The Warren Wilson College Teacher Candidate
is a reflective innovator serving in communities with heart, head, and hands

What We Value for Future Educators

Throughout the Teacher Education Program handbook and in many program documents, you will see “The Warren Wilson College Teacher Candidate is a reflective innovator serving in communities with heart, head, and hands.” This statement describes the kind of educator that the Teacher Education Program aims to develop, support, and ultimately graduate. As a program, we believe there are four key qualities that make for teaching excellence. These are sometimes referred to as “The Four Envelopes” because that is the metaphor we use for the way that student teachers must demonstrate what they have accomplished as they complete the program. The key qualities are:

1. **Passion** for, and **commitment** to, understanding diverse learners and learning;
2. **Agility** and **creativity** in teaching built on knowledge of academic disciplines;
3. **Initiative** and **responsibility** in promoting and recognizing student learning;
4. **Self-reliance** and **collegiality** within the teaching profession, balancing individual reflection and learning from experience with the support and necessary guidance of veteran educators.

Through coursework, fieldwork, and finally student teaching, students who want to be teachers experience many opportunities for growth in, and accomplishment of, these professional qualities. They observe and volunteer and teach in public, private, parochial, and alternative schools. They reflect upon teaching and learning in many settings, and they use their skills and knowledge – including the wide range of talents they develop through the College’s Triad Education Program – to become innovative educators. By the end of the Teacher Education Program, these envelopes form the basis of the assessment of student teaching success.

**Quality #1: passion for, and commitment to, diverse learners and their learning**

- The student teacher demonstrated caring and concern for the students in his/her charge.
- The student teacher used knowledge of his/her students in order to create appropriate learning activities and experiences for students.
- The student teacher worked to understand students, parents, and the community through participation in the school and beyond.
- The student teacher successfully built on theoretical understandings of human development through practical teaching experiences.
Quality #2: *agility and creativity in teaching, based on knowledge of academic subjects*

- The student teacher planned and executed lessons and designed instructional activities based on his/her knowledge of particular subjects.
- The student teacher drew on experiences from the liberal arts, work, and service requirements at Warren Wilson College.
- The student teacher was agile in adapting teaching strategies to the needs of students.
- The student teacher was creative in preparing materials to fit the understanding of the students in the classroom.

Quality #3: *initiative and responsibility in managing and monitoring student development and learning*

- The student teacher demonstrated understanding of how to create and maintain a positive atmosphere for learning.
- The student teacher ensured that students were treated fairly both in the student teacher’s own actions and by others in the classroom.
- The student teacher assessed and documented student progress and used that information to shape curriculum and instruction.

Quality #4: *self-reliance and collegiality within the teaching profession*

- The student teacher has learned to stand on his/her own as a teacher, but knows how to get the support, help, or advice that is needed.
- The student teacher has worked within a school’s community, serving on committees or taking part in projects that go beyond the work of the individual classroom. (including grade level teams and coordination with specialty area teachers).
- The student teacher may have participated in the wider public or educational community in ways that have contributed to his/her knowledge of the roles and responsibilities of the teaching profession.
- The student teacher has successfully communicated with parents and other important adults in the students’ lives.