



Providence Master Teacher Development Program

Program Overview

Mission

Providence Classical School is a Christian school using the classical model to train students to impact their culture for Christ.

Objective

The Providence Master Teacher Development Program seeks to inspire Providence teachers to be life-long learners in pursuit of excellence across all aspects of classical Christian education.

Areas of Development

A Providence faculty member...

- ◆ Pursues development of Christian virtues—seeks to be trustworthy, prudent, patient, humble, gracious, honest, collegial, and generous; shows respect for authority, colleagues, parents, and students; exhibits balance in personal and professional life; refrains from gossip; practices Matthew 18 in interacting with all members of the community; exemplifies the virtues highlighted in Philippians 4:8 to the PCS community.
- ◆ Possesses knowledge of classical education and main content area—reads texts related to classical education from multiple authors and perspectives; reads in their main content area to maintain and increase knowledge of the subject; reads other materials to broaden knowledge base; seeks to develop a competent knowledge of the scriptures and Christian theology; discusses ideas with students, parents, and fellow staff members; demonstrates an enjoyment of learning in personal and professional life; pursues professional development opportunities.
- ◆ Exemplifies good teaching practices—applies the Seven Laws of Teaching; integrates across curriculum; intentionally engages in training the hearts, minds and souls of students; takes initiative; attends to planning, details, duties, deadlines, and time commitments; organizes the classroom to support academic goals; communicates well with students, parents, and leadership; dresses professionally.

ACCS Certification

The Association of Classical and Christian Schools (ACCS) has established a teacher certification program with three levels of certification: Provisional, Professional (ACCS-certified teacher), and Master. Though ACCS provides general guidelines, each member school determines the specific requirements for each level of certification. The Providence Master Teacher Development Program lists the specific steps PCS teachers must take to earn each level of ACCS certification. This program was reviewed and approved by the ACCS Director of Accreditation. All changes to the program should be sent back to ACCS for review and approval.

General Requirements

Teachers are expected to do the following **each year** to help them consider ideas from other educators in improving their teaching practice:

- ◆ Attend or listen to at least one classical Christian education conference or lecture. Teachers must complete the ACCS Foundation of Classical Christian Excellence course (FCCE) at some point during their first three years of full-time teaching at PCS, which will satisfy this requirement the year in which the teacher completes this course¹.
- ◆ Visit the classrooms of at least 2 other teachers, noting observations and applications for their own teaching.

At the beginning of each year, teachers will meet with their principal to evaluate their pedagogical and classroom management practices, discuss what they have learned from readings and professional development, and set goals for the coming year in each area.

Certification Levels

◆ *Provisional Certification*

The readings and requirements below are foundational to a classical Christian pedagogical approach. All PCS teachers should have a working knowledge of the concepts contained in these books and courses and be able to articulate them clearly to administrators, colleagues, parents, and students. Teachers must respond to the readings by either writing a one- to two-page response or participating in a discussion. At least one written response is required in each area.

Pursues development of Christian virtues

1. Old and New Testament scriptural support for a Christian education (required one- to two-page response)²
2. *The Pattern of God's Truth*, Frank Gaebelien

Possesses knowledge of classical education and main content area³

1. *The Lost Tools of Learning*, Dorothy Sayers
2. One of the following:
 - a. *Recovering the Lost Tools of Learning*, Douglas Wilson
 - b. *Classical Education*, Gene Edward Veith and Andrew Kern
3. Attendance at and completion of PCS Teacher Training and New Teacher Training⁴

In addition to the above readings and training, teachers must demonstrate mastery of the material in their main content area through 30 hours of college coursework or equivalent experience as determined by their supervisor.⁵

¹ Effective January 2019. Meets ACCS Professional Teacher Certification requirement, section IIB.

² Meets ACCS Provisional Teacher Certification requirement, section IB.

³ Meets ACCS Provisional Teacher Certification requirement, section IC.

⁴ Meets ACCS Provisional Teacher Certification requirement, section IA.

⁵ Meets ACCS Provisional Teacher Certification requirement, section ID.

Exemplifies good teaching practices

1. *The Seven Laws of Teaching*, John Milton Gregory⁶
2. *The First Days of School*, Harry Wong⁷
3. *Shepherding a Child's Heart* (G.S.), Tedd Tripp

OR

Age of Opportunity (U.S.), Paul Tripp

In addition to these three areas, ACCS requires demonstration of knowledge of children as part of provisional certification, primarily demonstrated through parenting. Teachers who do not have children of their own meet this requirement through the readings completed at this level and/or through prior experience of working with children at the ages they are teaching.

These texts are central to the philosophy and practice of PCS teachers. Completion of the required readings and response papers/discussions, in addition to peer classroom visits and classical Christian conferences/lectures, qualifies a teacher for provisional ACCS certification. Teachers must complete provisional certification within their first year of full-time employment at PCS.

◆ *Professional Certification*

Teachers at this level have a solid foundation in classical Christian philosophy and practice and are ready to build on it with deeper knowledge in their own field and increased exploration of the *trivium* and its applications. Completion of at least **one** reading and response paper or discussion per category, along with completed provisional certification⁸ and positive personnel evaluations over three years of teaching in an ACCS accredited school⁹, qualify a teacher for professional ACCS certification (ACCS-certified teacher). This certification level must be completed by the end of a teacher's third year of full-time employment at PCS. All of the books listed are recommended as continued reading for ACCS-certified teachers.

Pursues development of Christian virtues

1. *Orthodoxy*, G. K. Chesterton
2. *Foundations of Christian Education*, Louis Berkhof and Cornelius Van Til
3. *How Now Shall We Live*, Charles Colson and Nancy Pearcey
4. *The Peacemaker*, Ken Sande

Possesses knowledge of classical education and main content area

1. ACCS Foundation of Classical Christian Excellence course¹⁰
2. *Recovering the Lost Tools of Learning*, Douglas Wilson (if not read for provisional)
3. *Classical Education*, Gene Edward Veith and Andrew Kern (if not read for provisional)
4. *Repairing the Ruins*, Douglas Wilson
5. *The Case for Classical Christian Education*, Douglas Wilson
6. *Wisdom and Eloquence*, Robert Littlejohn and Charles T. Evans

⁶ Meets ACCS Provisional Teacher Certification requirement, section IF.

⁷ Prior teaching experience may be substituted for this reading requirement if approved by the teacher's supervisor.

⁸ Meets ACCS Professional Teacher Certification requirement, section IIA

⁹ Meets ACCS Professional Teacher Certification requirement, sections IIC and IID.

¹⁰ Effective January 2019, this course is **required** for professional certification. Meets ACCS Professional Teacher Certification requirement, section IIB.

7. *Norms and Nobility*, David Hicks
8. *The Liberal Arts Tradition*, Kevin Clark and Ravi Scott Jain
9. *The Abolition of Man*, C. S. Lewis
10. *The Well-Trained Mind*, Susan Wise Bauer
11. Self-selected reading or course in Christian theology or biblical scholarship
12. Self-selected reading within main content area from recent scholarship

Exemplifies good teaching practices

1. *Marva Collins' Way*, Marva Collins and Civia Tamarkin
2. *Teach Like a Champion*, Doug Lemov
3. *Teach Like Your Hair's on Fire*, Rafe Esquith
4. *Teaching as Leadership*, Steven Farr
5. *Teaching Redemptively*, Donovan Graham
6. *Teaching to Change Lives*, Howard Hendricks
7. *The Courage to Teach*, Parker Palmer

◆ *Master Certification*

ACCS-certified teachers should begin to be leaders in their main content area, helping new teachers learn good practices in their classrooms and communicating the PCS vision and goals to parents and students. Teachers are encouraged to read books across the curriculum, seeking to understand how their teaching fits into the larger context of a PCS education, and to find new ways to integrate their lessons with what their students are learning in other classes (art, music, science, literature, etc.). As teachers continue to grow in faith and encourage their students to do likewise, they will search out ways to truly integrate faith and learning even when not directly discussing God or biblical principles. Attending professional development conferences, seminars, and trainings can help further develop these competencies, and teachers should begin contributing to some of these events as leaders, presenting talks and/or participating in developing curriculum. All of these things are marks of a master teacher.

Teachers at this level demonstrate a thorough knowledge of classical Christian pedagogy. They exhibit excellence in all three areas of development and continue to seek ways to develop their character, knowledge, and understanding in each area.

Pursues development of Christian virtues

1. Teachers support the overall vision of PCS and its leadership as well as participating in leadership, directly and by example.
2. Teachers are recognized by peers, students, and parents as examples of Christian virtue, exemplified by the fruit of the Spirit evident in their lives and by a willingness to speak up for truth, beauty, and goodness both within and outside of the PCS community.

Possesses knowledge of classical education and main content area

1. Teachers attend professional development events regularly, continuing to read books and articles by and about people involved in classical Christian education.

2. Teachers share this knowledge with people inside and outside the local community by speaking at conferences and writing articles or curriculum¹¹.
3. Teachers have gone beyond their main content area, familiarizing themselves with concepts and teaching practices distinctive to the grammar, logic, and rhetoric stages. This can be accomplished in a number of ways, from teaching at the different levels to attending ACCS workshops and conference sessions at each level. Master teachers are able to educate others in any area of the *trivium*.¹²
4. In addition to general familiarity with all levels of the *trivium*, master teachers must demonstrate personal knowledge and understanding of logic and rhetoric. This may be accomplished through teaching or taking courses in these areas.¹³

Exemplifies good teaching practices

1. Teachers practice and are able to communicate excellence in teaching and learning to students, parents, and colleagues. This includes peer mentoring of teachers in and outside of the PCS community.
2. Teachers participate as instructors in staff training at PCS and/or ACCS-sponsored events.

Teachers who demonstrate the above qualifications, in addition to having completed all professional certification requirements¹⁴, will receive ACCS master's certification.

¹¹ Meets ACCS Master's Teacher Certification requirement, section IIIC.

¹² Meets ACCS Master's Teacher Certification requirement, sections IIIB.

¹³ Meets ACCS Master's Teacher Certification requirement, sections IIID.

¹⁴ Meets ACCS Master's Teacher Certification requirement, section IIIA.