

Providence College
Teacher Certification Program

Readiness
To
Student Teach
Growth Plan

General Instructions

1. Purchase a two-pocket folder
2. Print the divider sheets and include them in your final Growth Plan
3. Follow the directions on each divider Sheet.
4. Submit the Growth Plan for evaluation prior to student teaching. A date will be established and you will be notified.

Mission Statement

The Teacher Certification Program at Providence College is committed to academic excellence and the lifelong pursuit of knowledge that flows from inquiry and human experience. We promote intellectual, spiritual, and ethical values within the context of the Judeo-Christian tradition. We seek to instill the positive attitudes, content knowledge, and pedagogical skills that will enable our students to be reflective, creative, and flexible teachers. We believe that the basis for successful teaching is grounded in a culture of professionalism, collaboration, diversity, and effective teaching practices. The TCP students have chosen teaching as a second or third career and plan to incorporate their rich, professional experiences to the learning process.

Objectives

1. Pre-service teachers will develop an understanding of the values inherent in the mission of the department and College. Pre-service teachers will model the mission in daily interactions in the classroom.
2. Pre-service teachers will become a part of a scholarly community rooted in reality and firmly committed to improving education. Pre-service teachers will spend assigned time in schools so that they may effectively link current theory to practice.
3. Pre-service teachers will demonstrate that they are educators who understand the complexities of learning and teaching in a world that is constantly subject to dynamic change from economic, social, political, and technological forces. Pre-service teachers will create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live. Pre-service teachers will create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the discipline they teach. Pre-service teachers will create learning experiences that reflect an understanding of how children learn and develop. Pre-service teachers will provide opportunities for children to broaden their perspectives.
4. Pre-service teachers will function effectively as professionals who value all learners within our multicultural, multi-ethnic society. Pre-service teachers will model positive and appropriate interactions that validate individual differences and diverse backgrounds. Pre-service teachers will provide opportunities for children to broaden their perspectives.
5. Pre-service teachers will build supportive relationships with peers, field-based professionals, and local communities. Pre-service teachers will foster collaborative relationships with colleagues, families, and agencies in the larger community to support children's learning. Pre-service teachers will use a variety of formal and informal assessment strategies to support the continuous development of the learner.
6. Pre-service teachers will demonstrate a commitment to lifelong learning, morality, and integrity in all areas of students' lives. Pre-service teachers will create a learning environment that encourages appropriate standards of behavior, positive social interactions, active engagements in learning, and self-motivation. Pre-service teachers will reflect on practice and assume responsibility for professional development by actively seeking opportunities to learn and grow in their field. Pre-service teachers will maintain professional standards guided by social, legal, and ethical principles.

Overview

The TCP Growth Plan: Readiness to Student Teach

The Growth Plan is designed so that students will reflect upon their teacher preparation at various stages throughout their program. Candidates demonstrate the pedagogical skills as required by Providence College and The Rhode Island Professional Teaching Standards (RIPTS).

The Teacher Certification Program requires students to attain proficiency in five domains of teacher development: Planning and Preparation, Classroom Instruction, Classroom Management and Environment, Assessment and Improvement and Professionalism. Proficiency in these domains is determined by:

- ⊙ Completing all required courses and maintaining a minimum grade of “B” prior to student teaching and during student teaching itself.
- ⊙ Completing the requirements of the Praxis Content Exam and the Praxis Principles of Learning Test (PLT)
- ⊙ Attain Proficiency in Field Based Experiences
- ⊙ Complete the Growth Plan

Candidates must reflect on their status and provide evidence to gain admission, to meet the qualifications to student teach, and lastly, to gain licensure. The Growth Plan has two major components: The Notebook and The Reflection. The Notebook provides the evidence (RIPTS listed) and the Reflection explains how the evidence reflects the RIPTS.

Students must organize their work to meet the indicators of the Rhode Island Professional Teaching Standards (RIPTS). Students must successfully complete the Growth Plan before advancing to student teaching.

Domain 1: Planning and Preparation

Instructions:

Insert *an evaluated lesson plan* (with a successful grade) behind this divider on the left side of the folder

Insert a *diverse unit plan* behind the lesson plan. Use a highlighter to indicate the sections that highlight diversity. In the front of the unit plan, attach a paragraph or two indicating how this unit plan achieves diversity.

Insert your *Resource Guide* created in the course: Reading in the Content Area: Literacy Strategies, ESL Strategies and Resources.

The lesson plan, diverse unit plan and the resource guide were created among the following courses:

Principles, Measurements, Special Needs, Literacy/ESL/Resources, Methods,

The Rhode Island Professional Teaching Standards that apply are:

Lesson Plan: 2,3,5,9,10

Unit Plan: 1,2,3,4,5,6,8,9,10,11

Resource Guide:1,3,4,10



Domain 2: Instruction

Instructions:

Insert your *scaffolded questions that elicit and engage students* from a lesson plan (other than the one you used in Domain One) on the left side of the folder. Ensure that the questions show progression from lower to higher ordered questions. Do not insert the lesson plan, just the questions. This indicates *Inquiry Skills Development*.

Next, insert the following:

- *Observation Logs* from your three pre-practicum assignments (Principles, Measurements and Methods).
- *Three evaluated lessons* from pre-practicum assignments (Principles, Measurements and Methods).

The scaffolded questions were created in General Methods.

The Rhode Island Professional Teaching Standards that apply are:

(Inquiry Skills): 2,5,8

(Observation and Evaluations): 1,2,4,5,6,8.



Domain 3: Classroom Environment

Instructions:

Insert the *classroom management plan* that you created on the left side of the folder.

This plan was created in the course: Principles of Secondary Education.

The Rhode Island Professional Teaching Standards that applies is: 6



Domain 4: Assessment and Improvement

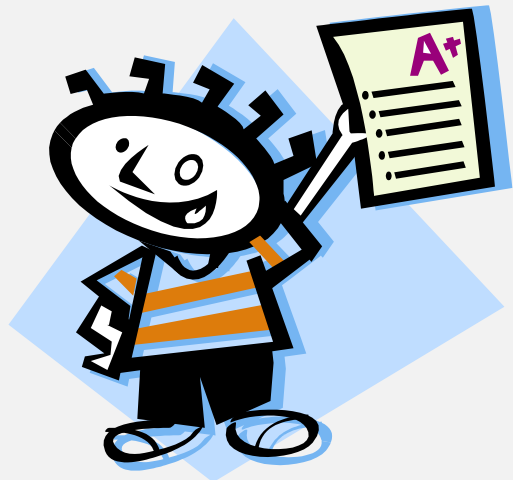
Instructions:

Insert evidence that indicates that you have created assessment(s) on the left side of the folder. It must include both *traditional and alternative assessments* and include *rubrics* that you developed.

These assessments were created in the courses: Special Needs and/or Measurements.

The Rhode Island Professional Teaching Standards that apply are:

5,7,9,10



Domain Five: Professionalism/Broad Based Knowledge/Technology

Instructions:

On the left side of the folder:

Insert your *Praxis* PLT score (minimum score of 157)

Insert your *Praxis* Content score (see the TCP website for scores)

Insert your Research Paper

Insert evidence that you utilized *technology* in lesson planning and/or instruction.

The research paper was created in the course: Educational Psychology.

The Rhode Island Professional Teaching Standards that apply are:

1,4,8,9,10,



Reflection: Readiness to Student Teach

Insert this on the right side of the folder

In a multi-page reflection, provide central ideas, your specific illustrations and examples from courses and field experiences that address your readiness to student teach. Include a discussion of the following items, but do not answer them point by point. Rather, approach this holistically. This is a reflection of your many experiences, studies, observations and judgments in TCP. Remember to make it your reflection and not generic. Reflections should be no less than five and nor more than eight pages.

Cite challenges and rewards from courses and classroom experiences (since your admission) that have affirmed that your decision to become a professional teacher has been correct. .

Indicate explicit ways you are prepared to teach all students from a variety of backgrounds (ethnic, racial, linguistic, learning style and learning disability backgrounds). Use your performance-based experiences as a launching point.

Cite what preparation is needed before instruction. Teachers implement standards and curricula guides, seek resources, integrate technology, and incorporate literacy and ELL skills to become effective. Show how you apply differentiating assessment techniques that will improve student performance.

Indicate how will you create a successful classroom climate and approach classroom management before you student teach. What are your hallmarks of success?

Lastly, indicate your strongest assets and professional challenges as you begin your student teaching experience



Scoring Rubric for Professional Growth Reflective Writing Prompt

	Exemplary 3 Points	Proficient 2 Points	Emerging 1 Point	Unsatisfactory 0 Points
Relating to Prompt Part I: Growth as a Teacher	<ul style="list-style-type: none"> You <i>clearly and insightfully</i> describe your growth from admission to now. You provide <i>concrete and moving</i> examples from your courses and field experiences. You make <i>explicit and vivid</i> connections between your early and recent experiences teaching lessons. 	<ul style="list-style-type: none"> You <i>clearly</i> describe your growth from admission to now. You provide <i>concrete</i> examples from your courses and field experiences. You make <i>explicit</i> connections between your early and recent experiences teaching lessons. 	<ul style="list-style-type: none"> You <i>vaguely</i> describe your growth from admission to now. You provide <i>few or loosely related</i> examples from your courses and field experiences. The connections between early and recent experiences teaching lessons are <i>weak</i>. 	<ul style="list-style-type: none"> You <i>barely describe, if at all</i>, your growth from admission to now. You provide <i>no or unrelated</i> examples from your courses and field experiences. You make <i>no or illogical</i> connections between your early and recent experiences teaching lessons.
Relating to Prompt Parts I and II: Understanding of Teaching Domains	<ul style="list-style-type: none"> Your references to the teaching domains <i>indicate that you completely understand</i> what they represent. You also <i>convey an advanced understanding</i> of how the four domains work together in the act of teaching. You <i>convey an insightful understanding</i> of your development in the four domains. 	<ul style="list-style-type: none"> Your references to teaching domains <i>indicate that you understand</i> what they represent. You also <i>convey an understanding</i> of how the four domains work together in the act of teaching. You <i>convey an understanding</i> of your development in the four domains. 	<ul style="list-style-type: none"> Your references to the teaching domains <i>indicate that you loosely understand</i> what they represent. You also <i>convey a vague understanding</i> of how the four domains work together in the act of teaching. You <i>convey a moderate understanding</i> of your development in the four domains. 	<ul style="list-style-type: none"> Your references to the teaching domains <i>indicate that you do not understand</i> what they represent. You also <i>convey little or no understanding</i> of how the four domains work together in the act of teaching. You <i>convey little or no understanding</i> of your development in the four domains.
Relating to Prompt Part II: Plan for Student Teaching	<ul style="list-style-type: none"> You articulated <i>several deeply reflective</i> challenges to your success in student teaching. You developed an <i>ingenious</i> plan for addressing them. I have <i>total confidence</i> that your plan can be accomplished. 	<ul style="list-style-type: none"> You articulated <i>several clear</i> challenges to your success in student teaching. You developed a <i>concrete plan</i> for addressing them. I have <i>reasonable expectation</i> that your plan can be accomplished. 	<ul style="list-style-type: none"> You articulated <i>several vague</i> challenges to your success in student teaching. You developed an <i>ill-defined</i> plan for addressing them. I'm <i>not sure</i> that your plan can be accomplished. 	<ul style="list-style-type: none"> You <i>did not or weakly</i> articulated challenges to your success in student teaching. You <i>did not or weakly</i> developed a plan for addressing them. I <i>do not believe</i> that your plan can be accomplished.
Overall Quality of Writing	<ul style="list-style-type: none"> Your essay is <i>organized exceedingly well</i>. You convey your thoughts and ideas <i>vividly</i>. Your words and sentences are <i>professionally done, with no noticeable grammatical or structural distractions</i>. 	<ul style="list-style-type: none"> Your essay is <i>well organized</i>. You convey your thoughts and ideas <i>clearly and succinctly</i>. Your words and sentences flow <i>well, with very little grammatical or structural distraction</i>. 	<ul style="list-style-type: none"> Your essay <i>lacks clear organization in places</i>. Your ideas <i>need to be tightened up and edited</i>. Your words and sentences <i>generally flow well, but with noticeable grammatical or structural distraction</i>. 	<ul style="list-style-type: none"> Your essay is <i>not well organized at all</i>. Your ideas <i>are rambling and in need of a point</i>. Your words and sentences <i>do not flow well, with disruptive grammatical or structural distractions</i>.