



Conceptual Framework for the Barton College Teacher Education Program: Evolving Professional Teacher (Updated November 2010)

Knowledge of Content

Graduates of the Barton College Teacher Education Program:

- possess intellectual curiosity about the world in general and have a broad education in arts and sciences
- know in depth the content, structure, and tools of inquiry of their specific teaching disciplines to help students form a context for factual knowledge
- connect the content they teach to the other curriculum areas
- apply their knowledge of content to make it relevant to students

Pedagogical Skills

Graduates of the Barton College Teacher Education Program:

- understand the developmental levels of their students
- activate students' prior knowledge to help them make connections to current learning experiences
- use a variety of teaching methods
- communicate well
- effectively assess students
- develop critical thinking, metacognition, and problem solving skills in their students
- use technology effectively

Cultural Responsiveness

Graduates of the Barton College Teacher Education Program:

- respect the ethnicity, race, and religion of all students
- tailor instruction so that it is appropriate for all students, including those with special needs
- treat all students as individuals
- maintain the dignity of all students
- seek the best in their students
- attempt to understand the family and community contexts of all students

Leadership Skills

Graduates of the Barton College Teacher Education Program:

- lead in their classroom
- assume appropriate responsibilities within their schools

- advocate for children
- reflect on the effectiveness of their teaching
- work collaboratively with other teachers
- seek opportunities for professional growth



Additional Information on Next Page

Conceptual Framework for the Barton College Teacher Education Program: Evolving Professional Teacher (Updated November 2010)

The theme, the **Evolving Professional Teacher**, has formed the conceptual framework for the Teacher Education Program at Barton College since the early 1990s, when the program underwent its first NCATE review under the new standards. Though the framework is discussed and updated periodically, the basic theme continues to serve the program well. Students as evolving professionals describes the kind of graduate the Barton College teacher education program seeks to produce.

Several attributes characterize these evolving professionals--an interest in continued professional growth, reflection on one's teaching effectiveness, and the confidence that comes as a result of success in the classroom and knowing that one is a valued participant in a learning community. Oftentimes, students--both public school children and preservice teachers--need a personal relationship or a sense of belonging before they become actively engaged with the material they are studying (Hart, 2002). As a small private college, Barton provides personal attention and support for students. The mission statement describes the college as a "supportive, encouraging environment", "committed to student success," and "promoting the best in every member of our community" (Mission Statement from the 2009-2010 Barton College General Catalog). From a team-building all-day event during freshman orientation to small class sizes to generous office hours to extensive advising opportunities, the College focuses on the individual student and helping that student attain success in his or her major. Within the Teacher Education Program, this is achieved not only by focusing on development as future professionals but also by helping students to develop as persons.

Maslow's hierarchy of needs (1962) emphasizes the growth that individuals experience as their basic needs are met and they move toward self-actualization. More recent theorists have posited a growth trajectory for teachers as well, moving from novice teacher to distinguished teacher with the passage of time (Marso & Pigge, 1994; Steffy, Wolfe, Pasch, & Enz, 2000). Although the immediate goal of the Barton College program is to produce competent apprentice teachers, a broader, less tangible goal is to develop in those apprentices the knowledge, skills, and dispositions which will form the foundation for a lifetime of both personal and professional development. Thus, the program seeks to move beyond a simple exchange of information and toward the process of transformation.

To transform is to go beyond current form. This means growth, creation, and evolution, an expansion of consciousness. When education serves transformation, it helps to take us beyond the mold of categories, the current limits of social structure, the pull of cultural conditioning, and the box of self-definition; in thus going beyond, we ride the crest of the wave of creation, a wave that constantly collapses and rises into new forms...and this is where the deepest moments in education lead (Hart, 2001, p. 149).

Personal and professional growth cannot easily be separated. Parker Palmer, in *The Courage to Teach* (1998), explains that the dividing line between personal actualization and actualization as a teacher is not clear-cut. As one becomes more one's "true self", one will also become a more effective teacher. According to Palmer, we teach who we are. The best teachers know their students and their subjects well, because they themselves are grounded by self-knowledge. When I do not know myself, I cannot know who my students are. I will see them through a glass darkly, in the shadows of my unexamined life--and when I cannot see them clearly, I cannot teach them well. When I do not know myself, I cannot know my subject--not at the deepest levels of embodied, personal

meaning. I will know it only abstractly, from a distance, a congeries of concepts as far removed from the world as I am from personal truth.

The work required to “know thyself” is neither selfish nor narcissistic. Whatever self-knowledge we attain as teachers will serve our students and our scholarship well. Good teaching requires self-knowledge: it is a secret hidden in plain sight (Palmer, 1998, pp. 2-3). The personal and professional growth that Palmer writes about is a product of reflection. Almost one hundred years ago, John Dewey (1910) noted the importance of reflection for learning in any sphere, and many contemporary writers have applied this notion of self-reflection to the improvement of teaching (e.g., Grimmitt & Erickson, 1988; Schon, 1983, 1987).

Reflective teachers constantly replay the events of teaching moments in their minds (Dewey, 1933). In addition, they continually observe students to become more conscious of their teaching practices and their impact (Brookfield, 1995). Through the process of reflection, teachers analyze their lessons and remain open to alternative possibilities, asking, “What if I do this? What if I alter the material in this way?” (Steffy, Wolfe, Pasch, & Enz, 2000, p. 14). Reflective teachers imagine how students will respond to different and new teaching methods. They also consider their reasons for actions and the compatibility of their actions with their values regarding fairness and social justice (Cornu & Peters, 2005).

Reflection and renewal characterize the successful teacher’s career, as he or she strives for self-actualization both professionally and personally. It is this journey toward self-actualization that forms the basis of the Barton College conceptual framework. Through Barton’s “supportive, encouraging environment”, referred to in mission statement and permeating the entire College community, the Teacher Education Program seeks to help students fulfill their potential as evolving professional teachers--individuals on a journey of self-discovery who possess specific professional skills as well--content knowledge, pedagogical skills, cultural responsiveness, and leadership skills.

The importance of content knowledge is recognized as critical to a teacher’s success. “Those who teach must, above all, be well informed, and steeped in the knowledge of their fields” (Boyer, 1991, p. 11). Palmer (1998) calls the subjects taught the “great things” and states that the teacher’s task is to give the great things an independent voice apart from that of the teacher: “We will experience the power of great things only when we grant them a life of their own--an inwardness, identity, and integrity that make them more than objects, a quality of being and agency that does not rely on us and our thoughts about them” (p. 109). The best teachers, according to Hart (2002) know their subject well and care enough to do justice to it. They are sufficiently detached from the content they teach to be able to honestly represent it, yet they bring with them a passion and an enthusiasm rooted in their understanding and enjoyment of the subject itself.

Consistent with this perspective, both Standard 1 of the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards (1987) and Core Standard 1 of the North Carolina Professional Teaching Standards Commission (1999) begin their recommendations with importance of understanding the content one is teaching. This understanding includes background in basic subject areas--the arts, humanities, mathematics, and sciences--that contribute to one’s development as an educated citizen. At Barton College, students gain general knowledge of broad content through the 50 semester hour General College Core in areas such as writing, computers, humanities, fine arts, mathematics, science, social science, and physical education. The goal is to produce graduates who “will be prepared to make reasoned and informed decisions, communicate effectively, understand interdisciplinary relationships, and demonstrate intra-cultural awareness and cross-cultural appreciation” (Mission Statement from the 2009-2010 Barton College General Catalog).

At the same time, knowledge of content area includes specific study in the discipline one plans to teach. Content courses range from physical and earth science for the elementary education major, to Shakespeare for the English education major, to kinesiology for the physical education major, to speech and hearing science for the education of the deaf and hard of hearing major. These courses are assigned with the goal of increasing the student’s understanding of his or her subject area. They are chosen as part

of a student's course of study in a teaching area neither randomly nor arbitrarily but, rather, because they address specific North Carolina Department of Public Instruction competencies for licensure in specific subject areas.

The second strand of the conceptual framework, knowledge of pedagogical techniques, is related to knowledge of content in that teachers must convey what they know to students in meaningful ways. This strand parallels Core Standard 2 of the North Carolina Professional Teaching Standards Commission (1999), which states the need for teachers to know how to teach students effectively. Through a common core of professional education courses, Barton College students learn instructional strategies in reading, technology, classroom management, and assessment. Students also take at least one methods course, and in many cases several more, concerning methods of teaching in their own specific disciplines. While students are provided with up-to-date information concerning best practices in teaching, they also learn that there are no pat formulas for effective instruction. Instead, as future professionals, they are decision-makers who must continually reflect upon the most effective ways to teach children (Palmer, 1998). "The complex learning that is needed to use knowledge for problem-solving and invention...requires teachers who can present critical ideas in powerful ways and can systematically organize a learning process that builds on students' prior knowledge and addresses their different needs" (Darling-Hammond, 2000, p. 9).

Cultural responsiveness is the third strand of the Barton College Teacher Education Program conceptual framework. Students' differing ethnic backgrounds, cultures, social classes, languages, learning styles, and performance and learning rates all have an impact on the instructional process (Bennett, 2011; Grant & Sleeter, 2009; Slavin, 2000). As the United States has become increasingly diverse, the need for effective teaching practices for every child in the classroom is essential. INTASC Standard 3 (1987), Core Standard 3 of the North Carolina Professional Teaching Standards Commission (1999), and the revised North Carolina Department of Public Instruction Program Approval Process Standards (2005) for teacher education programs all emphasize the need for effectiveness with a diverse population of students. Working effectively with all students often requires collaboration with parents and other significant adults in children's lives.

Effective teachers are culturally responsive individuals who understand themselves in relation to the influences of race, class, language, and ethnicity, who affirm students from diverse backgrounds, and who are committed to making their classrooms places in which all children can learn (Villegas & Lucas, 2002). Tomlinson has stated that, "every student must enter the room every day feeling that every individual is valued and that mutual respect is not negotiable" (2001, p. 13). In such classrooms, teachers treat students as individuals and adapt their teaching, as necessary, for students with special needs. Effective teachers recognize a variety of learning styles, characterized by Snowman and Biehler (2003) as the consistent preference students demonstrate for perceiving, thinking about, and organizing information.

As an institution, Barton College supports education for diversity through the General College Core, which require at least six semester hours, and in most cases, nine hours of courses taught from a global and cross-cultural perspective. Students also have the opportunity to travel abroad for college credit. The College's mission statement describes the student population as a "culturally diverse community of learners," an acknowledgment of the need for openness to individuals from cultures different from our own. The mission statement also emphasizes the importance of students developing both intracultural awareness and cross-cultural appreciation and the fact that, increasingly, citizens are part of a global community. (Mission Statement from the 2009-2010 Barton College General Catalog).

More specifically, in the Teacher Education Program all students fulfill practicum requirements in schools with diverse populations, and North Carolina Department of Public Instruction competencies relevant to teaching diverse groups of children are infused throughout students' coursework. The need for culturally responsive teaching--understanding the perspectives of diverse groups of students in order to teach them more effectively (Gay, 2000)--is a commitment of the Barton College Teacher Education Program most concretely demonstrated through the variety of practicum placements students are given.

The final strand of the conceptual framework is leadership, "the process by which an individual induces a group to pursue the objectives of the individual" (Garner, 2000). Although facilities, finances, and

programs all play an important role in the success of any school, individual leadership by teachers and administrators ultimately will determine the future of education (Barth, 2006). School improvement processes in the 21st century have increasingly emphasized the need to transform traditional models of leadership to models of shared leadership within professional learning communities (Alger, 2008; Barth, 1999; Collay, 2006; Harris, 2005; Hipp & Huffman, 2003; Lieberman & Miller, 2004; Lindahl, 2008; Sato, 2005; Silins & Mulford, 2004).

Barth (1988) writes, "The school becomes a community of leaders, a place whose very mission is to insure that students, parents, teachers, and principals all become school leaders in some ways and at some times." Integrity, perseverance, and a strong work ethic are character traits displayed by outstanding leaders, and the Barton College Teacher Education Program seeks to produce such leaders. Teacher leaders affect the lives of their students each day through their knowledge, skills, and dispositions. Through continued professional development, they are open to emerging theories and practices that enhance their teaching and help them remain current (Danielson, 2006). They are proficient in the use of technology and incorporate it as a vital part of instruction, and, in fact, often provide leadership to other teachers in the schools concerning how to seamlessly and appropriately infuse technology into their classrooms. Using test data and other assessments, teacher leaders monitor student growth and modify instruction to match the learning styles of their students. Their teaching styles create a classroom environment conducive to discovery and optimal student involvement. A "one size fits all" philosophy is not an option (McCay, Flora, Hamilton, & Riley, 2001). Teacher leaders realize their role in the emotional and social growth of students and seek opportunities to aid in their development, both inside the classroom and through extracurricular activities. Through a positive attitude and constant encouragement, they display an excitement for learning which, it is hoped, will have the effect of inspiring their own students to become lifelong learners.

Beyond the individual classroom, teacher leaders influence school policy and system-wide policy in areas such as curriculum and instruction and through the development of collaborative teams to address problematic areas and design solutions for them. The Institute for Educational Leadership characterizes the classroom teacher as the key to solving the educational challenges facing schools today (Dozier, 2002). Problems are best resolved on the classroom level; those "in the trenches" are more likely to identify and provide meaningful solutions to problems than central office personnel. Teachers play a role not only in implementing reform but also in designing, developing, and evaluating it. Curriculum development, scheduling, setting standards for student behavior, and evaluating teacher performance are a few areas in which teacher leaders' direct experience informs the decision-making process (Barth, 2001; Dufour, Eaker, & Baker, 1998).

Networking among teacher leaders also plays a role in analyzing problems and developing solutions for them. Through these networks, teachers brainstorm, gain new perspectives, and receive encouragement from other teachers in an environment which leads to a greater sense of ownership of both problems and solutions and, as a consequence, a greater sense of job satisfaction and empowerment (Lieberman, 2000; Silva, Gimbert, & Nolan, 2000; Vasquez-Levy & Timmerman, 2000). Ownership of school-based problems and a sense of empowerment are also crucial components for constructing and maintaining educational cultures in which necessary changes can be effectively introduced (Fullan, 2001; 2002; 2006).

Additionally, teacher leaders are agents of change beyond their own classroom and school as they interact with parents, the local community, and the larger world. Parent-teacher partnerships are crucial for increasing the effectiveness of students' learning environments. Teacher leaders reach out to local businesses, civic organizations, and community resource agencies, to serve as voices for the needs of their students (McGhan, 2002; Jeffers, 1995). They influence their own local school boards as, carrying the voices of their students, they occasionally formally but most often informally give insight into the day-to-day operation of the classroom. Finally, they participate in professional organizations whose debates stimulate the thinking and growth that lead to educational change. Katzenmeyer and Moller (2001) describe the teacher leadership role as, "teachers who are leaders lead within and beyond the classroom,

identify with and contribute to a community of teacher learners and leaders, and influence others toward improved practice” (p. 5).

These four strands--content knowledge, knowledge of pedagogical techniques, cultural responsiveness, and leadership skills--form the knowledge and skills that the Barton College Teacher Education Program seeks to develop in its graduates. Underlying these strands are the personal attributes that the program seeks to instill in each graduate--a love of learning and the desire to improve professionally, self-reflection, and the confidence that results from membership in nurturing, supportive College community. John Dewey long ago stated that, “the most important attitude that can be formed is that of the desire to go on learning” (1938, p. 49). More recently, Linda Darling-Hammond (1998, p. 11) stated that, “creating a profession of teaching in which teachers have the opportunity for continual learning is the likeliest way to inspire greater achievement for children, especially those for whom education is the only pathway to survival and success”. Taken together, these characteristics describe the qualities that effective teachers possess, the qualities that we as teacher educators attempt to model, and the qualities that we present as models for students within our program.

References

- Alger, G. (2008). Transformational leadership practices of teacher leaders, *Academic Leadership Live*, 6(2). www.academicleadership.org/empirical_research/412.shtml
- Barth, R. (1988). School as a community of leaders. In A. Liberman (ed.), *Building a professional culture in schools*. New York: Teachers College Press.
- Barth, R. (1999). *The teacher leader*. Providence, RI: The Rhode Island Foundation.
- Barth, R. (2001). Teacher leader. *Phi Delta Kappan*, 82, 443-450.
- Barth, R. (2006). Improving relationships within the schoolhouse. *Educational Leadership*, 63 (6), 8-13.
- Bennett, C. I. (2011). *Comprehensive multicultural education: Theory and practice* (7th ed.). Boston: Allyn and Bacon.
- Boyer, E. (1991). The scholarship of teaching from scholarship reconsidered: Priorities of the professoriate. *College Teaching*, 39(1), p. 11.
- Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.
- Collay, M. (2006). Discerning professional identity and becoming bold, socially responsible teacher leaders. *Educational Leadership and Administration*, 18, 131-148.
- Cornu, R., & Peters, J. (2005). Towards constructivist classrooms: The role of the reflective teacher. *Journal of Educational Inquiry*, 6(1), 50-64.
- Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: ASCD.
- Darling-Hammond, L. (1998, February). Teacher learning that supports student learning. *Educational Leadership*, 55(5), 6.
- Darling-Hammond, L. (2000). Greater expectations for student learning: The missing connections. *Liberal Education*, 86, 6-14.
- Dewey, J. (1910). *How we think*. New York: D.C. Heath.
- Dewey J. (1933). *How we think: a restatement of the relation of reflective thinking to the educative*

process. Chicago: Henry Regnery.

Dewey, J. (1938). *Experience and education*. New York: MacMillan.

Dozier, T. (2002) Teachers must be leaders to improve student learning. *Education Digest*, 67, 12-19.

Dufour, R., Eaker, R., & Baker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Alexandria, VA: ASCD.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Fullan, M. (2002). The change leader. *Educational Leadership*, 59(8), 16-22.

Fullan, M. (2006). *Breakthrough*. Thousand Oaks, CA: Corwin.

Gardner, J. (2000). The nature of leadership. In *The Jossey-Bass reader on educational leadership* (pp. 3-12). San Francisco: Jossey-Bass.

Gay, G. (2000) *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press.

Grant, C. A. & Sleeter, C.E. (2009). *Turning on learning: Five approaches for multicultural teaching plans for race, class, gender, and disability*. (5th ed.). Hohoken, NJ: Jon Wiley & Sons.

Grimmet, P. P. & Erickson, G. L. (1988). *Reflection in teacher education*. New York: Teachers College Press.

Harris, A. (2005). Teacher leadership: More than just a feel-good factor? *Leadership and Policy in Schools*, 4, 201-219.

Hart, T. (2001). *From information to transformation: Education for the evolution of consciousness*. New York: Peter Lang.

Hart, T. (2002). The trinity of educational practice. *Kappa Delta Pi Record*, 38, 174-179.

Hipp, J., & Huffman, K. (2003). *Professional Learning Communities: Assessment-Development, Effects*. Paper presented at the Meeting of the International Congress for School Effectiveness and Improvement, Sydney, Australia January 2003.

Jeffers, C. (1995). Becoming leaders: Art teachers make connections and influence policy. *Art Education*, 48, 18-22.

Katzenmeyer, M., & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders*. Thousand Oaks, CA: Corwin.

Lieberman, A. (2000). Networks as learning communities: Shaping the future of teacher development. *Journal of Teacher Education*, 51(3), 221-227.

Lieberman, A., & Miller, L. (2004). *Teacher leadership*. San Francisco: Jossey-Bass.

Lindahl, R. (2008). Shared leadership: Can it work in schools? *The Educational Forum*, 72, 298-307.

Marso, R., & Pigge, F. (1994). *Outstanding teachers' concerns about teaching at four stages of career development*. Paper presented at the annual ATE conference, Atlanta, GA.

- Maslow, A. (1962). *Toward a psychology of being*. Princeton, NJ: D. Van Nostrand.
- McCay, L., Flora, J., Hamilton, A., & Riley, J. (2001). Reforming schools through teacher leadership: a program for classroom teachers as agents of change. *Educational Horizons*, 179, 135-142.
- McGhan, B. (2002). A fundamental education reform: teacher-led schools. *Phi Delta Kappan*, 83, 538-541.
- Palmer, P. J. (1998). *The courage to teach*. San Francisco: Jossey-Bass.
- Sato, M. (2005). Practical leadership: Conceptualizing the everyday leadership work of teachers. *The New Educator*, 1, 55-71.
- Schon, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Schon, D. A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.
- Silins, H., & Mulford, B. (2004). Schools as learning organizations: Effects on teacher leadership and student outcomes. *School Effectiveness and School Improvement*, 15(4), 443-466.
- Silva, D., Gimbert, B., & Nolan, J. (2000). Sliding the doors: locking and unlocking possibilities for teacher leadership. *Teachers College Record*, 102, 779-805.
- Slavin, R. (2000). *Educational psychology*. Boston: Allyn and Bacon.
- Snowman, J., & Biehler, R. (2003). *Psychology applied to teaching and learning*. Boston: Houghton Mifflin Company.
- Steffy, B., Wolfe, M., Pasch, S., & Enz, B. (eds.) (2000). *Life cycle of the career teacher*. Thousand Oaks, CA: Corwin Press.
- Tomlinson, C. (2001, March). Grading for success: An expert on differentiated instruction proposes ways that grading practices can respect student differences. *Educational Leadership*, 58(6), 12-15.
- Vasquez-Levy, D., & Timmerman, M. (2000). Beyond the classroom: connecting and empowering teachers as leaders. *Mathematics Teachers*, 7, 363-372.
- Villegas, A., & Lucas, T. (2002). Preparing culturally responsive teachers. *Journal of Teacher Education*, 53, 20-32.

Development of the Conceptual Framework

The conceptual framework for Barton College was conceived in the early 1990s, as the Teacher Education Program prepared the initial accreditation self-study for NCATE. Teacher Education faculty members at that time held a series of meetings over a period of about a year to discuss core beliefs concerning teaching, teacher education, and the characteristics of Barton College. From these meetings came the concept of the Evolving Professional Teacher.

The conceptual framework developed at that time was, and remains, deeply rooted in the character of Barton College. As professors at a private college with only about one thousand full-time students, Barton

faculty are well aware that our mission is different from that of a large state university; in many cases, students choose a school like Barton because of the personal attention they will receive. Thus, a conceptual framework which emphasizes not only the cognitive knowledge that we expect students to acquire but also the affective--the development of confidence and self-esteem--seems to fit Barton's overall mission.

In the mid-1990s, the conceptual framework was once again carefully examined. Teacher Education Program faculty affirmed that the core qualities we hoped to develop within our students could be expressed through the framework created for the earlier self-study. In the mid-1990s modifications, more detail was provided for each aspect of the conceptual framework and several recommendations from the 1996 report, *What Matters Most: Teaching for America's Future*, were incorporated as well.

As on-going work leading toward this self-study, much discussion has centered on the Barton College conceptual framework. During the fall semester 2001, samples of conceptual frameworks from other institutions were collected and read, and a meeting was held to discuss refining, or, if appropriate, changing Barton's framework. Beginning in January of 2002, regular meetings were held to discuss the conceptual framework and its relevance to the Teacher Education Program today. These meetings were critical, since several new faculty members have joined the staff since the self-studies of the early and mid-1990s. After discussion of alternatives, Teacher Education Program faculty concluded that, with some modifications, the framework of the Evolving Professional Teacher is still relevant in describing what we attempt to achieve with each program graduate. Reflecting current terminology, the term "cultural responsiveness," which reflects acceptance of students' differing backgrounds as well as the knowledge and skills necessary to teach them, is used in place of the former term "global awareness."

The role of the teacher as leader--in the classroom, the school, and the community at large--is also given greater emphasis in the 2010 conceptual framework, especially with the implementation of the M. Ed. with an emphasis on teacher leadership, than in the 1992 and 1997 versions of the conceptual framework. Despite these changes, during the past decade the mission of Barton College has remained the essentially the same--to provide a supportive, nurturing environment for students as they learn content that serves as a foundation for what they will be teaching, as they develop leadership skills, and as they increase in their acceptance and understanding of all children. These goals, coupled with the underlying Teacher Education Program mandate to provide the pedagogical skills necessary for success in the classroom, form the basis for the conceptual framework of the Evolving Professional Teacher at Barton College.