Since 1999, the primary focus of the Pfeiffer Teacher Education Program has been articulated as “Developing Servant Leaders.” Consistent with the vision and mission of Pfeiffer University, this concept remains in place as the goal toward which our program strives. The teacher as servant leader helps to set high standards for the learning community in which they serve. Through daily interaction, teachers encourage academic and civic excellence among the students they serve. Moreover, because of their unique position in the community and society, teachers who are both servants and leaders have the ongoing opportunity through their collaborative relationships with school colleagues, parents, and community agency personnel to model advocacy and high standards of ethics on behalf of the students they serve.

The leading phrase of the conceptual framework recognizes the work of the teacher as professional. The teacher is not a technician, but rather is a professional informed about the discipline, the nature of the learner, and learning. The teacher must make innumerable independent decisions daily for the benefit of students’ affective, cognitive and physical development.

The conceptual framework of the Pfeiffer Teacher Education Program embodies four domains that specify the areas of a teacher’s responsibility. These domains are based on the work of Charlotte Danielson (Enhancing Professional Practice: A Framework for Teaching, 2nd Edition, 2007) and are consistent with the North Carolina Professional Teaching Standards, approved by the North Carolina State Board of Education on June 7, 2007.

Under each domain are curriculum standards and professional dispositions, which candidates for teacher licensure are expected to demonstrate.

Domain 1. Planning and Preparation
The teacher as servant leader approaches the teaching function with a fund of knowledge about the discipline, the learner, and learning that must be continually renewed and elaborated. This fund of knowledge is buttressed by continued engagement in professional development opportunities and reflection. The teacher’s knowledge provides the bases for informed planning.

Dispositions
1. The candidate is intellectually curious about the discipline(s) that s/he teaches.
2. The candidate values balanced treatment of controversial issues and problems.
3. The candidate regards the scientific method as valid for investigating phenomena, acquiring new knowledge, or correcting and integrating previous knowledge.

Curriculum Standards
1. The candidate uses accurate and extensive content knowledge to plan for instruction.
2. The candidate uses knowledge of content pedagogy to plan for instruction.
3. The candidate plans for make cross-curricular connections.
4. The candidate integrates 21st Century content and skills in instructional plans.
5. The candidate uses knowledge of how children learn and develop to plan effective lessons.
6. The candidate selects instructional goals and objectives based on students’ interests and needs, and on State and local curricular goals.
7. The candidate uses knowledge of instructional resources to enhance lesson design.
8. The candidate develops a coherent plan for instruction utilizing units, lessons, and activities that are aligned with instructional goals and objectives.
9. The candidate uses diagnostic, formative, and summative assessment that informs instruction.

**Domain 2. Establishing a Respectful Environment**
The teacher provides leadership for establishing and maintaining respectful learning environments in which each child has a positive, nurturing relationship with caring adults. In the classroom the teacher is that adult along with teacher assistant and volunteers.

**Dispositions**
1. The candidate embraces diversity in the school community.
2. The candidate is respectful of others’ opinions.
3. The candidate is committed to the development of others.
4. The candidate demonstrates caring for the well being of others.

**Curriculum Standards**
1. The candidate creates and maintains a positive and nurturing learning environment.
2. The candidate identifies differences in approaches to learning and performance, including different learning styles, learning challenges, and multiple intelligences, and uses students’ strengths as a basis for growth.
3. The candidate uses knowledge about the process of second language acquisition and strategies to support the learning of students whose first language is not English to provide nurturing environment.
4. The candidate works collaboratively with families and other adults in the school community for engagement in the instructional program.
5. The candidate uses a variety of classroom strategies for instructional grouping, transitions, and use of volunteers and paraprofessionals.
6. The candidate creates high expectations for student behavior, and monitors and responds appropriately to student behavior.
7. The candidate makes effective use of classroom space for safety and instruction.

**Domain 3. Instructing Effectively**
Instructional effectiveness lies at the heart of the role of the professional teachers. The teacher as servant leader facilitates student development based upon knowledge of content, the structure of the discipline, students, teaching methods, the community, and curriculum goals.

**Dispositions**
1. The candidate is enthusiastic about the teaching function.
2. The candidate values the role of research-verified evidence in informing teaching practice.

**Curriculum Standards**
1. The candidate communicates clearly and accurately.
2. The candidate uses a variety of instructional strategies to encourage high achievement of all students.
3. The candidate uses questions and assignments that encourage critical and creative thinking.
4. The candidate provides for a high level of student engagement.
5. The candidate integrates literacy instruction across all subjects.
6. The candidate monitors student performance.
7. The candidate provides feedback to students that is accurate, substantive, constructive, timely, and specific.
8. The candidate uses and integrates technology in instruction.
Domain 4. Professional Responsibilities
The teacher is responsible, not only to the students, but also to the entire learning community and to the teaching profession. Therefore, the teacher as servant leader models excellence in support of the school and the profession. Moreover, the teacher has an advocacy role to help assure that settings outside the classroom in which the student participates also promote healthy development.

Dispositions
1. The candidate values the dispositions and behaviors of the servant leader including: listening, empathy, conceptualizing, heightened awareness, persuasiveness through action, using foresight, exercising stewardship, healing, commitment to the group, and building community.
2. The candidate models behavior appropriate to a professional setting including: consistent attendance, a strong work ethic, consistent preparation, punctuality, respect for colleagues, and appropriate dress.

Curriculum Standards
1. The candidate reflects on teaching for instructional improvement.
2. The candidate maintains accurate records.
3. The candidate assists in identifying needs and implementing plans for school improvement.
4. The candidate communicates with families and professional colleagues to provide services to students.
5. The candidate engages in professional development for personal and professional improvement.
6. The candidate uses personal professional ethics in decision-making and interactions with students, peers, parents, and the community.
7. The candidate advocates for students and schools.
8. The candidate engages in service for benefiting students and improving schools.
9. The candidate perceives and evaluates self as a servant leader.