

## EDUCATION (TEACHER EDUCATION)

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## OVERVIEW

As a Christian college, we train educators to take their place in the classrooms of the world in the Christian, private, and public school sectors. Our focus is to train responsive practitioners who impact the whole child - cognitively, emotionally, socially, physically, and spiritually. We believe that each child is created in the image of God, who wants each one to reach his/her full potential.

## VISION

The vision of the Central Christian College Teacher Education Program is to develop quality professional teachers with a Christian world view to teach in public, private, and Christian schools around the world.

## MISSION

The mission of the Central Christian College Teacher Education Program is to develop the Responsive Practitioner: Rationally Competent (Fit Minds), Professionally Astute (Fit Bodies), Socially Responsible (Fit Hearts), and Service Oriented (Fit Souls), from the perspective of a Christian world-view.

## ACCREDITATION

Central Christian College of Kansas has a long history of helping educate our nation's teachers. Education is the most commonly pursued occupation among all of our alumni. Central's Department of Teacher Education is accredited by the Kansas State Board of Education.

Accreditation should not be confused with licensure. Students successfully completing the education program at Central Christian College of Kansas will have met the requirements to sit for competency exams. This step is required before a student can be officially recognized as a qualified teacher.

Since the education program at Central Christian College of Kansas is accredited by the Kansas State Board of Education, additional conditions may be required for licensure in other states

## TEACHER CANDIDATE OUTCOMES

### Minds (Rationally Competent: Intellectual and Psychological)

- **M1** – Does the student teacher demonstrate familiarity with developmental science and learning theories, adapting learning strategies in response to the cognitive, linguistic, cultural, emotional, spiritual, and physical abilities of students? *Evidenced by lessons and interactions that are fitting to the age/developmental level of the program. Can the student teacher make revisions and modifications to ensure that material and exercises are appropriate?*
- **M2** – Does the student teacher demonstrate subject knowledge and promotes appropriate levels of literacy with students? *Evidenced by lessons that validate understanding of the content and an understanding of the student's current knowledge base. Does the student teacher ensure that students master concepts, including opportunities to increase language skills?*
- **M3** – Does the student teacher employ assessment resources to analyze student learning, using results to improve student and professional practice? *Evidenced by lesson planning that demonstrates application of data gleaned from assessment. Has the student teacher assessed students and used the information to improve student performance.*
- **M4** – Does the student teacher demonstrate familiarity with intervention and organizational strategies that allow for the efficient management of time, resources, and behavior? *Evidenced by classroom management that recognizes the interplay between student achievement and the availability of resource. Does the student teacher manage the classroom, individuals, and resources in such a way that student achievement is enhanced?*

## Hearts (SOCIALY Responsible: Cultural and Relational)

- **H1** – Does the student teacher appropriately challenge personal, public, and pupil biases and misconceptions, cultivating innovative and diverse outcomes? *Evidenced by interactions that guide students to reflect upon and improve cognitive and behavioral expectations. Does the student teacher address errors in thought or practice, providing insight and exploration resulting in improved performance?*
- **H2** – Does the student teacher nurture a safe and affirming learning environment (physically, emotionally, and socially), respecting individual differences while fostering a climate of collaboration and community. *Evidenced by student interactions encouraging a positive sense of self and fostering teamwork and cooperation. Does the student teacher show respect for individual differences and help individuals blend unique perspectives and abilities into mutually supportive learning environment?*
- **H3** – Does the student teacher design instruction that builds upon the personal context, literacy, knowledge and experiences of each student? *Evidenced by lesson planning designed to address the unique needs of the classroom. Does the student teacher adapt lessons and experiences to provide a scaffolding approach, building on the collective knowledge, skills, and abilities of the class?*
- **H4** – Does the student teacher maintain a classroom environment that fosters creativity and innovation, moving students beyond mere knowledge acquisition towards practical application appropriate to the individual abilities and skills of the students? *Evidenced by teaching methods that promote appropriate higher order thinking and meta-cognition. Does the student teacher promote methods of inquiry and analytical skills, encouraging student to synthesize diverse ideas and concepts to address real world issues?*

## Souls (Spiritual Responsive: Spiritual and Environmental)

- **S1** – Does the student teacher participate in collaborative leadership initiatives and assessment activities that strengthen student performance and professional practice? *Evidenced through the application of knowledge, skills, or abilities attained through professional development opportunities and resources, including the use of evaluative data, based on personal and student performance. Does the student teacher participate in professional development and discuss ideas for improvement?*
- **S2** – Does the student teacher advocate for students, collaborating with colleagues, families, and communities, to promote learner growth and development. *Evidenced through the development of collegial and familial relationships, beyond the students in the class. Does the student teacher interact with other teachers, staff, and families beyond the direct requirements of the classroom?*
- **S3** – Does the student teacher exhibit Christian character through the ethical and professional execution of their office? *Evidenced by a professional demeanor that promotes excellence and provides an example to colleagues and student alike. Does the student teacher act ethically and promote a positive perspective of the office of teacher-educator?*
- **S4** – Does the student teacher contribute to the enhancement of learning, employing technology, relationships, research, and resources to ensure equitable and effective access to all. *Evidenced by teaching methods that utilize appropriate and effective resources to augment and improve student learning. Does the student teacher leverage resources – even to the point of seeking out resources – that result in improved student engagement or student performance?*

## FIT STRENGTH (PROFESSIONALLY ASTUTE: PHYSICAL AND VOCATIONAL)

- **ST1** – Does the student teacher deliver instruction that reflects reliance on academic standards, assessment data, and a scaffolding approach to learning? *Evidenced by lesson planning that considers outcomes, current performance, and the working knowledge of the students. Does the student teacher develop lessons that move students from where they are to the desired outcomes sought by the school or district?*
- **ST2** – Does the student teacher identify, acquire, and utilize effective learning resources and assets (technologies) to maximize learning and student engagement. *Evidenced by the ability of the student teacher to discover, access, and operate learning technologies that enhance student learning. Does the student teacher leverage technology or resources that effectively engage student and promote mastery of concepts or skills?*
- **ST3** – Does the student teacher communicate effectively, utilizing multiple mediums and modes, ensuring a clear understanding of objectives, expectations, and feedback? *Evidenced by patterns of communication*

*that demonstrate an ability to convey ideas and thoughts effectively. Does the student teacher communicate in a way that others clearly understand, including the use of technological and creative forms of communication?*

- **ST4** – Does the student teacher present lessons that promote critical thinking and challenge students to consider the interconnectivity and diversity of knowledge, skills, and abilities? *Evidenced by specific challenges to reflect and “think-through” observations, assumptions, and answers. Does the student teacher move beyond teaching the subject or does he or she challenge the students to engage how they think and recognize how answers or inquiries in one field of study affect or inform another?*

## **PROCEDURES FOR PROGRAM COMPLETION**

The four-level process below directs candidates toward the successful completion of the program and qualification for teacher licensure application.

### *Level I: Pre-Candidacy*

1. Successful Completion of ED-CC 100, 110, & 120
2. General Education Course Work
3. Admission to Educator Preparation Program (EPP)

### *Criteria for Admission to EPP*

Prior to making application to the Educator Preparation Program (EPP), the pre-candidate should be working toward meeting the admissions criteria. Transfer students should seek advisement from the Education Office and will be dealt with on an individual basis in accordance with their course work and its integration into the requirements of EPP. Admission to the Educator Preparation Program will be based on a review of the following information to be provided by the student:

1. Obtain the Candidate Status Checklist from the teacher education coordinator for use in tracking requirements.
2. Provide documentation of seventy-five (75) contact hours with PreK-12 students in settings such as camp counseling, after-school programs, Sunday School, YMCA, etc. Use Level I Professional Related Service Requirement form.
3. Take ED-CC 100, Introduction to Education, as a freshman or sophomore with a minimum grade of "C." Students on academic probation are ineligible; transfer students will be advised.
4. Complete two field experiences, ED-CC 110 and ED-CC 120, with a minimum grade of "C" in each. Field experiences consist of a minimum of thirty (30) contact hours each, taken concurrently with Intro to Education (in addition to the initial 75 contact hours).
5. Complete and submit Level I Application to Educator Preparation Program.
6. Complete thirty (30) semester credits of general education course work with a GPA of 2.75 or higher. Prerequisite courses (General Psychology, English Composition I and English Composition II, Speech, and Algebra or Survey of Contemporary Mathematics) must be completed with a minimum grade of "C."
7. Meet ED-CC 100 requirements for Portfolio Project, scoring "Proficient" or higher. Present for Evaluation I.
8. Passing scores on C-Base Exam, taken freshman or sophomore year. (235 English & 235 Math)
9. Recommend a minimum ACT score of 21 or SAT equivalent.
10. Two essays written during ED-CC 100: "Why I Wish to Teach," and "My Worldview."
11. Provide three references: pastoral, professional, and faculty. Use Level I Reference for Admission to Educator Preparation Program form.
12. Provide documentation of negative TB test in past 12 months.
13. Compliance with Central Christian College Community Expectations Covenant.
14. Declaration of Understanding

When the admissions file is complete, the applicant will be interviewed by the Teacher Education Committee. Students will receive written notification of TEC action.

### *Level II: Professional Core*

1. Professional Core Curriculum Course Work

## 2. Admission to Student Teaching Experience (STE)

Students must be accepted into EPP prior to enrollment in the professional core classes, unless permission is granted by the chair. A minimum cumulative GPA of 2.75 must be maintained and a minimum GPA of 3.0 is required for professional course work. Students must also earn a grade of "C" or above in all education core courses.

### *Application to CTE*

The Student Teaching Experience (STE) will take place in the student's senior year. Application must be made during Level II, typically the junior year. Successful completion of the Educator Preparation Program at CCC involves academic, emotional, spiritual, and physical maturity. Candidates must demonstrate their teaching proficiency through successfully completing a 14 week comprehensive, professional classroom experience. Application should be made the first Friday in December of the year prior to the STE. The procedures to follow are listed below:

1. Maintain a cumulative GPA of 2.75 or higher.
2. Maintain a GPA of 3.0 in Professional Core course work.
3. Obtain a minimum grade of "C" in Field Experience.
4. Make application for the STE by completing and submitting the Level II Application for Student Teaching Experience form to the teacher education coordinator.
5. Provide reference using the required form, Level II Reference for Admission to Student Teaching Experience. The following reference is required: one faculty member in the candidate's content field.
6. Present Portfolio Project for Evaluation when requested by Department Chair.
7. Provide documentation of background check at entrance to program and/or the commencement of taking methods course.
8. Proof of \$100,000 educators' liability insurance must be on file with the department coordinator.
9. Philosophy Paper – "My Philosophy of Education"
10. Complete all of the Professional Education Core Curriculum except ED-CC 410, Professional Practices in Education and ED-CC 450, Student Teaching Experience.
11. Compliance with Central Christian College Community Expectations Covenant.
12. Successfully pass criminal background check.
13. Complete interview with Teacher Education Council and be approved for STE.

### *Level III: Clinical Teaching Experience*

1. Successful Completion of STE
2. Fulfillment of all Graduation Requirements

Successful completion of the Educator Preparation Program at CCK involves academic, emotional and spiritual maturity. Candidates must demonstrate their teaching proficiency through successfully completing a comprehensive, professional classroom experience. The Clinical Teaching Experience will consist of a minimum of 14 weeks supervised classroom participation. The STE Seminar will be a part of the course, involving a minimum of four sessions on campus, meeting with other STE participants and educational faculty.

### **Professional Practices in Education**

After completing the STE, students will return to campus for the remainder of the semester where they will complete all requirements for Professional Practices in Education, ED 410. It is designed to aid candidates in making final preparations for procuring a teaching position.

### **Portfolio Evaluation**

At the completion of the STE, students will add KPTP work samples from the STE to their portfolio. It will be presented for Evaluation III before the end of the semester.

### *Level IV: Program Completion & Teacher Licensure*

1. Degree Awarded
2. Application for Teacher Licensure

The final phase of the candidate's program takes place on campus following the completion of the Student Teaching Experience. It will be a time for "wrapping up" the entire process and making final preparations for securing a teaching position. Requirements for program completion are:

1. Fulfill all graduation requirements for both professional and content area
2. Schedule and successfully complete a program exit interview with advisor and/or department chair
3. Degree Awarded
4. Take the Praxis exams (PLT and content area)
5. Application for teacher licensure

### [Degree requirements](#)

All prospective elementary education students must meet the requirements for entrance into the Educator Preparation Program.

All elementary education majors must complete the following General Education, Professional Education Core and Professional Elementary Education courses.

#### *General Education*

Elementary Education majors should pay close attention to the courses chosen to fulfill their General Education Core. The course requirements for education majors can partially be met through completion of the General Education Core. The prepared student will be aware of all requirements prior to enrolling in courses.