

CONCEPTUAL FRAMEWORK

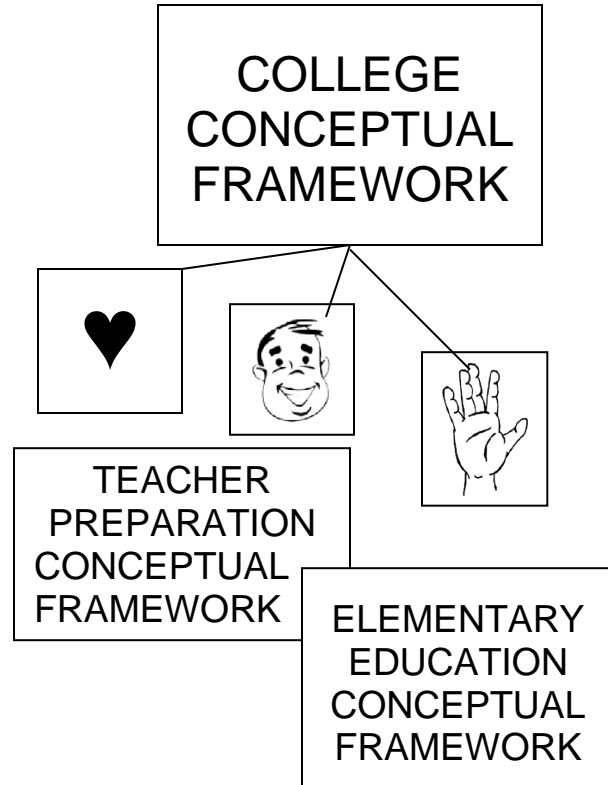
Perhaps unusual among institutions of higher education, the teacher preparation program of Appalachian Bible College is totally integrated with the mission of the college, to equip servants for the church of tomorrow while edifying the church of today. The creation of an elementary education program in 1979 was in direct response to the changing needs of local churches.

Seeking approved program status with the West Virginia Department of Education (granted in 2003) was also in direct response to the changing needs of the Christian community around the world. Again,

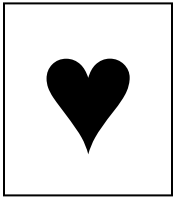
like the College, the primary purpose of the elementary education program is to equip servants for the church of tomorrow while edifying the church of today.

Perhaps also unusual among institutions of higher education, the elementary education program is not a single component in a multidisciplinary/multi-graded Teacher Preparation Unit. It functions instead as a single component of a Professional Education Department that seeks to meet the various needs of the church by offering programs in General Ministry, Pastoral Studies, Missions, Music, Youth Ministries, Camping, and Family Counseling, in addition to Elementary Education. Organizationally and functionally, the elementary education program both “stands alone” as a single teacher prep unit, and yet “stands together” with all the other programs in the Academic Division.

As expressed in the College’s Conceptual Framework, the same goals create structure for the elementary education program. Attention is directed toward nurturing the Heart, Head, and Hands of those called into an education ministry in such a way as to produce graduates who are fully equipped to lead an elementary classroom. Though simply stated, this is a very complex task for two reasons. First, the aspects of these three areas – the Heart (Disposition/The Affective Domain), the Head (Knowledge/The Cognitive Domain), and the Hands (Skills/The Psychomotor-Conative Domain), are so incredibly vast! Second, in this ever-changing world, the term “fully equipped” is a very lofty and, in reality, probably unattainable goal. With the onslaught of educational research, advances in technology, changing curriculum and assessment practices in response to K-16 standards, and increasing challenges among the student population, a teacher candidate must not only be on the cutting-edge in his/her preparatory stages, but be committed to lifelong learning! Nonetheless,



Appalachian Bible College is committed to touching the Hearts, teaching the Heads, and training the Hands of the elementary education students as described in the paragraphs that follow.



The first and chief concern involves the preparation of the teacher's **Heart**. He/she must demonstrate spiritual, emotional, and social stability and maturity in order to direct children effectively and responsibly. As for all students at ABC, the principles espoused in Bible & Theology courses are supplemented as they are modeled by the staff and faculty, nurtured in the campus environment, monitored by the Student Services Division, encouraged in devotional activities, expanded through required church attendance, and broadened by the annual servanthood theme, chapel services, annual missions conferences, Bible conferences, and the Pinter Lecture Series. In all areas, students are reminded that "life is for service."

As prospective teachers, Heart issues related to being a mentor for children are continually addressed in education courses. The truth of Luke 6:40 is a sobering one. "The disciple is not above his master: but every one that is perfect shall be as his master." In this context, it literally means, "The student is not superior to his teacher: but every student that has finished his education shall be like his teacher." Not a single teacher can escape being a very influential role model – whether negatively or positively. The molding of the Heart so that teachers model Christlikeness is absolutely essential, not only because students mimic them but also because godly character traits are necessary to do the many tasks of teaching effectively. A spirit of excellence should radiate from a teacher who seeks to honor God in the education of His children.

As college students progress through the stages of training, all faculty members, especially the elementary education faculty, are continually assessing reflections from the Heart both formally and informally. It is expected that they demonstrate the following:

- ♥ Evidence of genuine salvation, reflected in attitudes, interests, actions, verbal testimony, and concern for others
- ♥ Godliness in dress, speech, relationships, and activities
- ♥ Desirous of modeling Christ for everyone within their realm of influence
- ♥ Respect for God and His Word
- ♥ Application of biblical principles in decision-making
- ♥ Commitment to the local church in attendance and service
- ♥ Considerate of God's Will regarding the issues of life
- ♥ Desirous of seeking God's direction regarding a career path
- ♥ Consistency in exhibiting the fruits of the Spirit – love, joy, peace, longsuffering (patience), gentleness, goodness, faith, meekness, and temperance (self-control)

- ♥ Seriousness about the privilege and responsibilities of being a teacher
- ♥ Ardor in fulfilling the biblical model of servant-leadership as a teacher
- ♥ Professionalism in manner, punctuality, preparedness, and speech
- ♥ Submissiveness to authority
- ♥ Willingness to collaborate and work as a team for the good of others
- ♥ Initiative to use knowledge and skills to lead when necessary
- ♥ Perseverance to finish every job well
- ♥ Observant and understanding of the needs and differences of others
- ♥ Discerning about controversial issues and tactful in response
- ♥ Sacrifice of time, energy, and resources to do a job well
- ♥ Emotional stability to handle the rigors of routine as well as unexpected challenges
- ♥ Ability to balance multiple segments of life and multi-task within each segment
- ♥ Dedication to learning in preparation for teaching
- ♥ Zeal for learning and professional development
- ♥ Personal discipline necessary to plan, prepare, and perform as a teacher
- ♥ View of all children as precious in God's sight
- ♥ Optimism regarding a child's spiritual, academic, and social potential
- ♥ Commitment to reaching educational standards set by governing bodies, specific schools, designated assessment instruments, and chosen curriculum
- ♥ Appreciation for multicultural aspects of well-rounded education for a diverse student body representing local cultural climates



Second, the professional education component is committed to the preparation of the **Head** through a carefully balanced and integrated sequence of college-level courses in Bible and Theology, general studies, and professional studies. More stringent than the general standards, teacher prep students must have at least a “C” in specific foundational courses and a 2.5 GPA to be officially admitted into the single certification tract and a 3.0 for the dual certification tract in the elementary education program (sophomore spring) and graduate with an overall GPA of 2.5+ in order to be recommended for state certification. Prospective teachers are continually challenged to excel academically as they will expect their own students to do in the future. Their sincere efforts also

exhibit a dedication to becoming as skilled and knowledgeable as possible to enhance their potential for effective teaching.

In 32 credit hours of Bible and Theology, students are expected to master content that represents all areas of Theology (doctrine), Bible materials that span from Genesis to Revelation, and practical Christian living. In any profession, to live by the Word of God, one must know the Word of God. Appalachian Bible College along with its Elementary Education unit is committed to preserving its spiritual heritage by diligently teaching the Bible in response to man's greatest need.

In 51 credit hours of General Studies, teacher prep students are expected to develop college-level skills in foundational areas such as Grammar, Writing, Speech, and Math, and master content areas such as History, Natural Science, and Social Science. It stands to reason that one can not teach what one does not know and one can not demonstrate what one can not do. Appalachian Bible College along with its Elementary Education unit is committed to preserving its academic heritage by providing thorough instruction in all areas of general studies.

In 62 credit hours of Professional Studies, elementary education students are expected to gain understanding regarding educational philosophy and theory, child development, effective methods, materials, technologies, and assessment practices for every elementary subject and for diverse learners, prevailing policies and procedures, and strategies for classroom and behavior management. Successful teachers are confident in the HOW and WHEN of communicating content and introducing/ nurturing skills in their students. Professional Studies courses use three avenues to develop specialized skills for future teachers. In individual disciplines, instruction is given by highly qualified and experienced faculty, and students observe classrooms in both Christian and public sectors. Students are then given opportunities to plan and present mini-lessons for their peers and receive valuable feedback through faculty-, peer-, and self-evaluations. Finally, students have multiple opportunities to assist and teach in classroom settings, both Christian and public, culminating in a twelve-week clinical experience in a single classroom. Appalachian Bible College along with its Elementary Education unit is committed to preserving its commitment to the local church by providing graduates who are well-equipped to address the spiritual, emotional, academic, social, and physical needs of their students in the Christian day school.

As college students progress through the stages of training, all faculty members, especially the elementary education faculty, are continually assessing reflections from the Head both formally and informally. It is expected that they demonstrate the following:



A biblical worldview that serves as a basis for all thought



A commitment to seeking and expounding truth



An unwavering respect for absolute truth



Determination to reach personal intellectual potential



Ability to think logically, critically, and calmly



Mental skill to translate knowledge into performance



Objectivity necessary for effective self-, peer-, and student assessments



Understanding of learning theory, pedagogy, and child development



Working Knowledge of core content in elementary subject areas



Appreciation for and dedication to promoting areas of fine arts



Familiarity with educational technology and its role in teaching/learning



Fluency regarding exceptional learners & their rights, characteristics, assessment, diagnosis, educational planning, and implementation



Understanding of the special education spectrum and the role of the classroom teacher



Acquaintance with Learning Styles and their impact on effective teaching/learning



Knowledge of Education Law and public policies that govern a teacher's responsibilities and liabilities



Understanding of applicable Content Standards and Objectives



Familiarity with formal and informal assessment practices and policies



Creativity in instructional planning and strategic performance, taking into consideration prevailing needs and diverse characteristics of the learners



Success in demonstrating pre-professional and professional knowledge by earning WV passing scores on applicable Praxis I and Praxis II examinations



Also strongly linked to the institution's Conceptual Framework is the teacher prep training for the **Hands**. Appalachian Bible College is committed to producing graduates equipped with skills necessary for serving with excellence in one (or more) of eight different concentrations. As in all programs, skills in Elementary Education are taught and demonstrated by well-trained and experienced faculty. Opportunities abound for putting theory into practice as students plan, practice, and present in preparation for ministry after graduation. Teacher training begins in the first semester with Mathematics for Elementary Teachers I. Subsequent semesters offer numerous methods and materials courses that link educational theory with practical application, first in a peer setting and then in the field. Over 300 clock hours are spent observing and teaching in Christian and public classrooms before the program culminates in a twelve-week student teaching experience.

As college students progress through the stages of training, all faculty members, especially the elementary education faculty, are continually assessing reflections from the Hands both formally and informally. It is expected that they demonstrate the following:



Consistent modeling of a Christian lifestyle motivated by a personal desire to please the Lord and influence others



Attitude of servanthood observable in interests, actions, and speech



Competent performance in all academic areas – Bible and Theology, General Studies, and Professional Studies



Exemplary communication skills, written and verbal



Proficiency in conducting research, data collection, and interpretation



Ability to plan and implement effective instruction, using a variety of strategies, materials, technologies, and assessments



Skill in choosing appropriate accommodations and modifications to benefit diverse learners



Ability to implement an Individual Education Plan within the special education spectrum



Application of principles of pedagogy in considering potential curriculum, instructional strategies, and assessment options



Competency in writing learning objectives that are specific, achievable, and measurable



Development of instructional goals that strive for higher-level learning (Bloom's Taxonomy) as well as long-term retention



Skillful management of classroom activities and student behavior, maintaining a demeanor consistent with a Christian testimony



Employment of good organizational techniques in all aspects of teaching, managing materials and facilities, and communicating with constituents



Investment of time, energy, and personal resources to ensure successful teaching and effective learning for all students



Co-labor with parents who are ultimately responsible for the education of their children; realizing the biblical role of a teacher as a chosen assistant



Cooperation with fellow teachers, administrators, various agencies, and the community at large to enhance learning potential



Careful and consistent observance of School Law and public policies governing specific educational institutions



Efforts toward continued professional development

The Professional Education Component/Elementary Education Program of Appalachian Bible College is totally committed to the College's mission to train the **Heart, Head, and Hands**, not just because it is a subdivision of the institution, but because such an emphasis is indispensable in producing future teachers equipped to serve with excellence. By biblical mandate, we strive to "prepare our hearts unto the Lord and serve Him only" (I Samuel 7:3), "study to show ourselves approved unto God" (II Timothy 2:15), and, "whatsoever our hands find to do, do it with our might" (Ecclesiastes 9:10). Appalachian Bible College is committed to touching the Hearts, teaching the Heads, and training the Hands of the elementary education students. By giving diligent attention to these three areas, prospective teachers can develop the Knowledge, Skills, and Dispositions essential for an effective ministry in education.