

ADMISSION OVERVIEW: SECONDARY EDUCATION

The Secondary Program will be accepting Application Forms from sophomores, juniors, and graduate students every year in January. All other students should stay in contact with their secondary education advisors. *All* secondary education students student teach during the spring semester, and take EDC 430 (Methods and Materials in Secondary Teaching) in the preceding fall. Undergraduate students applying at this time will be student teaching the spring of their senior year. If you are seeking a middle level endorsement, your student teaching will be split between a high school and a middle school. Prior to student teaching, students should have completed all education and arts and science coursework for certification.

PPST Basic Skills Test

All students must take the PRAXIS I-PPST Basic Skills Tests** (1 hour each) in Reading, Writing, and Mathematics in order to apply. The passing score for Reading is 172, while the passing score for Writing and Math is 171.

****A student is exempt from taking the PPST tests if he/she has a SAT score of 1100 or higher.**

THE ADMISSION PORTFOLIO

Overview

The Admission Portfolio is a way for you to demonstrate your potential as a secondary teacher. Requirements and suggestions for developing your portfolio follow. In your portfolio, you will present evidence of your capabilities in four different areas:

- Interpersonal and communication skills
- Academic knowledge base
- Work experience / community service
- Knowledge / experiences working in a diverse society

Portfolio Development Training Sessions

Attendance at a Portfolio Development Training Session is highly recommended. Dates and times are listed on the SOE homepage: <http://www.uri.edu/hss/education/default.htm>.

CONTENTS OF THE ADMISSION PORTFOLIO: SECONDARY EDUCATION

Required and Student-selected Evidence

Your Admission Portfolio must include convincing evidence of your capabilities in the four areas designated below. Some types of evidence are required from each student. Other examples may be chosen by the applicant; sample sources are listed below.

Each piece of evidence should be captioned to indicate: (1) what it is evidence of, (2) why it is evidence in a particular category, and (3) how it relates to the Rhode Island Beginning Teacher Standards or professional association standards.

1. Interpersonal/Communication Skills

Required evidence:

- Overview statement (more details follow)

Additional evidence:

- Quality paper from education class or other major
- Computer generated or assisted projects (e-mail, PowerPoint presentation, etc.)
- Samples of journal or diary writing

2. Academic Knowledge Base

Required evidence:

- One copy of PRAXIS I – PPST scores in Reading, Mathematics, and Writing
- *Undergraduate students*: one copy of college transcript(s)
- *Graduate candidates*: transcripts from all undergraduate and graduate schools attended
- EDC 102, 502 *or* 503 Context Statement (School and Community) or equivalent evidence

Additional evidence:

- Quality paper/projects or tests from certification area (e.g., English, history, mathematics, etc.) Each paper/project or test should be captioned with the content standards of your professional association(s).
- Letter of recommendation from an Arts and Sciences professor from area of secondary certification in which you are seeking admission – English, foreign language, mathematics, history, biology, chemistry, physics, etc.
- Academic awards and honors
- Description or syllabus from a course/workshop you have taught

3. Work Experience/Community Services

Required evidence:

- Letter(s) of recommendation
- EDC 250 Log/Reflection (or equivalent evidence)

Additional evidence:

- Photographs
- Description of paid or volunteer work with children

4. Knowledge/Experiences Working in a Diverse Society

Required evidence:

- Description of experience

Additional evidence:

- Letter(s) of recommendation
- Courses taken that focus on other cultures and societies
- Description of work with culturally diverse populations

Guidelines for Writing the Overview Statement

The overview statement is an opportunity for you to make a clear, well-written statement in one or two pages about why you wish to become a teacher, and to summarize your academic and life experiences related to this goal. Please read the attached “Core Beliefs about Education” and attempt to relate your beliefs and experiences to the ideas presented in this document, along with the Rhode Island Beginning Teacher Standards. If you are an undergraduate candidate, you may also add personal goals and experiences that you plan to accomplish within the next two years, prior to graduation.

Evaluation Criteria

You will have a 30-minute interview with the program faculty during which you will be asked questions about your experience with adolescents and in diverse settings and your academic background. Your portfolio will be evaluated on the following criteria: (1) Quality of Evidence (*not quantity*), (2) Depth of Evidence, (3) Breadth of Evidence, (4) Fit between Evidence and Category, and (5) Presentation of Portfolio.

School of Education
Prospective Applicants
Rhode Island Beginning Teacher Standards

Standard 1.

Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.

Standard 2.

Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines they teach.

Standard 3.

Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

Standard 4.

Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

Standard 5.

Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 6.

Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

Standard 7.

Teachers foster collaborative relationships with colleagues and families to support students' learning.

Standard 8.

Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

Standard 9.

Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

Standard 10.

Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

Standard 11.

Teachers maintain professional standards guided by legal and ethical principles.

School of Education
Prospective Applicants
Core Beliefs

Core Beliefs Statement

Initial teacher education programs at the University of Rhode Island seek to prepare beginning professional teachers who have the potential to become master teachers. We seek to attract candidates who are intellectually curious and academically ambitious, who are eager to teach a diverse population of learners, and who understand that becoming a master teacher is a career-long journey. URI seeks to develop teachers who are inquiring, competent problem-solvers; who reflect upon and learn from their experience; and who seek to become members of a learning community, working collaboratively with their peers and learning from their students as well as teaching them.

Preparation of beginning teachers includes:

- a broad education in the liberal arts and sciences; deepening competence in the skills of communication and numeracy;
- a rich understanding of the content and modes of thinking in the disciplines they will teach (understanding the how and why of a discipline, as well as the what);
- a growing understanding of learners and how they develop along multiple dimensions;
- development of skills of teaching that will allow the teacher to draw upon multiple approaches to learning appropriate for particular learners and subject matter;
- skills in assessment of one's own teaching and of learner outcomes.

Practicing teachers respect and enjoy diversity among their learners; they see themselves and their students as members of a world community.

Master teachers function as decision makers and facilitators of learning as they work in the confluence of teacher, learner, subject matter, and environment. They are reflective of their own practice and continue to learn about the world around them, the skills and content they teach, about teaching and learning, and about their students and their community. Master teachers understand the historical and contemporary roles of schools in a democratic society. Knowledgeable about a range of philosophies of education, they can subsequently articulate their own and, from it, derive implications for their practice. Master teachers continue to seek professional challenge and contribute to leadership in education, in their schools, districts, communities, and through their professional organizations. They remain informed of contemporary research and writing by leaders in their fields and are active partners in shaping and implementing models of good practice.

Teacher education programs at URI seek to reflect these core beliefs about teachers and teacher education through recruitment and selection of students for teacher education programs; congruence between experiences in our programs and knowledge, skills, beliefs, and dispositions we believe are important for teachers; and our definitions of excellent teaching for faculty members in teacher education and school-related programs.

* In this statement teacher education programs refers to any program preparing personnel to work in schools; teacher also includes other professional roles in schools for whom subject matter is their particular area of professional expertise. The term master teacher is used generically to represent the skill of an accomplished expert.