

Student Growth Plan (Initial programs)

EMU's Philosophy of Growth

Teacher Education at Eastern Mennonite University offers you the opportunity to change and grow. The education faculty members believe that the person you are becoming is the key to your effectiveness as a prospective teacher. Preparation for teaching is dynamic and life-long. As your teachers, we are seeking to model this pilgrimage of openness and continuous growth both personally and professionally.

This *Student Growth Plan* documents areas in which education majors need to demonstrate further growth in order to be successful in the program. It is intended to facilitate the Education Department goals of 1) producing strong candidates to meet program requirements and 2) providing fair opportunities for feedback and growth to students at any point in program.

The form has three sections: *area for growth, growth and development plan, and progress report*. The *Student Growth Plan* will be entered into the student's advising file at the time an area for growth is identified and a plan is developed; the progress report section will be updated upon review.

Use the chart below to identify areas in which your student needs to demonstrate further growth. Then, list each area and the plan for growth and development on the form. (Duplicate as needed to include all areas for growth identified.) Update your student's progress in each area within two weeks of the specified review date.

Review Point	Assessment	Criteria for Determining Need for Growth	Responsibility for Plan & Review
Course performance	Knowledge, Skills, Dispositions and Academic Integrity	Unsatisfactory performance (relative to expectations specified in course syllabi)	Course instructor
Admission to Teacher Education	PRAXIS	Not passing	Advisor
	VCLA	Not passing	
	GPA	< 2.5	
Admission Portfolio	Individual artifacts/assignments in the portfolio	Unsatisfactory performance	Advisor/Faculty member
Field Experience (rated by faculty & PK-12 supervisor)	Performance Evaluation	Unsatisfactory performance	Faculty supervisor
	Dispositions	Unsatisfactory performance	
Admission to Student Teaching	GPA	< 2.7 and/or Grades below C in Ed courses	Advisor
	Lesson Planning	Unsatisfactory performance	Faculty member
Student Teaching/Exit	Weekly progress reports/Observations by UC/CT	Unsatisfactory performance (as noted by both UC and CT)	University Consultant
	Student Teaching Portfolio (e.g. VRA scores)	Score of < 2 in any category	Advisor/Faculty member
	Student teaching evaluation	Score < 2 in any rubric category	University Consultant

* Advisors/Education faculty may use this form at any point necessary in program

Area for growth: _____
(Be specific; include test score, GPA, rubric category, behavior, or course requirement/expectation.)

Growth and development plan:
(Include specific and concrete strategies or actions for the candidate; specify time frame and date of review.)

Progress report:
(To be completed within two weeks of date of review. Address each aspect of the growth and development plan, reporting evidence of satisfactory improvement or need for continued development.)

Faculty: _____
Signature Date

Faculty: _____
Signature Date

Faculty: _____
Signature Date

Student: _____
Signature Date