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PRECONDITION 5

The unit's programs are approved by the appropriate state agency or agencies, and in states with educator licensing examinations and required pass rates, the unit's summary pass rate meets or exceeds the required state pass rate.

5.1 THE UNIT'S SUMMARY OF REQUIRED PASS RATES

TRANSITION I

SUCCESSFUL COMPLETION OF 41 CREDITS IN GENERAL STUDIES AND PROFESSIONAL MINISTRY COURSES IN THE TEACHER EDUCATION PROGRAM

The first point of entry into Barclay College's Teacher Education program is for students to successfully complete a minimum of 41 hours of these credits. Students are placed in developmental sections of English if they have low ACT or SAT English scores. Students are assigned an advisor based on their major and guided toward the appropriate sequence of General Studies, Bible/Theology/Ministry, and the Professional Ministry courses. Students must successfully complete ED103 Introduction to Christian Education with field experiences with a grade of "C" or better prior to admittance into the program.

A minimum 2.5 GPA on a 4.0 scale is required for admission and retention in the program. Students who are struggling academically are provided with the opportunity to take advantage of an academic tutor at no charge. Academic help is available from the office of the Vice President of Academic Services, the advisor assigned to each student, and from individual instructors. A [Writing Center](#) has been established in the Worden Memorial Library and is available for individual appointments for face to face or distance learning students. Students may access the Writing Center and a variety of resource materials via the library's webpage.

TRANSITION II

ADMISSION TO TEACHER EDUCATION IS THE SECOND TRANSITION POINT

As the pre-service teacher acquires foundational knowledge in their freshman and sophomore general education course work, students are expected to:

- Demonstrate a proficient level of knowledge in 41 credit hours of Mathematics, Science, English, Speech, Research and Writing, Bible/Theology/Ministry, and Professional Ministry courses in both verbal and written formats of communication.
- Complete EN101 College Writing and EN202 Research and Writing with a grade of "C" or better in each course prior to admittance.

- Complete MA103 Math Concepts or a higher-level math course with a minimum grade of “C” or higher
- These General Studies courses will assist students for preparing for and successfully passing each one of the required Pre-Professional Skills Test (PPST) with a score of 172 in writing, 173 in reading, and 172 in math
- Student may have obtained an ACT composite score of 26 or above and provided those results to the college in lieu of completion of the PPST
- Submit Teacher Education Application packet and all contents to the Chair of Teacher Education
- Pass a KSDE background clearance
- Submit Negative TB test results

Benchmark Assessments

Knowledge:

- Show proficiency in General Studies, Bible/Theology/Ministry, and the Professional Ministry courses through a cumulative GPA of 2.5 or higher
- Pre-Professional Skills Test (PPST) Test Results 172 on writing, 173 on reading, and 172 on math or ACT composite score of 26 or above. Students must achieve a passing score prior to being accepted in the Teacher Education Program
- Completion of all general education course work and all prerequisite courses with a grade of “C” or better

Skills:

- Interview with Chair of the Teacher Education program
- Reflection Essay from candidate
- Reflections from early field experience in ED103 from candidate
- Self-evaluation from candidate with character rubric

Disposition

- Letters of Recommendation (2) from instructors with character rubric
- Verbal and written recommendation of admission team with full admission

Applications for admission to Teacher Education program will be accepted when all of the above requirements are completed. All candidates are required to interview with the Department of Teacher Education Chair, one faculty member chosen by the student and a peer chosen by the student.

TRANSITION III

PROFESSIONAL KNOWLEDGE IS THE THIRD TRANSITION POINT

Professional knowledge involves the academic achievement of teacher candidates as they work through their professional courses in four areas: Professional Ministry, Major Courses Non-Restricted, Major Courses, and Professional Semester. As each teacher candidate progresses through the Teacher Education program, the student must maintain a cumulative grade point average of 2.5 in professional coursework and maintain a “C” in all prerequisite courses.

Academic probation is intended to help the student restructure their schedule so that academic work can become a greater priority and focus. The requirements for students on academic probation are as follows:

- The student will be required to be in Study Hall one hour each week.
- The student will not be eligible for varsity sports or choir touring and may not represent the college except in those areas where academic credit is being earned.
- The probationary semester’s enrollment is limited to 12–13 hours.

If a student fails to achieve the minimum required cumulative GPA during a probationary semester, the normal result is academic suspension, which involves complete separation from the college for at least one subsequent semester. Students may be granted permission by the faculty to continue on academic probation if they have made satisfactory progress toward achieving the required minimum cumulative GPA. This possibility remains as long as the GPA is improved. If it is lowered or remains unchanged, the academic suspension will be enforced.

Students who have been suspended for academic reasons, but wish to be considered for readmission, must apply through the Admissions Office. Students who are readmitted will be admitted on a conditional basis with the requirements for conditional admission in effect (2012-2013 Student Handbook, p. 9).

PPST must be taken prior to professional coursework, which requires admission to Teacher Education program. This is a prerequisite for acceptance in the Teacher Education Program.

Benchmark Assessments:

Knowledge:

- Cumulative GPA of 2.5 or higher in general education courses
- Maintain a GPA of 3.0 or better in all professional education courses, with all Education (ED) courses receiving a grade of “C” or better

Skills:

- Student Learning Portfolio
- Successful completion of professional education course work (cumulative GPA of 2.5 or better)

Disposition:

- Acceptable rating on disposition assessments during practicum experiences

- Acceptable rating on disposition assessments during Math & Reading Internship experience
- Enter documents into Student Learning Portfolio

TRANSITION IV

PRE-SERVICE FIELD EXPERIENCE IS THE FOURTH TRANSITION POINT

Requirements and expectations for student teaching are explained to each candidate, cooperating teacher, and principal in a joint meeting and through the use of the Student Teacher & Cooperating Teacher Handbook and a Student Teacher Workbook. The handbook and workbook provides the host schools, district administrators, cooperating teachers, and candidates with the forms and assessments needed. Students will successfully complete ED401 Student Teaching Overview and begin their coursework in the Student Teacher Workbook in the semester prior to student teaching. (Barclay College Student & Cooperating Teacher Handbook 13, p. 45-46)

The Student Teaching Placement Policies:

1. Placement during the Professional Student Teaching semester includes school sites(s) that provide a **culturally diverse** experience as much as possible in our rural setting.
2. **Completion of a graduated series of field experiences** that conclude with standard full-day teaching responsibilities, such as preparing for class, meeting school deadlines, and keeping accurate records of student work for a minimum of 14 weeks.
3. **Meeting the following program requirements:**
 - Placement for student teaching must be conducted in a classroom where a certified teacher models high moral character and the student teacher is expected to demonstrate these strategies
 - Student teachers may conduct their student teaching in an approved public school, private school and/or community alternative school setting for their field experience
 - Student teachers teaching under contract in an approved multiple-subject assignment can complete the assignment in their own classroom under the direction of a mentor teacher at the same grade level
 - Student teaching must be arranged within the state of Kansas (approval for courtesy placement in another state must be obtained from the major chair of the Teacher Education program, Associate Vice President of Undergraduate Studies and Vice President of Academic Services)
 - **READING:** Early Elementary candidates in grades K-3 must be placed in classrooms with research based, comprehensive programs of instruction of reading, writing and related language arts

Elementary Education Students are placed in:

1. One continuous placement or two consecutive placements over a period of a minimum of 14 weeks in one semester;
 2. Self-contained classroom settings in which several subjects are taught; and
 3. One or two of the following grade levels: K-2, 3-5, 6-8
 4. A school site in which the supervisor is not their relative
 5. School placements:
 - Students are to be assigned to a maximum of two cooperating teachers, and work with a maximum of two different classrooms of students
- (Barclay College Student & Cooperating Teacher Handbook 13, p. 36)

ED408 SUPERVISED STUDENT TEACHING

The classroom observations provide the student an opportunity to present lessons while being formally observed by the cooperating teacher(s) and supervisor. After the presentations, the observers provide students with prompt, honest, constructive, and practical feedback about planning, teaching, classroom management, and discipline skills.

- Classroom Observation Forms: Completed by Cooperating Teacher & Supervisor
- The First Month Conference, held at the end of the four-week experience, provides the cooperating teacher(s) and the supervisor an opportunity to give the student feedback, determine if the student has successfully fulfilled the requirements of the first month of experience, and decide if the student is professionally ready to continue to assume increased responsibilities as a student teacher.
 - **First Month Evaluation** form: Completed by Supervisor
 - One informal observation of presentation of lesson
 - **Verification of Completion:** The grade, S (Satisfactory) or U (Unsatisfactory), is submitted to the College by the Supervisor

The second, third, and fourth months allows the student teacher gradually assumes full responsibility of the classroom(s) in which s/he is assigned. This experience is a process during which great amounts of theoretical information must be pragmatically applied, with success, in a new environment. This experience is designed by the cooperating teacher(s), meeting college guidelines, and monitored by the supervisor, to provide a living classroom laboratory.

Primary responsibilities include:

1. Assuming responsibility of the classroom (lessons, units and assessment)
2. Fulfilling the typical responsibilities of teachers
3. Presenting formally observed lessons
4. Participating in monthly conferences
5. Conducting off-site observations
 - **Classroom observation form:** Completed by cooperating teacher and/or supervisor
 - **K-2 Literacy Performance Evaluation:** Students in K-2 are required to have 2 formal observations in literacy instruction during months 2 & 4 of student teaching. This is also a very valuable tool to use for you KPTP and your SLP.
 - Participate in **monthly conferences** during which time the cooperating teacher(s) and supervisor evaluate the previous month's professional growth.
 - Monthly Evaluation Form

ED408 SUPERVISED STUDENT TEACHING

B, C, D, ACTIVITIES – TIMELINE

Monthly Grading Periods:

1 2 3 4

Responsibilities of the Student teacher

Presentation formally observed by supervisor (twice each grading period)		*	*	*
Presentation formally observed by Cooperating Teacher(s) once each grading period	*	*	*	
Reading instruction formally observed by K-2 Cooperating Teacher		*		*
Reading instruction formally observed by supervisor during K-2 placement			*	*
Monthly conference and evaluation (at the end of each grade period)	*	*	*	*
Off-Site visits (2)			*	*
Student teaching Seminar				*
Exit seminar & Placement Files Information				*
Exit Process				*

Responsibilities of the Supervisor

Conference and Evaluation (at the end of each grading period) Monthly	*	*	*	*
Classroom Observation Form (2 each grading period)		*	*	*
FINAL GRADE & RECORD SHEET (1 each grading period)		*	*	*

Responsibilities of the Cooperating Teacher

Classroom Observation Form (1 each grading period)	*	*	*	*
Conference and Evaluation (at the end of each grading period) Monthly	*	*	*	*
Evaluation of Barclay's Program				*

ED400S Philosophy of Teaching Capstone

EDUCATION FILE

- Introductory Letter
- Official Transcript
- Philosophy of Education paper
- Map of Room arrangement
- List of room supplies
- Discipline contracts
- Absentee make-up assignment sheets
- Attendance records
- Progress reports
- Quiet seat work
- List of children's books
- Mock interview notes
- Work written up for a field trip
- Report for parents
- Final Assignment

(Student Teaching Workbook, p. 68-70)

The Kansas Performance Teaching Portfolio (KPTP) is designed to be a culminating experience in which the just qualified candidate has the opportunity to apply what they have learning throughout the Teacher Education Program, demonstrating how he/she uses contextual factors of students in a class to design and implement a unit of study.

Benchmark Assessments

Knowledge:

- Maintain cumulative GPA of 2.5 or higher
- Lesson planning and preparation
- Student Teacher Observation Form
- 3- Way Monthly Conference Form
- Mid-Term Evaluation Form
- Student Teaching Self-Evaluation Form
- Barclay College's Student Learning Portfolio
- Completion of required components of KPTP

Skills

- Lesson Plans with Reflective Supervision
- Student Teacher Observation Form
- 3- Way Monthly Conference Form
- Mid-Term Evaluation Form
- Student Teaching Self-Evaluation Form
- Final Student Teacher Evaluation
- Student Learning Portfolio
- Education File
- ED400S Philosophy of Teaching Capstone course requirements

Dispositions

- Reflective Supervision of Presentation of Lessons
- Student Teacher Observation Form
- 3- Way Monthly Conference Form
- Mid-Term Evaluation Form
- Student Teaching Self-Evaluation Form
- College Supervisor Evaluation completed by Student Teacher
- College Candidate and Program Evaluation completed by Cooperating Teacher
- Complete Barclay College's Student Learning Portfolio

TRANSITION V

PROGRAM COMPLETION & LICENSURE IS THE FIFTH TRANSITION POINT

- Candidate must have a cumulative GPA of 2.5 or above
- All course assignments must be completed
- All formal and informal assessment must be completed
- Candidate must have a passing score on required PRAXIS II

The Praxis

The Praxis Series[™] tests measure teacher candidates' knowledge and skills. The tests are used for licensing and certification processes and include:

- **Praxis II**® **Subject Assessments**

These tests measure subject-specific content knowledge, as well as general and subject-specific teaching skills, that you need for beginning teaching. [See Praxis II information](#)
[See Reading Test Preparation.](#)

The *Praxis II* tests consist of 3 groups of tests:

- **Subject Assessments** — Measure general and subject-specific teaching skills and knowledge. Tests include both multiple-choice and constructed-response (essay) questions.
- **Principles of Learning and Teaching (PLT) Tests** — Measure your general pedagogical knowledge at K-6 grade levels. These tests use a case study approach and feature multiple-choice and constructed-response questions.
- **Teaching Foundations Tests** — Measure pedagogy in 5 areas: Multi-Subject (elementary), English, Language Arts, Mathematics, Science and Social Science. These tests feature multiple-choice and constructed-response questions.

Praxis II Test Structure

Praxis II tests are 1, 2 or 4 hours long and include multiple-choice questions, essay or constructed-response questions, or a combination of both question types. The number of questions and length of each test varies depending on the format and content. Candidates may

review the appropriate Test at a Glance for details on test structure and length. Various practice tests are available to students through books or online resources.

Tests are offered on pre-scheduled dates throughout the year and at various locations. You may take up to 3 tests on a given day depending on the length of each test.

5.2 PERFORMANCE REPORTS

Even though Barclay College has had an Elementary Education program since 1977 with students currently obtaining degrees, this is a new program seeking program approval for accreditation. Therefore, **the unit does not have data on candidate performances to report.**

- This is a new accredited program seeking initial state approval.

PRECONDITION 6

Institution eligible for institutional or regional accreditation are accredited without probation or an equivalent status by the appropriate institutional accrediting agency recognized by the U.S. Department of Education.

6.1 ACCREDITING AGENCIES

Access to these links is available by clicking on the following links or at the secure website for [KSDE Assistance](#) to connect to the accrediting agencies where Barclay College's Statement of Affiliation Status is displayed.

- Barclay College has continually established appropriate [legal status](#) to operate as an organization offering higher education in the State of Kansas as evidenced by its charter, registered with the State of Kansas in 1917 and renewed in 1967.
- Barclay College received full accreditation from the [Association for Biblical Higher Education](#) (ABHE) in 1975, and has continuously renewed and maintained that accreditation.
- Barclay College has submitted, as an institution, the Intent to Seek Accreditation and Full Evidence Documents to the Higher Learning Commission through [North Central Association](#) in the fall of 2012. A decision of candidacy status should be made in Spring 2013.

Barclay College Accreditation Timetable

Pre-application to Determine Eligibility		Timetable
A.	Letter of Inquiry with Preliminary Evidence	9/21/12
B	Preliminary Evidence Review	N/A
C	Pre-application Interview	N/A
D	Post-interview Commission Letter	N/A
E	Letter of Intent to Complete Eligibility Filing	N/A
F	Eligibility Filing: Institutional Submission (full evidence PDF 1, 2, 3)	Dec 2011
G	Eligibility Filing: Panel Review	Spring 2013

H	Letter on Eligibility	Spring 2013
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II. Application for Status		Timetable
A	Letter of Intent to Pursue Candidacy	Spring 2013
B	Preparation and Comprehensive Evaluation Visit for Candidacy	Spring 2014
C	Award and Duration of Candidacy	Spring 2014
D	Biennial Evaluation during Candidacy	Spring 2016
E	Evaluation for Initial Accreditation	Spring 2017

- Barclay College has been approved, as an Accredited Teacher Education program, through the [Association of Christian Schools International](#). The on-campus site visit was February 17-19, 2013. The National Board approved this accreditation on February 22, 2013 for ten (10) years and will be renewed in 2023. This accreditation will allow all current and future students the ability to teach in an ACSI accredited K-12 school in the United States and abroad.