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Information in the TCP Student Handbook is subject to change as certification regulations and requirements change. Do check with the TCP Coordinator if you have any questions.
Important contact and location information:

Providence College
School of Continuing Education
1 Cunningham Square
Providence, RI 02908
Phone: (401) 865-2487 (Use this number to schedule an appointment with the TCP Coordinator)
Fax: (401) 865-1723

Office location: Hall Harkins, room 109
GPS: Enter 549 River Avenue, Providence, RI 02908
Campus map: http://map.providence.edu/map/?id=266

On campus emergencies: (401) 865-2222
Campus Security: (401) 865-2391

Web sites:
www.providence.edu
http://www.providence.edu/continuing-education
http://www.providence.edu/continuing-education/teacher-certification-program/Pages/default.aspx

Teacher Certification Program (TCP) Coordinator:
Dr. Katherine (Kate) Hibbard
khibbar1@providence.edu
(401) 865-2852

Providence College Weather Hotline (for information about closings or delays): (401) 865-1012
Congratulations on being accepted to the Teacher Certification Program (TCP) in the School of Continuing Education at Providence College and welcome! We have developed the Student Handbook as a tool for you to use as you work with the TCP Coordinator and your faculty members to complete your program and obtain full certification to teach in Rhode Island.

**TEACHER CERTIFICATION PROGRAM (TCP)**

The Teacher Certification Program (TCP) at Providence College offers a Rhode Island Department of Education (RIDE)-approved program leading to Secondary Grades certification in Biology, Chemistry, Physics, English, Social Studies, and Mathematics; and All Grades World Language certification in French, Italian and Spanish.

Our program has four major components; they are summarized below and are described in more detail later in the Handbook.

**Content area coursework**: We work individually with each applicant to identify the content coursework you have taken in your desired certification area. If you need additional content coursework to fulfill certification requirements, we will identify the number of credits needed and course topics that need to be addressed, and we will recommend PC and/or CCRI courses that are appropriate. Content courses may be taken at any accredited college or university. It is recommended that you check in with the TCP coordinator before taking a content course to make sure it fulfills the requirement you need to address.

**Education coursework and clinical experiences**: Our approved program has six education courses that are taken prior to student teaching. These courses are offered fall, spring and summer. Our TCP students also complete a minimum of 60 hours of clinical (practicum) experiences in grades 7-12.

**Required certification tests**: Rhode Island requires two tests for Secondary Grades or All Grades (World Language) certification. All candidates take the Praxis Principles of Learning and Teaching (Grades 7-12) test and a content test specific to the certification area. Candidates whose undergraduate GPA is 2.75-2.99 also complete a third test. All certification testing is completed prior to student teaching.

**Student teaching**: Our TCP students complete a 12 week student teaching experience in either the fall or spring semester.

**CODE OF ETHICS**

**Student Teacher Code of Ethics**

In order to develop and sustain an appropriate degree of professionalism, the student teacher should:

- Treat each student as an individual by addressing individual abilities, interests, and needs
- Be impartial and fair to all students

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1 Originally developed by Trinity College in Vermont; the college closed in 2000.
• Demonstrate enthusiasm for learning and teaching including preparation, being on time and conducting oneself with professional demeanor at all times both in and out of the classroom
• Maintain dignity and promote mutual respect
• Be courteous toward and understanding of all students, staff members, families/family members, and community members
• Set an example for students... physically, intellectually, emotionally, ethically, and morally
• Refrain from imposing personal religious, political, cultural, and moral views upon students, and exhibit a broad-minded, tolerant attitude toward other groups and individuals
• Consider her/himself a member of the community in which she/he is teaching

Additional Codes of Ethics:

RI Educator Code of Professional Responsibility:

National Education Association Code of Ethics: http://www.nea.org/home/30442.htm

TEACHER CERTIFICATION PROGRAM GOALS/OUTCOMES

At the successful conclusion of student teaching, TCP students will have demonstrated the following goals/outcomes:

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 and 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.

7. Pre-service teachers will maintain the professional standards of the school and school district to which they are assigned.

CONTENT AREA PREPARATION

Each candidate must meet content coursework requirements for the certification he/she is seeking. Potential applicants are encouraged to meet with the TCP Coordinator to review the program and complete a transcript review for content (subject area) coursework for the applicant. During the meeting, the TCP coordinator will also review the application process and specific requirements for your specific educational background.

• If your undergraduate major is the same as the certification area (e.g. English major; English certification), content requirements are considered met. You may need to take a course to address content that you major didn’t address but that you will need for teaching and the Praxis test.
• If your undergraduate major is not in the certification area, the TCP Coordinator will evaluate your transcript(s) to determine if content coursework is met or if additional content courses are needed. If coursework is needed, the Coordinator will identify the credits and course topics that need to be addressed and will recommend PC and/or CCRI courses that meet certification requirements.
EDUCATION COURSES AND CLINICAL EXPERIENCES

The education components of the Teacher Certification Program (TCP) include education coursework and clinical experiences that are completed prior to student teaching.

EDUCATION COURSES

There are six required education courses that are completed prior to the student teaching semester. They are:

- EDU 207/792 Principles of Secondary Education
- EDU 201/791 Educational Psychology
- EDU 404/622 Reading in the Content Area
- EDU 402/813 Educational Measurement
- EDU 304/815 Special Needs in the Regular Classroom
- EDU 410/808 General Methods

The first two courses on the list (Principles of Secondary Education and Educational Psychology) should be taken first in the program. You may take them one at a time or together. You can also add Educational Measurement from the middle cluster of courses, if you would like to take three at once during the fall or spring semester. General Methods is the final course and is taken immediately prior to student teaching.

CLINICAL EXPERIENCES

The Rhode Island Department of Education (RIDE) requires that our certification programs include at least 60 hours of clinical (pre-student teaching) experiences in school classrooms (grades 7-12). To meet that requirement, TCP provides two or three experiences to provide the 60 hours of clinical experiences. In each model, one experience is completed in an urban setting.

Three experience model: Currently, students complete three 20 hour experiences. The first is completed with EDU 207/792 Principles of Secondary Education. The second is completed with EDU 402/813 Educational Measurement, and the third is completed with EDU 410/808 General Methods.

There are several options for completing each 20 hour experience:

- Spend two hours/week for 10 weeks in your field study placement
- Spend three hours/week for 7 weeks in your field study placement
- Spend four hours/week for 5 weeks in your field study placement

Two experience model: When the two experience model is in place, students will participate in two 30 hour experiences:

Clinical I: The first clinical experience is completed with one of the first two education courses in our program (EDU 201/791, EDU 207/782). If you take the course in the summer, it may be possible to
complete Clinical I from May - June. You may also elect to complete Clinical I in the fall semester immediately following your summer course work. You will register for PDV 200 TCP Practicum I (Clinical 1). NOTE: Until the courses are officially changed, this first clinical experience is called Practicum and completed with EDU 207/792.

Clinical II: The second clinical experience is completed with or immediately before EDU 410/808 General Methods, your final course prior to student teaching. If you take your final course (EDU 410/808 General Methods) in the summer, you may complete the second clinical experience during the spring semester immediately before the summer session. If you complete EDU 410/808 General Methods during the fall or spring, you should plan to complete your second clinical experience with the General Methods course. You will register for PDV 201 TCP Practicum II (Clinical II). NOTE: Until the courses are officially changed, this second clinical experience is called Practicum and completed with EDU 410/808. (Students following the three experience model would also complete a practicum experience in EDU 402/813.)

There are several options for completing each 30 hour experience:

- Spend two hours/week for 15 weeks in your field study placement
- Spend three hours/week for 10 weeks in your field study placement
- Spend four hours/week for 8 weeks in your field study placement
- Spend five hours/week for 6 weeks in your field study placement

The documents you will use in your clinical experiences will be sent to you via email so they can be completed electronically. PDF versions are also available in the Documents area of the TCP web site (www.providence.edu/sce/tcp).

**APPLYING FOR YOUR CLINICAL EXPERIENCE PLACEMENTS**

You will work with our Office of Field Placement and Partnerships to apply for your clinical experience placements. Application for your clinical experience placements should be submitted by December 1 for placements for the spring semester and August 1 for placements for the fall semester. Shannon Dolan is the Director of Field Placements and School Partnerships. Her office is in Harkins Hall, room 327. Her email address is sdolan3@providence.edu.

**BACKGROUND (BCI) CHECK**

All schools in Rhode Island require you to complete a BCI check. To obtain instructions for completing the background check, please visit the RI Attorney General’s web site about state background checks at http://www.riag.ri.gov/BCI/index.php#.

The cost is $5.00 and the web site provides instructions for authorizing the background check and the form you need to complete. You do not need to complete finger printing or a national background check at this time. The background check is good for one year.

Please provide a copy of your background check to Dr. Hibbard at least two weeks prior to beginning your clinical experience so that she can make sure it gets sent to the school district. (Many schools now want the College to send copies of the background checks to them, rather than having the students submit copies.)
If you are completing a clinical experience in Massachusetts, please contact the TCP Coordinator for separate instructions, as the Criminal Offender Record Information (CORI) background check must be completed by the school district in Massachusetts. You may also be required to complete a fingerprint “10 card” as part of the process. In some schools, you will also be required to complete a SORI (Sex Offender Registry Information) background check.

**STANDARDS**

Throughout your Teacher Certification Program, you will use the Rhode Island Professional Teaching Standards, the Common Core Standards, and discipline-specific standards from the appropriate association or council. Links are provided below.

**Rhode Island Professional Teaching Standards (RIPTS)**

**National Common Core Standards**

**Mathematics**: National Council of Teachers of Mathematics (NCTM)

**Biology, Chemistry and Physics**: National Science Teachers Association (NSTA)
Web site: [www.nsta.org](http://www.nsta.org)

**Social Studies**: National Council for the Social Studies (NCSS)
Standards: [http://www.socialstudies.org/standards/curriculum](http://www.socialstudies.org/standards/curriculum)

**English**: National Council of Teachers of English (NCTE)
Web site: [www.ncte.org](http://www.ncte.org)
Common Core Standards: [http://www.ncte.org/standards](http://www.ncte.org/standards)

**French, Italian and Spanish**: National Council on the Teaching of Foreign Languages (ACTFL)
CERTIFICATION TESTS

To obtain full certification in Rhode Island, you will need to complete two certification tests. All candidates must complete the Principles of Learning and Teaching (PLT) Praxis test for grades 7-12. All TCP content certification areas except Italian also require a passing score on the appropriate Praxis content area test. The Praxis web site (www.ets.org/praxis) provides information about the tests, test center locations and online registration. Certification in Italian requires the Oral Proficiency Interview (OPI) assessment as Praxis does not offer a test for Italian. If you are seeking certification in Italian, please contact the TCP Coordinator for registration instructions for the Oral Proficiency Interview (OPI) assessment. Below, find more specific information for each Praxis test and the Italian OPI assessment.

If you are interested in participating in (or leading) a student-led study group for a Praxis content test, please contact the TCP coordinator (Dr. Kate Hibbard, khibbar1@providence.edu).

All certification testing requirements must be complete prior to student teaching.

PRINCIPLES OF LEARNING AND TEACHING (PLT) GRADES 7-12 (PRAXIS TEST # 5624)

We strongly encourage our students to take the PLT Praxis test as soon as they finish their first two courses in the program (EDU 207/792 Principles of Secondary Education and EDU 201/791 Educational Psychology). In additional to all of your course materials from both courses, visit the ETS web site for the Principles of Learning and Teaching Praxis test at http://www.ets.org/praxis/prepare/materials/5624.

Rhode Island passing score: 157

BIOLOGY (PRAXIS TEST # 5235)

Visit the ETS web site that has preparation materials for the Biology Praxis test at http://www.ets.org/praxis/prepare/materials/5235.

Select the Study Companion (linked near the top of the page); it is free.

Read through the entire Study Companion, and then focus on the following:

- Pages 6-11, Test Specifications, which provides detailed information about the content that is assessed via the test.
- Pages 16-20 (practice questions)—Answer the questions and identify which areas you need to study.
- Pages 31-40, which provides a detailed list of study topics. Use this as an assessment with the practice questions above to identify areas you need to review or study.

Once you’ve identified areas you need to review and study, develop your study plan. (Pages 28 and 29 in the Study Companion provide a format for developing a study plan.) Use books and materials from your biology course work, the library and/or your school to study the areas you’ve identified.

Rhode Island passing score: 157

CHEMISTRY (PRAXIS TEST # 5245)
Visit the ETS web site that has preparation materials for the Chemistry Praxis test at http://www.ets.org/praxis/prepare/materials/5245.

Select the Study Companion (linked near the top of the page); it is free.

Read through the entire Study Companion, and then focus on the following:

- **Pages 6-10**, Test Specifications, which provides detailed information about the content that is assessed via the test.
- **Pages 15-17** (practice questions)—Answer the questions and identify which areas you need to study.
- **Pages 28-35**, which provides a detailed list of study topics. Use this as an assessment with the practice questions above to identify areas you need to review or study.

Once you’ve identified areas you need to review and study, develop your study plan. (Pages 25 and 26 in the Study Companion provide a format for developing a study plan.) Use books and materials from your chemistry course work, the library and/or your school to study the areas you’ve identified.

Rhode Island passing score: 156

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**PHYSICS (PRAXIS TEST # 5265)**

Visit the ETS web site that has preparation materials for the Physics Praxis test at http://www.ets.org/praxis/prepare/materials/5265.

Select the Study Companion (linked near the top of the page); it is free.

Read through the entire Study Companion, and then focus on the following:

- **Pages 6-10**, Test Specifications, which provides detailed information about the content that is assessed via the test.
- **Pages 15-17** (practice questions)—Answer the questions and identify which areas you need to study.
- **Pages 28-34**, which provides a detailed list of study topics. Use this as an assessment with the practice questions above to identify areas you need to review or study.

Once you’ve identified areas you need to review and study, develop your study plan. (Pages 25 and 26 in the Study Companion provide a format for developing a study plan.) Use books and materials from your physics course work, the library and/or your school to study the areas you’ve identified.

Rhode Island passing score: 146

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**ENGLISH (PRAXIS TEST # 5039)**

Visit the ETS web site that has preparation materials for the English Praxis test at http://www.ets.org/praxis/prepare/materials/5039.

Select the Study Companion (linked near the top of the page); it is free.

Read through the entire Study Companion and then focus on the following:
- **Pages 5-9** detailed descriptions of each part of the test, with emphasis on pages 6-9.
- **Pages 15-21 and 25-29** (practice questions)—Answer the questions and identify which areas you need to study up on.
- **Pages 38-46**, which provides a detailed list of study topics. Use this as an assessment with the practice questions above to identify areas you need to review or study.

Once you’ve identified areas you need to review and study, develop your study plan. Use books from your English course work, the library and/or your school to study the areas you’ve identified.

Rhode Island passing score: 168

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**SOCIAL STUDIES (PRAXIS TEST # 5081)**


Select the Study Companion (linked near the top of the page); it is free.

Read through the entire Study Companion and then focus on the following:

- **Pages 5-8** detailed descriptions of each part of the test, with emphasis on pages 6-8.
- **Pages 12-19** (practice questions)—Answer the questions and identify which areas you need to study up on.

Once you’ve identified areas you need to review and study, develop your study plan. Pages 28 and 29 in the Study Companion provide a format for developing a study plan.) Use books from your social studies/history course work, the library and/or your school to study the areas you’ve identified.

Rhode Island passing score: 162

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**MATHEMATICS (PRAXIS TEST #5161)**


Select the Study Companion (linked near the top of the page); it is free.

Read through the entire Study Companion and then focus on the following:

- **Pages 5-17** for detailed Content Category Descriptions of each part of the test, with emphasis on pages 6-17.
- **Pages 15-21 and 25-29** (practice questions)—Answer the questions and identify which areas you need to study up on.

Once you’ve identified areas you need to review and study using the detailed Content Category Descriptions and practice questions, develop your study plan. Use books and materials from your mathematics course work, the library and/or your school to study the areas you’ve identified.
Rhode Island passing score: 160

**SPANISH (PRAXIS TEST # 5195)**

Visit the ETS web site that has preparation materials for the Spanish Praxis test at http://www.ets.org/praxis/prepare/materials/5195.

Select the **Study Companion** (linked near the top of the page); it is free.

Read through the entire Study Companion, and then focus on the following:

- **Pages 5-10** (for fairly detailed descriptions of each part of the test), with emphasis on pages 6 and 7 for the selected response (multiple choice) questions and pages 8-10 for the written and spoken responses.
- **Pages 15-23** (practice questions)—Answer the questions and identify which areas you need to review and/or study.
- **Pages 26-30** (scoring rubrics)—What scores would you give your written and oral responses? What areas do you need to review and/or study?

Once you’ve identified areas you need to review and study, develop your study plan. Use books and materials from your Spanish course work, the library and/or your school to review and study the areas you’ve identified.

Rhode Island passing score: 168

**FRENCH (PRAXIS TEST # 5174)**

Visit the ETS web site that has preparation materials for the French Praxis test at http://www.ets.org/praxis/prepare/materials/5174.

Select the **Study Companion** (linked near the top of the page); it is free.

Read through the entire Study Companion, and then focus on the following:

- **Pages 5-10** (for fairly detailed descriptions of each part of the test), with emphasis on pages 6 and 7 for the selected response (multiple choice) questions and pages 8-10 for the written and spoken responses.
- **Pages 15-24** (practice questions): Answer the questions and identify which areas you need to study up on.
- **Pages 27-31** (scoring rubrics): What scores would you give your written and oral responses? What areas do you need to review?

Once you’ve identified areas you need to review and study, develop your study plan. Use books and materials from your French course work, the library and/or your school to study the areas you’ve identified.

Rhode Island passing score: 162
ITALIAN (OPI ASSESSMENT)

The OPI (Oral Proficiency Interview) is the state-required assessment for certification in Italian. Candidates who are seeking certification in Italian should contact the TCP Coordinator for registration information and testing procedures. The OPI assessment is completed via telephone in the TCP Coordinator’s office.

OTHER TESTING REQUIREMENTS

Students who have an undergraduate GPA from 2.75 up to 3.0 will take one additional assessment, per RIDE requirements for the GPA prerequisite waiver. (Students who have an undergraduate GPA of 3.0 or above are not required to complete this additional requirement.) There are several options available; the two most commonly used are:

The ACT Test (reading and mathematics): The ACT state-established passing scores for the ACT are: Reading-24 and Mathematics-20.

Praxis CORE (reading, writing and mathematics): The passing scores for the Praxis CORE tests are: Reading-156, Writing-162 and Mathematics-150.

Please feel free to contact the TCP Coordinator for additional information and other options (e.g. SATs).

GROWTH PLAN: READINESS TO STUDENT TEACH

Immediately prior to student teaching, you will submit your Readiness to Student Teach Growth Plan. The plan includes materials you created in your education (EDU) courses and an in-depth reflection. The full guide for preparing your Growth Plan is available on our TCP web site (www.providence.edu/sce/tcp). You will submit your Growth Plan to the TCP Coordinator. You are welcome to deliver it in person to Harkins 109. If you would prefer to mail your Growth Plan, send it to:

Dr. Kate Hibbard, TCP Coordinator
Providence College
Harkins 109
1 Cunningham Square
Providence, RI

The TCP Coordinator will read your plan and will prepare a document for you that includes a checklist, the completed reflection rubric and narrative feedback. If an entry or the reflection needs to be revised, information will be included in your feedback about the area(s) that need to be addressed and procedures for resubmitting the revision. Your Growth Plan will be returned to you prior to Student Teaching.

Growth Plan due dates:
• **Fall semester student teaching:** The Growth Plan is due on or before **August 1.**
• **Spring semester student teaching:** The Growth Plan is due on or before **December 1.**

**STUDENT TEACHING**

Student teaching is the final step in the Teacher Certification Program. It is a 12-week experience that is completed under the direct supervision of a cooperating teacher in a class within your certification area. In addition to your cooperating teacher, you are also assigned a supervisor from Providence College. The supervisor conducts formal observations and assesses your development over the course of student teaching. The supervisor also facilitates on-campus seminars that are scheduled approximately nine times over the course of student teaching. Student teaching is offered in the fall and spring semesters.

**APPLYING FOR YOUR STUDENT TEACHING PLACEMENT**

You will work with our Office of Field Placement and Partnerships to apply for your student teaching placements. Application for your student teaching placement is completed **several months before you student teach.** Shannon Dolan is the Director of Field Placements and School Partnerships. Her office is in Harkins Hall, room 327. Her email address is sdolan3@providence.edu.

Application deadlines:

- **Fall student teaching:** Student Teaching Placement Application is due **June 1.**
- **Spring student teaching:** Student Teaching Placement Application is due **November 1.**

**APPLYING FOR YOUR STUDENT TEACHING PERMIT**

All perspective student teachers must apply for a Student Teaching Permit from the Rhode Island Department of Education (RIDE). **NOTE:** The process changed in May 2016.

The TCP Coordinator will contact you when you register for EDU 410/808 General Methods. She will then submit her portion of the information for the Student Teaching Permit to RIDE. You will then receive an email from RIDE (sent to your PC email address) with detailed instructions about applying for the Student Teaching Permit. Complete the permit application. Once it is processed, you will be able to access a copy of the permit. Print this and have it available for your host school. You may not begin student teaching until the permit is issued.

Application deadlines:

- **Fall student teaching:** Student Teaching Permit Application is due **June 1.**
- **Spring student teaching:** Student Teaching Permit Application is due **November 1.**

**BACKGROUND (BCI) CHECK**

All schools in **Rhode Island** require you to complete a BCI check. To obtain instructions for completing the background check, please visit the RI Attorney General’s web site about state background checks at [http://www.riag.ri.gov/BCI/index.php#](http://www.riag.ri.gov/BCI/index.php#).
The cost is $5.00 and the web site provides instructions for authorizing the background check and the form you need to complete. You do not need to complete finger printing or a national background check at this time. The background check is good for **one year**.

Please provide a copy of your background check to Dr. Hibbard at least two weeks prior to beginning your clinical experience so that she can make sure it gets sent to the school district. (Many schools now want the College to send copies of the background checks to them, rather than having the students submit copies.)

If you are completing a clinical experience in **Massachusetts**, please contact the TCP Coordinator for separate instructions, as the Criminal Offender Record Information (CORI) background check must be completed by the school district in Massachusetts. You may also be required to complete a finger print “10 card” as part of the process. In some schools, you will also be required to complete a SORI (Sex Offender Registry Information) background check.

**STUDENT TEACHING ORIENTATION**

Just prior to beginning your student teaching experience, you will participate in Student Teaching Orientation. This required meeting is scheduled in August for fall semester student teachers and in December for spring semester student teachers. At Orientation, you will first meet with the TCP Coordinator and then you will meet with your Providence College supervisor.

**RHODE ISLAND CERTIFICATION**

Once you have completed all program requirements (content coursework, education coursework, student teaching and certification testing), you will be eligible for full certification in Rhode Island. At your final student teaching seminar, the TCP Coordinator will review the certification process, application and transcript requirements. Providence College will submit your materials to RIDE on your behalf, if you would like.