Teacher Candidate Growth Plan

This growth plan summarizes concerns regarding the performance expectations and/or the professional attributes you have exhibited in coursework or field placements thus far in the Teacher Education program and sets expectations for your successful completion of the program. Failure to adhere or comply with the expected actions outlined in this Growth Plan may result in your removal from the Teacher Education Program.

Teacher Candidate Name: Student ID:

Site Coordinator, Supervisor, or Faculty Name: Effective Date:

CEP Dispositions

Complete this section if there were any CEP Dispositions concerns. Please check all Dispositions indicators that apply to this growth plan. Check "Not Applicable" if there are no CEP Disposition concerns.

- ❑ Dispositions concerns
- ❑ NOT APPLICABLE (N/A)

Learner Development and Diversity

- ❑ The candidate respects and accounts for learners' individual differences.
- ❑ The candidate respects and accounts for learners' cultural and linguistic differences.
- ❑ The candidate is inclusive of diverse ethnic groups, gender, sexual orientation.
- ❑ The candidate demonstrates culturally and linguistic responsive practices.
- ❑ Other Learner Development Concern:

Critical Thinking and Reflective Practices

- ❑ The candidate engages in critical thinking
- ❑ The candidate demonstrates ability to solve problems.
- ❑ The candidate demonstrates ability to self-assess
- ❑ The candidate is reflective.
- ❑ The candidate is open to new ideas.
- ❑ Other Critical Thinking and Reflective Practices Concern:

Professionalism

- ❑ The candidate maintains high expectations for self and others.
- ❑ The candidate seeks opportunities for professional development.
- ❑ The candidate exhibits an appropriate appearance in professional settings.
- ❑ The candidate demonstrates punctuality and dependability.
- ❑ The candidate meets attendance requirements.
- ❑ The candidate exhibits professional interpersonal skills with all stakeholders.
- ❑ The candidate displays enthusiasm for working collegially.
- ❑ The candidate demonstrates enthusiasm toward teaching.
- ❑ The candidate displays initiative.
- ❑ The candidate accepts constructive criticism.
- ❑ The candidate separates personal and professional issues.
- ❑ The candidate works productively as a team member
- ❑ Other Professionalism Concern:

Communication

- ❑ The candidate expresses ideas clearly in writing.
- ❑ The candidate expresses ideas clearly orally.
- ❑ The candidate demonstrates professional electronic communication skills (e.g. social media, email, text).
- ❑ NOT APPLICABLE (N/A)
- ❑ Other Communication Concern:

Content and Instruction

- ❑ The candidate prepares lessons, materials, and assessments that meet individual student needs within discipline specific contexts.
- ❑ The candidate implements lessons, materials, and assessments that meet individual student needs within discipline specific contexts.
- ❑ The candidate uses innovative technology to promote learning.
- ❑ The candidate is passionate toward learning the content being taught.
- ❑ The candidate models and demonstrates concepts and/or methods for learners.
- ❑ Other Content and Instruction Concern:

Ethics

- ❑ The candidate demonstrates understanding and compliance with laws and policies.
- ❑ The candidate maintains privacy and confidentiality unless disclosure is required by law.
- ❑ The candidate demonstrates the ethical decision-making required of a professional educator.
- ❑ The candidate demonstrates academic honesty.
- ❑ Other Ethics Concern:
- ❑ Evidence of Dispositions Concerns (write N/A if not applicable) *
- ❑ Expected Actions (write N/A if not applicable) *
- ❑ Date to Complete Expected Actions:

Academic Concerns

Complete this section if there were any Academic concerns. Please describe in detail the academic concerns that apply to this growth plan. Check "Not Applicable" if there are no academic concerns.

- ❑ Academic Concern:
- ❑ NOT APPLICABLE (N/A)

T-TESS Refinement Dimensions

Complete this section if there were any T-TESS Refinement concerns. Please select all refinement indicators that apply to this growth plan. Check "Not Applicable" if there are no T-TESS refinement concerns.

- ❑ NOT APPLICABLE (N/A)
- ❑ 1.1 Standards and Alignment: The clinical teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners
- ❑ 1.2 Data & Assessment: The clinical teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction
- ❑ 1.3 Knowledge of Students: Through knowledge of students and proven practices, the clinical teacher ensures a high level of learning, social-emotional development and achievement for all students.
- ❑ 1.4 Activities: The clinical teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
- ❑ 2.1 Achieving Expectations: The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success
- ❑ 2.2 Content Knowledge & Expertise: The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
- ❑ 2.3 Communication: The clinical teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.

- ❑ 2.4 Differentiation: The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.
- ❑ 2.5 Monitor & Adjust: The clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
- ❑ 3.1 Classroom Environment, Routines & Procedures: The clinical teacher organizes a safe, accessible and efficient classroom.
- ❑ 3.2 Managing Student Behavior: The clinical teacher establishes, communicates, and maintains clear expectations for student behavior.
- ❑ 3.3 Classroom Culture: The clinical teacher leads a mutually respectful and collaborative class of actively engaged learners.
- ❑ 4.1 Professional Demeanor & Ethics: The clinical teacher meets EPP and district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.
- ❑ 4.2 Goal Setting: The clinical teacher reflects on his/her practice.
- ❑ 4.3 Professional Development: The clinical teacher enhances the professional community.
- ❑ 4.4 School Community Involvement: The clinical teacher demonstrates leadership with students and other stakeholders through effective communication and outreach.

Evidence of Refinement area (s) improvement needed:

Expected Outcome:

Steps for improvement:

Timeline of improvement:

Evidence of Expected outcome completion:

Additional Notes & Signatures

Additional Notes:

Teacher Candidate: Date:

Site Coordinator, Supervisor, or Faculty: Date:

Signing this Growth Plan is not an admission of any of the behaviors reported above, nor is it an indication that you agree with any the contents of the Growth Plan or its recommendations. It is only an indication that these concerns and accompanying recommendations were discussed with you. If you wish to supply a written statement or other supporting materials to be placed in your file, you are welcome to do so. A copy of this growth plan must be given to the Teacher Candidate and one copy retained by the Office of Field Experiences.

Post-Conference & Outcomes

Complete this section after the post-conference.

Date:

Outcomes:

Recommendations/Next steps: