



Regents School of Austin Teacher Certification Plan

I. Provisional Teacher Certification

Candidates for a Provisional Teacher Certificate must demonstrate that they have met the following qualifications. These must be completed before the teacher's second year of full-time employment.

A. Foundations of Classical Christian Education (**complete a. or b.**):

- a. Attend workshops at Regents, regional trainings, or national conferences on the following topics.
 - i. Introduction to the Liberal Arts Tradition (Regents Course or equivalent)
 - ii. Truth, Goodness & Beauty: Founding Principles of a Classical and Christian Worldview (Regents Course or equivalent)
 - iii. Comparisons of Educational Philosophies (Regents Course or equivalent)
 - iv. What is a Classical Christian School? (Regents Course or equivalent)

The following courses are required to be taken on campus at Regents even if the information is covered in the FCCE course below or in other conferences.

- v. Regents campus required course--Principles and Practices in Successful Classrooms (by Division)
 - vi. Regents campus required course--Classroom Management I: "Tending Students' Hearts and Actions" Part I (by Division)
 - vii. Regents campus required course—"Partnering with Parents: In Loco Parentis"
- b.** Begin ACCS course "Foundations of Classical Christian Excellence (FCCE) available online. (in January 2019 and at ACCS national conferences the summer of 2018 and beyond). This course may be completed the first year. If it is not completed, it must be completed as part of the Professional Certificate.

B. Philosophy of Christian Education in a Classical Environment

- a. Attend workshops at Regents, regional trainings, or national conferences on the following topics.
 - i. Philosophy of Christian Education and Classical Christian Education
 - ii. Discipleship in Education (by division) (A Regents Course)
 - b. Prepare individual "Philosophy of Classical Christian Education". This document will be reviewed and revised as teacher grows and matures in knowledge of classical Christian education while employed by Regents.
- C. Philosophy of Pedagogical and/or Classical Aspects of a Classical Christian Education
 - a. Read one of the following books (others will be read at a future time and submit a written response to the supervisor:
 - i. *Recovering the Lost Tools of Learning* or *A Case for Classical Christian Education* (Wilson)
 - ii. *Classical Education: The Movement Sweeping America* (Veith & Kern)
 - iii. *The Lost Tools of Learning* (Sayers) full essay
 - iv. *Wisdom and Eloquence* (Littlejohn & Evans)
 - v. *Repairing the Ruins* (Wilson)
- D. Knowledge of Subject Matter
 - a. Have a degree from an accredited college/university in the main content teaching area.
 - b. Document successful completion of three years teaching in the main content area, prior to employment at Regents
- E. Knowledge of Children
 - a. Review the "What to Expect From Your (First Grader)" or others..." or other materials about specific age groups (specific to Division)
 - b. Provide supervisor with a list of experiences with children and teens outside of formal teaching. This may include parenting, teaching at church or working with children and teens in a variety of other settings.
- F. Knowledge of the Teaching Process
 - a. Read *The Seven Laws of Teaching*, by John Milton Gregory. This is required before school starts. This is also reviewed in various ways at Regents through the years of employment.
 - b. Prepare a summary of the book including ideas gained for use in preparation and delivery of lessons.
- G. Regents Growth Requirements
 - a. Recorded attendance in at least 4 hours of all-school continuing education and/or in-service during the year, not including the beginning of the year workshops that are required.

- b. Successful completion of Performance Plan targets, directed by supervisor

II. Professional Teacher Certification

Candidates for a professional teaching certificate must demonstrate that they have met the following qualifications. The teacher will have a maximum of three years to complete these requirements. If the teacher does not complete the requirement in those three years he/she will have the incomplete items as part of their performance targets, which must be met to continue employment.

- A. Completion of all requirements for Provisional Teacher Certification
- B. Completion of the ACCS Foundation of Classical Christian Excellence course if not completed for the Provisional Certification. (Beginning 2019-2020 School Year).
- C. Continued demonstration of successful teaching
 - a. Minimum of three years of successful teaching experience at an ACCS-accredited school
 - b. Pedagogy informed by techniques of the Trivium appropriate for Division and subject, as specifically evaluated by the supervisor.
 - c. Positive Personnel evaluations throughout the time period
- D. Evidence of continued learning
 - a. Read 3 additional books from the Regents Faculty Reading List. This may be directed by the supervisor if needed.
 - b. Prepare at least two book reviews of those read.
 - c. Demonstration of continued growth and interest by attending workshops at Regents, regional trainings, or national conferences on chosen topics.
- E. Regents Growth Requirements
 - a. Recorded attendance in at least 4 hours of all-school continuing education and/or in-service during the year, not including the beginning of the year workshops that are required.
 - b. Successful completion of Performance Plan targets, directed by supervisor

III. Master Teacher Certification

Candidates seeking the Master teaching certificate must demonstrate that they have met the following qualifications.

- A. Completion of all requirements for the Professional Teacher Certification.
- B. Evidence of training in the trivium.
 - a. Additional studies in Grammar, Logic, and Rhetoric, appropriate for Division as directed by the supervisor.
 - b. Be a demonstrator of preparation and delivery of lessons of excellence in classical Christian methodology for other teachers

- c. Attend conferences or seminars related to classical Christian education, or listening to recorded presentations of prior conferences and seminars.
- C. Evidence of continual learning
 - a. Continue to read in the area of classical Christian education
 - i. Select one additional book a year from the Faculty Reading List
 - ii. Discuss the book with the Division team and/or supervisor, or prepare a written book review.
 - b. Demonstrate advanced skills through sharing knowledge and leadership in in classical Christian education through successful completion of (III C b i) and one or more of the following areas(ii-iv):
 - i. Pedagogy informed by the Trivium as evaluated specifically by the supervisor.
 - ii. Writing articles for professional journals in the classical Christian arena.
 - iii. Successful training of other teachers, within Regents and/or outside of Regents.
 - iv. On-going mentoring of teachers seeking Provisional and Professional teaching certificates.
 - v. Serve on committees of curriculum development and alignment.
 - vi. Willingness to give leadership as needed in the school, in Divisions, and/or Department committees
- D. The teacher will demonstrate a personal knowledge and understanding of logic and rhetoric
 - a. As a demonstration of a personal knowledge and understanding of logic the teachers must
 - i. Attend workshops on logic, including Regents workshop designed for this objective.
 - ii. Select a topic and prepare a three-page persuasive essay.
 - iii. Present and discuss the essay with a group of qualified colleagues.
 - b. As a demonstration of a personal knowledge and understanding of rhetoric the teacher must
 - i. Attend the workshops on the five canons of rhetoric and the development of a classical thesis.
 - ii. Prepare a presentation on a topic of interest or importance. In the form of a thesis (a 'la Regents Senior Thesis),
 - iii. Present the thesis to an audience. This could take a variety of forms, at the discretion of the supervisor and/or Division Head. Some examples could be a proposal for new curriculum or course, or a

change to an existing curriculum; a continuing education topic or development presentation for other teachers, either at Regents or for a wider audience; classical and Christian education conference presentation, etc. The topic should be pertinent to classical and Christian education, and the presentation should be persuasive rather than merely expository. The length is not the issue, the development of the thesis is the product.

E. Regents Growth Requirements

- a. Recorded attendance in at least 4 hours of all-school continuing education and/or in-service during the year, not including the beginning of the year workshops that are required.
- b. Successful completion of Performance Plan targets, directed by supervisor

IV. Part-time Faculty

All part-time faculty members must participate each year developing toward certification levels. This is a plan for part-time teachers to achieve Provisional Certification near the beginning of the third year of part-time employment. Teachers who remain part-time are not expected but highly encouraged to make progress toward Professional Teacher Certification. The assumption is that “Knowledge of Subject Matter is a prerequisite for being hired. Division Heads reserve the right of changing the order of these requirements from year to year dependent on the continued instructional goals of the teacher.

A. First year

a. Foundations of Classical Christian Education

- i. Attend workshops at Regents, regional trainings, or national conferences on the following topics.

1. Introduction to the Liberal Arts Tradition (Regents Course or equivalent)
2. Truth, Goodness & Beauty: Founding Principles of a Classical and Christian Worldview (Regents Course or equivalent)
3. Comparisons of Educational Philosophies (Regents Course or equivalent)
4. What is a Classical Christian School? (Regents Course or equivalent)

- ii. The following courses are required to be taken on campus at Regents even if the information is covered in other sources.

1. Regents campus required course--Principles and Practices in Successful Classrooms (by Division)

2. Regents campus required course--Classroom Management I: "Tending Students' Hearts and Actions" Part I (by Division)
3. Regents campus required course—"Partnering with Parents: In Loco Parentis"

b. Knowledge of Children

- i. Review the "What to Expect From Your (First Grader)" or others..." or other materials about specific age groups (specific to Division)
- ii. Provide supervisor with a list of experiences with children and teens outside of formal teaching. This may include parenting, teaching at church or working with children and teens in a variety of other settings.

c. Regents Growth Requirements

- i. Successful completion of Performance Plan targets, directed by supervisor

B. Second year

a. Philosophy of Christian Education in a Classical Environment

- i. Attend workshops at Regents, regional trainings, or national conferences on the following topics.
- ii. Philosophy of Christian Education
- iii. Discipleship in Education (by division) (A Regents Course)
- iv. Prepare individual "Philosophy of Classical Christian Education". This document will be reviewed and revised as teacher grows and matures in knowledge of classical Christian education while employed by Regents.

b. Knowledge of the Teaching Process

- i. Read *The Seven Laws of Teaching*, by John Milton Gregory. This book is also reviewed in various ways at Regents through the years of employment.
- ii. Prepare a summary of the book including ideas gained for use in preparation and delivery of lessons.

c. Regents Growth Requirements

- i. Successful completion of Performance Plan targets, directed by supervisor

C. Third year

- a. Complete the ACCS course "Foundations of Classical Christian Excellence (FCCE) available online in January 2019 and at ACCS national conferences the summer of 2018 and beyond. This course must be completed by the end of the third year.

- b. Philosophy of Pedagogical and/or Classical Aspects of a Classical Christian Education
 - i. Read one of the following books and submit a written response to the supervisor:
 - 1. *Recovering the Lost Tools of Learning* or *A Case for Classical Christian Education* (Wilson)
 - 2. *Classical Education: The Movement Sweeping America* (Veith & Kern)
 - 3. *The Lost Tools of Learning* (Sayers) full essay
 - 4. *Wisdom and Eloquence* (Littlejohn & Evans)
 - 5. *Repairing the Ruins* (Wilson)
- c. Regents Growth Requirements
 - i. Successful completion of Performance Plan targets, directed by supervisor this year and every year of employment after.

Regents Faculty Reading List

Upon acceptance of an offer of employment--all faculty will be given copies of

The Seven Laws of Teaching, John Milton Gregory

The First Days of School, Harry Wong

These books are to be read prior to the start of school

Book	Author	Genre	Group
A Case for Classical Christian Education	Douglas Wilson	Classical Education	All Required
Age of Opportunity	Paul David Tripp	Child Development	5-12
All God's Children and Blue Suede Shoes	Kenneth Myers	Worldview	All
Arithmetic for Parents: A Book for Grownups about Children's Mathematics	Ron Aharoni	Curriculum/ Math	K-6
Art and Its Significance	Stephen David Ross	Curriculum/Fine Arts	Fine Arts
Boys & Girls Learn Differently!	Michael Gurian	Child Development	K-8
Church History in Plain Language	Bruce L. Shelley	Curriculum/History	All
Classical Education: The Movement Sweeping America	Eugene Veith/ Andrew Kern	Classical Education	All Required
Climbing Parnasseus: An Apology for Latin and Greek	Tracy Simmons	Curriculum/Languages	All
Coaching in the Classroom: Teaching Self Motivation	Grant Taff	Teaching	Athletics
Endangered Minds: Why Children Don't Think and What we Can Do About It	Jane Healey	Child Development	All
For the Children's Sake	Susan MacCauley	Child Development	K-1
How Now Shall We Live?	Charles Colson	Worldview	All
How Then Shall We Live?	Francis Schaeffer	Worldview	All
How to Win the Culture War	Peter Kreeft	Worldview	All
Ideas Have Consequences	Richard Weaver	Worldview	7-12
Instructing a Child's Heart	Tedd Tripp/ Margery Tripp	Teaching	K-6
Leisure: The Basis of Culture	Josef Pieper	Philosophy	All
Love Your God with All Your Mind	J. P. Moreland	Philosophy	All
Naming the Elephant	James W. Sire	Worldview	9-12
Norms and Nobility	David Hicks	Education	All
Nurture Shock	Po Bronson/ Ashley Merryman	Education/Parenting	All

Ordinary Children, Extraordinary Teachers	Marva Collins	Teaching	K-8
Perfecting Ourselves to Death	Richard Winter	Personal Development	All
Philosophies of Art & Beauty	Albert Hofstadter/ Richard Kuhns	Curriculum/Fine Arts	All, Fine Arts
Reading Between the Lines	Gene Edward Veith	Curriculum/Literature	All
Recovering the Lost Tools of Learning (Essay)	Dorothy Sayers	Classical Education	All Required
Repairing the Ruins	Douglas Wilson	Classical Education	All Required
Shepherding a Child's Heart	Tedd Tripp	Child Development	K-6
Soul Searching	Christian Smith/ Melissa Denton	Child Development	7-12
State of the Arts	Gene Edward Veith	Worldview	All
Teach Like a Champion	Doug Lemov	Teaching	All
Teaching to Change Lives	Howard Hendricks	Teaching	7-12
Teaching with Love and Logic	Jim Fay	Classroom Management	All Required
Test Better, Teach Better	James Pophim	Teaching	7-12
The Abolition of Man	C. S. Lewis	Education	All
The Art of Teaching	Gilbert Highet	Teaching	All
The City of God	Augustine	Christian Philosophy	All
The Devil Knows Latin: Why America Needs the Classical Tradition	Christian Kopff	Classical Education	All
The First Days of School	Harry Wong	Classroom Management	All Required
The Fragrance of God	Vigen Guroian	Creation, Beauty	K-6, All
The Paidea of God: And Other Essays on Education	Douglas Wilson	Classical Education	All
The Seven Laws of the Learner	Bruce Wilkenson	Teaching	All
The Seven Laws of Teaching	John Milton Gregory	Teaching	All Required
The Trivium: The Liberal Arts of Logic, Grammar and Rhetoric	Sister Mariam Joseph	Classical Education	All
The Universe Next Door	James W. Sire	Worldview	All

The Way They Learn	Cynthia Tobias	Teaching	K-8
The Well-Educated Mind	Susan W. Bauer	Classical Education	All
Total Truth: Liberating Christianity from its Cultural Captivity	Nancy Pearcey	Christian Philosophy	All
Touching Hearts, Changing Lives	Jody Capehart	Teaching	K-8
Who Killed Homer?: The Demise of Classical Education and the Recovery of Greek Wisdom	Victor Hanson/ John Heath	Classical Education	9-12
Wisdom & Eloquence: A Christian Paradigm for Classical Education	Robert Littlejohn/ Charles Evans	Classical Education	All Required