handouts, textbooks, etc. open on the desk where the supervisor will be sitting.

**NOTE:** Student teachers are to follow the cooperating school's schedule and not SBU's (ex. Thanksgiving and Spring Break).

SOUTHWEST BAPTIST UNIVERSITY  
 Department of Education  
**Summative Portfolio Assessment**

Name: \_\_\_\_\_ Evaluated by \_\_\_\_\_

<b>I. Portfolio Preparation</b>		<b>55 pts.</b>		
<b>A. Overall appearance and organization</b> <i>(Labeling, typing, spelling, punctuation, neatness, etc)</i>	<i>20 points</i>			
<b>B. Outside Cover Sheet</b> <i>(The outside cover sheet includes name, area or areas of certification, and inclusive dates of attendance at SBU)</i>	<i>5 points</i>			
<b>C. Professionalism</b>				
1. Table of Contents <i>(required)</i>	<i>10 points</i>			
2. Cover Letter <i>(required)</i>	<i>5 points</i>			
3. Résumé <i>(required)</i>	<i>5 points</i>			
4. Honors and awards, Personal notes from students/colleagues, Praxis Score Sheet <i>(optional)</i>				
5. Record of School Involvement <i>(meetings, ball games, etc.)</i>	<i>10 points</i>			
<b>II. Required Documentation of Student Goals and Objectives (aligned with MoSTEP Quality and Performance Indicators)</b>		<b>225 pts.</b>		
		Performance Indicators/Objectives	5 pts M*	0 pts. NYM
<b>A. Quality Indicator/Goal #1 – Artifact(s) and Reflection (25 pts)</b>	1.1			
	1.2			
	1.3			
	1.4			
	1.5			
<b>B. Quality Indicator/Goal #2 – Artifact(s) and Reflection (20 pts)</b>	2.1			
	2.2			
	2.3			
	2.4			
<b>C. Quality Indicator/Goal #3 – Artifact(s) and Reflection (20 pts)</b>	3.1			
	3.2			
	3.3			
	3.4			
<b>D. Quality Indicator/Goal #4 – Artifacts(s) and Reflection (15 pts)</b>	4.1			
	4.2			
	4.3			
<b>E. Quality Indicator/Goal #5 – Artifact(s) and Reflection (10 pts)</b>	5.1			
	5.2			
<b>F. Quality Indicator/Goal #6 – Artifact(s) and Reflection (15 pts)</b>	6.1			
	6.2			
	6.3			

<b>G. Quality Indicator/Goal #7 – Artifact(s) and Reflection (20 pts)</b>	7.1		
	7.2		
	7.3		
	7.4		
<b>H. Quality Indicator/Goal #8 – Artifact(s) and Reflection (20 pts)</b>	8.1		
	8.2		
	8.3		
	8.4		
<b>I. Quality Indicator/Goal #9 – Artifact(s) and Reflection (15 pts)</b>	9.1		
	9.2		
	9.3		
<b>J. Quality Indicator/Goal #10 – Artifact(s) and Reflection (20 pts)</b>	10.1		
	10.2		
	10.3		
	10.4		
<b>K. Quality Indicator/Goal #11 – Artifact(s) and Reflection (30 pts)</b>	11.1		
	11.2		
	11.3		
	11.4		
	11.5		
	11.6		
<b>L. Quality Indicator/Goal #12 – Artifact(s) and Reflection (15 pts)</b>	12.1		
	12.2		
	12.3		
<b>TOTAL</b>			
<b>280 points possible</b>			
<b><u>GRADE</u></b>			

\* M – Meets the standard. Artifact(s) present and tied to the Quality Indicator in the reflection  
± NYM = The standard is Not Yet Met. Artifact(s) present but not tied to the Quality Indicator in the reflection **or** no artifact.

A professional portfolio is a requirement for all teacher certification students at SBU and constitutes 1/3 of the grade for student teaching. The contents of the portfolio will vary with areas of certification; however, artifacts and reflections for each quality indicator must be provided.

University supervisors are to make a copy of this form after the evaluation is completed and the copy is to be turned in with the student teacher's file. The original is placed in the student's portfolio.

**REVISED**

**SUMMATIVE STUDENT TEACHER EVALUATION**  
**SOUTHWEST BAPTIST UNIVERSITY**  
*Department of Education*

Name of Student Teacher \_\_\_\_\_

(Last)

(First)

(Middle I.)

Cooperating School \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

Subject and/or Grade Level \_\_\_\_\_ University Supervisor \_\_\_\_\_

Semester \_\_\_\_\_ Academic Year \_\_\_\_\_ Mark One: **Midterm** \_\_\_\_\_ Grade \_\_\_\_\_ **Final** \_\_\_\_\_ Grade \_\_\_\_\_

**Field Performance = 2/3 of final grade; Professional Portfolio = 1/3.** The cooperating teacher will have input in the determination of both the midterm and the final grade; however, the university supervisor will be responsible for making the final letter grade determination.

**INSTRUCTIONS:** The university supervisor, the cooperating teacher, and the student teacher will fill out this form for both the midterm and final evaluation. Please evaluate by placing a check at the appropriate space. The student teacher should be rated in relation to student teachers and not in relation to experienced teachers. All areas of evaluation correspond to the Missouri Standards for Teacher Education Programs – MOSTEP.

<b>PERFORMANCE AREA: Effective Instruction</b>
--

<b>The Student Teacher:</b>	<b>Meets Expectation</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
1. Demonstrates knowledge of the subject matter (1.1; CF: EP, TSS)	_____	_____	_____
2. Motivates and engages student participation (10.2, 10.3, 11.2, 11.3; CF: CP, TSS)	_____	_____	_____
3. Modifies or provides opportunities for individual differences (1.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 7.2, 9.1, 11.2; CF: LC, CP, TSS)	_____	_____	_____
4. Uses instructional time effectively and plans for instruction based upon student, district, and state performance standards (2.1, 2.2, 2.4, 4.1, 4.2, 6.2; CF: EP, TSS)	_____	_____	_____
5. Uses a variety of appropriate and effective teaching methods, strategies, and techniques (1.2, 1.3, 1.4, 1.5, 3.2, 3.4, 4.1, 4.2, 5.1, 7.3, 7.4; CF: EP, TSS)	_____	_____	_____
6. Provides an environment conducive to learning and applies techniques for effective classroom discipline and management (2.3, 5.2, 6.1, 6.2, 6.3, 11.3; CF: LC, EP, TSS)	_____	_____	_____
7. Demonstrates effective oral and written communication skills (7.1; CF: CP, EP)	_____	_____	_____
8. Assesses student progress throughout the instructional process and provides opportunities for student to reflect on own learning (4.3, 8.1, 8.2, 8.3, 8.4, 9.1; CF: CP, EP)	_____	_____	_____
9. Seeks out opportunities to grow professionally (9.2, 11.1; LC, CP)	_____	_____	_____
10. Fosters relationships with cooperating teacher, students, parents, and educational partners (10.1, 10.2, 10.3, 10.4; CF: LC, TSS)	_____	_____	_____

The university supervisor will pick up this form both at midterm and at the end of student teaching.

**PERFORMANCE AREA: Effective Instruction (Continued)**

	Meets Expectation	Needs Improvement	Unsatisfactory
11. Demonstrates adequate technological skills (11.1, 11.2, 11.3, 11.4, 11.5, 11.6; CF: EP, TSS)	_____	_____	_____
12. Promotes the success of all students by acting with integrity, fairness, and compassion (12.1, 12.2, 12.3; CF: CP, TSS)	_____	_____	_____

**PERFORMANCE AREA: Professional Development**

1. Exhibits initiative and efficiency (9.3; CF: CP, EP)	_____	_____	_____
2. Demonstrates evidence of personal organization (6.2, 8.4; CF: LC, EP)	_____	_____	_____
3. Demonstrates positive attitude toward constructive suggestions for change (9.3; CF: LC, EP)	_____	_____	_____
4. Demonstrates professionalism in dress and appearance (9.3; CF: EP, TSS)	_____	_____	_____
5. Follows the policies and procedures of the school and district (9.2, 10.1, 11.1; CF: CP, EP)	_____	_____	_____
6. Assumes responsibilities outside the classroom as they relate to school (9.2, 10.1; CF: LC, CP)	_____	_____	_____

**COMMENTS**

\_\_\_\_\_  
Signature/Date

\_\_\_\_\_  
Position

SBU Conceptual Framework (CF):

LC = Learning Community

CP = Caring Practitioners

EP = Effective Practitioners

TSS = Today's School Settings

The university supervisor will pick up this form both at midterm and at the end of student teaching.