

Dr. Chesky Strives to Build Teachers

By: Dr. John Chesky
Director of Teacher Education

A recent *Newsweek* article, "The Failure of Teacher Education," quoted the Carnegie Foundation as saying the primary problem in teacher education is that "The wrong people are studying the wrong things in the wrong places." The teacher education program at M-AC will counter this argument by having the right people studying the right things in the right places.

We will promote a strong teacher education program—a program filled with the right people, studying the right things in the right places—first and foremost, through the promotion of our programmatic theme, The Teacher as Christ Centered Communicator. The gist of this theme is that M-AC is committed to producing quality teachers—liberally educated, content knowledgeable, articulate, methodologically sound, and Christ-centered—in three areas:

- Elementary Education (K-6)
- Secondary English 99-12)
- Secondary History-Social Studies (9-12)

The gist of our programmatic theme is that we believe that to be effective, a teacher must, first, be prepared through a thorough and well-integrated liberal arts core, including background in a foreign language.

Second, we believe that teachers should possess a major in an area outside of education and be broadly and deeply prepared in that content area. The English student is prepared through a B.A. in English, the History student through a B.S. in History-Social Studies, and the Elementary student through a B.A. in Liberal Arts.

Third, we believe that teachers ought to be articulate. Our program, therefore, emphasizes communication skills: writing, speaking, listening, reading and viewing. In almost every course students will write and be given feedback on the content, as well as the style of their writing.

Students will also be given opportunities to speak in front of groups. In addition, we have plentiful field experiences in the public and private schools where students help and teach. We also have courses in methods where students learn and practice the principles of classical and modern rhetoric in communication.

And finally, we believe that a trait of Montreat-Anderson teachers ought to be a deep sense of caring for their students. Thus, since a central

feature of the College is its Christ-centered perspective, and since the central characteristics of Christ's life were talking and walking in love, we believe our students will develop—as well as see modeled in their professors—a love for others.

To accomplish this, we must recruit the right students, have them study the right things, and have them study in the right places.

The Right Students

To improve teacher education and our schools, M-AC has adopted rigorous standards for admission into teacher education programs.

The following list of entry requirements demonstrates our commitment to recruiting excellent students and should serve to help M-AC students know what is required for entry:

1. Students must first complete ED 202, Introduction to Teaching and Schools. Student must be in good academic standing in the College and have sophomore status to take the course.
2. During Ed 202 the student must file an "Application to the Education Curriculum," with verification of his or her GPA and with approval of the department coordinator from his or her major department.
3. During Ed 202 the student must successfully complete an interview with the Director of Teacher Education, Dr. John Chesky.
4. The student must have a 2.5 GPA by the end of the sophomore year.
5. During the summer following the sophomore year, the student must take and pass the General Knowledge (GK-641) and Communication Skills (CS-643) portions of the National Teacher's Examination (NTE).
6. After the sophomore year, the Director of Teacher Education will notify the student who has met the above criteria that he or she is accepted into the teacher education curriculum.
7. If a student is deficient in any of the areas outlined above, the student will be notified that he or she may continue at his or her own risk for one semester in the program. If the student makes up the deficiency, he or she will be notified that he or she has been accepted into the program.
8. If, however, the student fails to make up the deficiency, his or her application will then be rejected. This student will not be allowed to take professional education courses.

We can assume, then, that these standards will help improve the quality of candidates entering our teacher education program. Nonetheless, the program of studies itself must be challenging. Thus, we must study the right things.

Studying the Right Things

The second area of concern in teacher education, according to the *Newsweek* article, is that education students do not

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See "Education" on page five