

OVERVIEW OF FIELD EXPERIENCES¹

Students in the Roger Williams University School of Education's educator preparation programs are placed in public schools at specified times in their programs. The purposes of the varied field experiences are to assist prospective teachers understand children as learners, and the families and the communities from which the children come; to appreciate the rich and complex tapestries of classroom cultures and school life by observing and analyzing classroom interactions; to have multiple opportunities to apply the knowledge they have gained in their education courses; and to develop pedagogical and professional skills and dispositions in under the mentorship of a Cooperating Teacher and with the support of a Clinical Supervisor.

Roger Williams University School of Education students are placed in certified teachers' classrooms during each semester of their programs. Some form of field experience is required in virtually all education courses, thereby giving students extensive opportunities to work in a variety of school environments, and with socioeconomically and ethnically diverse groups of students. The School of Education's programs group students' field experiences into three levels:

Level I *Exploring the Profession*

Initial field experiences enable students to observe a Cooperating Teacher and his or her students, and to analyze the interactions she or he has recorded. These field experiences are intended to be exploratory in nature, allowing the student to determine whether he or she wishes to study education and pursue the profession of teaching.

Level II *Preparing to Teach*

Level II field experiences involve participating in classroom activities by continuing to observe and analyze teacher-student interactions, assist with individual and small group instruction, and complete assignments from the pedagogical methods curriculum. Each methods course expects students to spend a minimum of five hours in a classroom.

Level III *Performance in the Classroom*

In Level III, students complete a Practicum and the culminating Student Teaching experience. In the Practicum, the student spends a minimum of 100 hours observing, tutoring, or teaching students under the direction of a Cooperating Teacher. Students complete the "Preparing to Teach Portfolio" by the end of the Practicum experience. The Student Teaching experience involves spending 14 weeks in either an elementary or secondary content classroom. In addition to the

¹ The Roger Williams University School of Education solicits feedback and suggestions from Cooperating Teachers on all aspects of the curriculum, performance assessment system, protocols, and rubrics. Similarly, the School of Education will conduct workshops for all Cooperating Teachers on any changes that are made to the curriculum, the performance assessment system, protocols, or rubrics.

classroom experience itself, the student must take a two-credit Seminar for a total of fourteen (14) credit hours and complete the "Performance in the Classroom Portfolio" by the end of the Student Teaching semester.

An outline of the curriculum for each of the programs follows.

Bachelor of Arts, Elementary Education	
EDU 200	Foundations of Education (3)
EDU 202	Psychology of Learning and Development (3)
PSYCH 201	Psychology of Learning (3) – For Psychology Majors ONLY
PSYCH 211	Child Development (3) – For Psychology Majors ONLY
EDU 211	Teaching and Learning through Inquiry (2) To be taken simultaneously with NATSC 211
EDU 212	Teaching and Learning Science through Inquiry (2) To be taken simultaneously with NATSC 212
EDU 302	Literacy in the Elementary School I (3)
EDU 303	Literacy in the Elementary School II (3)
EDU 305	Classroom Applications in Technology at the Elementary and Middle School Levels (3)
EDU 341	Science in the Elementary Classroom (3)
EDU 349	Content and Processes for Teaching Mathematics in the Elementary School (3)
EDU 350	Mathematics in the Elementary School (3)
EDU 355	Special Education Practice at the Elementary and Middle School Level (3)
EDU 368	Integrating the Arts (3)
EDU 370	Social Studies in the Elementary School (3)
EDU 372	Issues in Elementary Health Education (1)
EDU 375	Elementary Education Practicum (3)
EDU 450	Student Teaching (12)
EDU 451	Student Teaching Seminar (2)
Bachelor of Arts, Secondary Education	
EDU 200	Foundations of Education (3)
EDU 202	Psychology of Learning and Development (3, PSYCH 211 also accepted)
EDU 306	Classroom Applications of Technology at the Middle and Secondary Level
EDU 330	Issues in Multicultural Education (3)
EDU 331	Issues in Comparative and International Education (3)
EDU 353	Introduction to Linguistics (3) Required for all English and Foreign Language Majors ONLY
EDU 356	Special Education Practice at the Middle and Secondary Levels (3)
EDU 360	Art and Practice of Secondary School Teaching I (4)
EDU 361	Art and Practice of Secondary School Teaching II (4)
EDU 363	Literacy Across the Curriculum (3)
EDU 365	Ways of Knowing (3)
EDU 373	Issues in Middle and Secondary Health Education (1)
EDU 376	Practicum in Secondary Education (3)
EDU 450	Student Teaching (12)
EDU 451	Student Teaching Seminar (2)

Master of Arts in Teaching, Elementary Education

EDU 501	Foundations of Education Research (3)
EDU 503	Research in Learning and Development (3)
EDU 505	Technology Applications in the Classroom (3)
EDU 507	Introduction to Elementary Literacy Practices I (3)
EDU 509	Standards-based Science and Technology in the Elementary Classroom (3)
EDU 511	Standards-based Mathematics and Technology in the Elementary Classroom (3)
EDU 513	Contemporary Issues in Health Education (1)
EDU 515	Introduction to Elementary Literacy Practices II (3)
EDU 517	Introduction to Special Education Research and Practice (3)
EDU 519	The Integrated Arts Curriculum (3)
EDU 521	The Thematic Curriculum: Social Studies and Literacy (3)
EDU 601	Graduate Practicum in Elementary Education (3)
EDU 603	Graduate Student Teaching in Elementary Education (12)
EDU 605	Graduate Student Teacher Self-Assessment Lab (3)

Master of Arts, Literacy Education

EDU 505	Technology Application in the Classroom (3)
EDU 610	Introduction to Literacy Research (3)
EDU 614	Developing Language and Literacy (3)
EDU 618	Literature for Children and Young Adults (3)
EDU 622	Research-based Literacy Practices (3)
EDU 626	Guiding Learning in Content Subjects, K-12 (3)
EDU 634	Assessment of Reading and Writing Difficulties (3)
EDU 638	Clinical Experience in Literacy Education (6)
EDU 650	Leadership for Literacy Professionals (3)
EDU 654	Advanced Literacy Research Seminar (4)

Field Experience Policies

1. The School of Education, through the Field Experiences Office, places practicum students and student teachers in the school districts.
2. The Coordinator of Field Experiences annually requests permission from school superintendents to place students in their districts for appropriate field experiences.
3. The School of Education fulfills the requirements of the Rhode Island Department of Education of having a pre-student teacher/practicum experience of one hundred (100) hours and a student teaching experience of fourteen (14) weeks.
4. Field experiences are designed to enhance a student's preparation in the Teacher Education Program. He or she will have the opportunity to observe and work with teachers in a variety of settings. Through maintaining journals, participating in class discussions, and using other assessment tools, students are encouraged to reflect on their experiences carefully, make thoughtful decisions regarding their personal philosophy of education, and observe classroom instruction and management techniques.
5. The administration and Faculty of the School of Education frequently consult with school principals to identify Cooperating Teachers for practicum and student teaching assignments.
6. The Coordinator of Field Experiences collaborates with Clinical Supervisors regarding student problems, student evaluations, and other issues that arise during field experiences.
7. University Faculty and Adjunct Faculty are designated as the School of Education's Clinical Supervisors. Clinical Supervisors are responsible for the evaluation of students while they are in the field; however, this supervision may be delegated to other schools or departments of the University for students in specialized fields. A full-time University Faculty or Adjunct Faculty member will be assigned to supervise the student teaching experience, in cooperation with the K-12 public school teacher to whom the student is assigned. Faculty members will be appointed to supervise practicum students in the field at the ratio of seven students per three-hour course equivalent load, and student teachers in the field at the ratio of five students per three-hour course equivalent load.
8. The student teaching semester is the culminating field experience for students in teacher education, and occurs in the fall or spring semester of the senior year. The semester includes Student Teaching (twelve semester hours) and the Seminar (two semester hours) and meets state licensure requirements. In order to be admitted to the student teaching experience, the student must meet all enrollment requirements as outlined in Chapter 2 of the School of Education handbook, "Becoming a Teacher at RWU."

9. The School of Education will place only one student teacher with each Cooperating Teacher.
10. The School of Education Teacher Education Program fulfills the standards of the Rhode Island Department of Education as they apply to Cooperating Teachers. We seek the cooperation of the school principal for verification of the following criteria relative to the Cooperating Teacher:

A Cooperating Teacher must be recommended by the school principal, possess a continuing contract, have three years of teaching experience at the grade level or in the subject area in which they are supervising a student teacher, be willing to mentor a student teacher, and be willing to participate in RWU Cooperating Teacher Workshops. The primary consideration in placing student teachers is the selection of the optimum environment for individualized professional growth and development.

Our preference is for students to be involved in a classroom with a teacher who uses a Standards-Based approach to both design and implementation of instruction, and who uses "Best Practice" teaching strategies at the elementary or secondary level.

11. The University Faculty, Adjunct Faculty, and Cooperating Teachers are responsible for evaluating the student's performance in the field experience.
12. A student teacher's academic schedule will follow the calendar of the student teacher's assigned school district. For example, in a Spring Semester assignment, the student teacher will normally have two week-long vacations, one in February and one in April. He or she will continue to work within the school district during the annual Spring Break at Roger Williams University, a vacation that normally occurs in March.
13. The policy for missed days is to MAKE UP the day(s) at the end of the semester. Any change or waiver of this policy must be negotiated with the Cooperating Teacher and Clinical Supervisor.
14. Students must report absences due to illness, family emergency, or other circumstances first to their Cooperating Teacher, and then to their Clinical Supervisor.

ROLE OF THE STUDENT TEACHER

Context

Student teaching is the capstone experience of “teacher preparation,” the first stage of development as a teacher. Successful completion of student teaching signifies readiness to enter the second stage as a “beginning teacher.” After three years in the classroom, most teachers enter the third stage, “experienced teacher.” Some portion of experienced teachers continue on to a fourth stage of professional growth by successfully undergoing the rigorous assessment process for National Board Certification. The initials NBCT after a person’s name identifies him or her as an “exemplary practitioner.”

Student Teacher

So welcome to student teaching! The courses and field experiences you have completed thus far have introduced you to a variety of approaches to teaching and learning, to child and adolescent development, to working with families and communities, negotiating the complex terrain of federal, state and district policies as they influence curriculum, instruction, and assessment, and knowledge of the content you are expected to teach.

The student teaching experience allows you to broaden and deepen your knowledge of teaching and learning in the classroom by gradually assuming the responsibilities of a teacher. During student teaching, you can look forward to developing a set of pedagogical skills, increasing your understanding of learners and the multiple influences on their academic performance and behavior in the classroom, beginning to work with students’ families, and learning how to access community resources.

The Roger Williams University School of Education places student teachers in geographically and demographically diverse settings. We guarantee that all of our graduates will have had experiences working with children who have a variety of learning needs, and with children from diverse backgrounds, in preparation for teaching *all* children at high levels.

Student teaching is designed for the gradual assumption of the duties and responsibilities of the classroom teacher. The School of Education subscribes to the belief that a student teacher needs a minimum of one complete semester of student teaching in a supportive public or private school to learn how to become a successful teacher. The experience will be under the on-going guidance and supervision of the School of Education’s personnel who collaborate with the Cooperating Teacher at the host school.

Commitment and initiative are especially important. Student teaching will challenge one’s energy, creativity, and cognitive, emotional, and physical abilities. It is important to take advantage of the support of the team members from both the host school and the University.

During the semester's experience, student teachers are expected to apply current research-based practices and tools, including technologies that enhance teaching and learning. At the same time, they are expected to exhibit and grow in traits such as collaboration, initiative, and life long learning which are fundamental to teaching effectiveness and professional growth.

Expectations of student teachers in public/private school classrooms

A. Roger Williams University School of Education expects student teachers to:

1. Stay a full day at the school, arriving at least one-half hour before the children arrive and staying one-half hour after they leave.
2. Become familiar with the policies and procedures of the school and of the classroom.
3. Maintain confidentiality concerning on-site and seminar discussions about children, families, and colleagues.
4. Exchange contact information with the Cooperating Teacher and clarify the most convenient time to call when necessary.
5. Notify the school and the Cooperating Teacher before the beginning of the workday when illness or an emergency necessitates your absence.
6. Make plans to make up each missed day.
7. Maintain appropriate standards of dress and professional personal appearance. Learn the school dress code to be sure of your school's expectations.
8. Always conduct yourself as a professional. You are in the schools to observe and to practice highly sensitive and technical understandings and skills. Concentrate on this purpose. Remember, you are representing Roger Williams University and the School of Education.
9. Turn off cellular phones and beepers when in a field placement. If you are a parent, provide your children's caregivers with the telephone number of the school for use in emergencies.
10. Take pictures and collect materials for your "Performance in the Classroom" and "Showcase" portfolios. They will prove useful as you begin your search for a teaching position. Make sure to keep sample unit plans, daily lesson plans, and activity worksheets. *Prior to taking photographs, please check the school policy regarding photographing or videotaping children. Should you need a media permission form, please check with the Office of Field Experiences.*

B. During the introduction to the classroom, the student teacher should:

1. Observe and discuss questions, concerns, procedures, routines.
2. Assist with classroom routines such as snack, transitions, recess, morning meeting time, and lunch.
3. Build personal relationships with each child by reading stories to individual children, helping a child complete an activity or project, working individually on a particular task, providing assistance on daily or long-term assignments.
4. Work in different areas of the classroom or with different groups of children each day to become familiar with the available resources and activity areas.
5. Meet other members of the interdisciplinary teaching team where appropriate.

C. During ongoing participation, the student teacher should:

1. Build a collaborative relationship with the Cooperating Teacher and other staff members and have a receptive attitude toward suggestions, new ideas, and constructive criticism.
2. Gradually assume increased responsibility for the program. Take increasing responsibility for the transitions from one activity to another; become increasingly aware of the functioning of the entire group, and of moments when the teacher steps in to give guidance. Develop increasing ability to plan and ultimately take responsibility for all aspects of the program.
3. Work collaboratively to develop family/school/community relationships. Use family, school and community resources to create positive social and academic climates that support students' learning. Utilize appropriate communication strategies with families, and find ways to bring families and community members into the curriculum and into the classroom as experts. Seek out information about your students and their backgrounds from family and community members.
4. Work effectively with individual and small group activities. Systematically observe and listen to children. Read to and/or with children. Contribute to ongoing written records. Prepare materials and plan for individual needs. Encourage the expression of knowledge through a variety of media including stories, poetry, music and drama. Take increasing responsibility for teaching lessons in math, reading, social studies and science. Become acquainted with curriculum materials and assessment strategies and materials.

5. Plan carefully. Detailed, written lesson and unit plans are required in all student teaching experiences. The students deserve your very best thinking and effort. This is part of their learning experience as well.
6. Plan and teach a project or curriculum unit that uses using an interdisciplinary approach and that lasts for a week or more. This project or unit should use a variety of teaching/learning approaches and reflect the interests and developmental levels of the students.
7. Implement assessment strategies to gain feedback regarding the effectiveness of instruction and the individual learning of the students, and use these data to help design curriculum.

ROLE OF THE COOPERATING TEACHER

Student Teaching is the time for engagement in teaching experiences, in a supportive environment and under the guidance of School of Education Faculty and public/private school professionals. The relationship that the student teacher has with his or her Cooperating Teacher is the most critical factor in that student's success. Research indicates that the Cooperating Teacher has the greatest and most lasting influence not only on the student teaching experience itself, but on the aspiring teacher's growth and development long after student teaching. The School of Education and its Office of Field Experiences are grateful to our Cooperating Teachers for assuming this highly significant role. The Cooperating Teacher's commitment of time, knowledge, expertise, and care makes this collaboration possible. Student teachers have completed all of the prerequisite courses and experiences and are ready gradually to assume the responsibilities of the teacher.

General expectations and responsibilities of Cooperating Teachers

1. Review established safety protocols/policies such as fire drills, school map, visitors, volunteers, dismissal procedures, tardy/dismissed students with the student teacher.
2. Set up pre-service teachers with supplies and materials necessary to instruct in various curriculum areas.
3. Share in daily preparation before and after school and establish a regular weekly meeting schedule to discuss participation, review lessons, review evaluations, assign activities, discuss students, and develop a weekly plan.
4. Review and critique the pre-service teacher's lesson plans prior to the lesson and encourage reflection on the pre-service teacher's experiences as well as conferencing following each lesson.
5. Provide learning opportunities in the first week that include one-on-one, small group, and whole class activities. Allow the student teacher to teach lessons, attend meetings, correct papers, work with technology, and display student work. Introduce the student teacher to faculty members, and to support and resource staff available in the school.
6. Review the School of Education Field Guide. Involve pre-service teachers in the planning and management of field trips where appropriate. Roger Williams University students should *not* take full responsibility during field trips and should *not* be the driver of a vehicle that transports students.
7. Develop a co-teaching, teamwork approach with the student teacher.
8. Use a Standards-Based approach to teaching while embedding "Best Practice" methodologies.

9. Provide modeling and observation for students.
10. Encourage student teachers to communicate with parents/families. They can write letters introducing themselves to students' families; they can introduce learning experiences; they can invite family members for volunteer workshops; they can ask families to contribute aspects of their cultures/professions/practices, and more.
11. Encourage student teachers to participate in all aspects of school and community life as appropriate, and to work with other members of the teaching team and school community. Where possible, include them in core conferences, assessments, IEP meetings, parent conferences, staff meetings, workshops, curriculum nights (e.g., Math Night) and PTO events.
12. Encourage the pre-service teacher to observe in other classrooms during or toward the end of Student Teaching.
13. Complete evaluation forms for each student teacher. Mailing or submit forms and confidential documents to the Clinical Supervisor.

ROLE OF THE CLINICAL SUPERVISOR

Student teachers are supervised by members of the Roger Williams University Faculty who serve as the link between the classroom placement and the University. The clinical supervisor and the Cooperating Teacher share responsibility for their student's professional development. Clinical Supervisors observe the student teacher's work with children, families, and key professionals and para-professionals with whom they work, and provide ongoing feedback and suggestions. In addition, the Clinical Supervisor provides the student a third party with whom to process events. The Supervisor helps the student teacher use classroom observation and the knowledge they have acquired in their courses to sort out experiences and develop an emerging teaching style and philosophy.

While Clinical Supervisors make a minimum of three visits to the Practicum placement, and five visits to the Student Teaching placement, they often schedule additional visits. With each visit the student teacher should assume increasing classroom responsibilities. A logical progression of visits might be:

1. An initial visit to meet the Cooperating Teacher and become familiar with the school.
2. An early visit when the student is assisting in the classroom, as directed by the Cooperating Teacher.
3. One or two mid-way visits as the student takes on increasing responsibility for planning and implementing learning activities which could include the curriculum unit or project.
4. A final visit when the student teacher has primary responsibility for running the classroom as part of the teaching team.

Student teachers and Cooperating Teachers can expect the Clinical Supervisor to provide information about:

1. Three-way conferences
2. University and state standards and state licensure requirements
3. Curriculum course assignments
4. Semester overview and calendar
5. Student teacher responsibilities
6. College policies and expectations for the student

Although Clinical Supervisors have their own styles and unique ways of carrying out semester plans, they are responsible for:

1. Providing the Cooperating Teacher with necessary information regarding the student's assignments and program expectations.
2. Providing the Cooperating Teacher with all necessary forms and information regarding the program and procedures.
3. Providing opportunities for the Cooperating Teacher to suggest program revisions and/or additions.
4. Observing the student teacher's work with children.
5. Scheduling three three-way conferences with the Cooperating Teacher and the student teacher.
6. Meeting with the student teacher or Cooperating Teacher alone as often as necessary during the semester. Cooperating Teachers should feel free to call the Supervisor with questions regarding clarifying expectations or providing direction for the student teacher. The Clinical Supervisor should share contact information with the Cooperating Teacher.
7. Awarding the final pass/fail grade for the student teaching practicum and submission of the completed practicum report form.
8. Assessing the overall field practicum experience provided by the site.

ROLE OF THE PRINCIPAL

The principal is the instructional leader in the school building. All Clinical Supervisors, University students, and University and Adjunct Faculty of the School of Education will comply with all school policies.

The Principal is:

- The appointed professional responsible for the operations of the local school.
- The instructional leader whose primary concern, along with the faculty, is the teaching-learning experience of the students in the local school.
- The Coordinator of Field Experiences is the administrator from the Roger Williams University School of Education who conducts the business of field experiences, once an agreement has been finalized by the Superintendent of the school district.

The Principal shall:

- Identify and recommend teachers who are qualified to serve as Cooperating Teachers in a given content area or grade level.
- Consult with the selected teacher to determine whether he or she is willing to have the student teacher, a practicum student, and/or a student observer placed in his or her classroom, and confirm the clearance of the assignment.
- Arrange for a substitute teacher or a regular teacher to be present to assume the responsibilities of the Cooperating Teacher, should the Cooperating Teacher be absent, even though the student teacher may be teaching the class.
- Provide orientation for the student regarding the policies, rules and regulations of the school.

ROLE OF THE SUPERINTENDENT OF SCHOOLS

Each year, the Superintendent will be asked to enter into an agreement with Roger Williams University which will enable School of Education students to enter the local school district for authentic, practice-based teacher-learner experiences. This realistic environment enables the student to discover whether he or she has a genuine interest in, and potential to become a teacher.

The written agreement between the local school system and the institution of higher education is renewed annually.

PRACTICUM REQUIREMENTS

The following represent minimum requirements:

- Complete a minimum of 100 hours of school-based experience.
- Classroom participation, planning sessions with classroom teacher, observations in the classroom, faculty meetings, and attendance at school committee and community meetings are all included in the 100 hours. The time Practicum students spend working on lessons are not counted.
- See the "Becoming a Teacher at Roger Williams University, Instruction and Assessment Handbook" for guidelines on each of the following requirements:
 - Design and implement at least one (1) Lesson Plan. The Clinical Supervisor observes and evaluates the performance and provides feedback on your guided practice strategies.
 - Complete a Case Study
 - Submit two (2) Selections of Professional Evidence
 - Keep a daily reflective journal and submit two (2) Reflective Summaries
 - Develop Pre and Post self-evaluations due on all required documents, except professionalism where only pre-evaluations are necessary.
 - Meet with Clinical Supervisor as required
 - Attend Seminar Sessions every 3 weeks
 - Complete "Preparing To Teach" Portfolio.

STUDENT TEACHING REQUIREMENTS

The following represent minimum requirements:

- Complete a full-time 14-week apprenticeship in the classroom
- Refer to the "Becoming a Teacher at Roger Williams University, Instruction and Assessment Handbook" for guidelines on each of the following minimum requirements:
 - Follow the Assignment Sheet, located in the Field Guide, for minimum expectations of elementary/secondary majors
 - Design and implement at least three (3) Lesson Plans which the Clinical Supervisor observes and evaluates performances
 - One (1) lesson that is video taped
 - One (1) lesson that is evaluated for guided practice strategies
 - One or more of the observed lessons come from a designed Unit
 - Plan and implement one (1) Unit
 - Keep a daily reflective journal and submit two (2) Reflective Summaries
 - Submit five (5) Selections of Professional Evidence
 - Develop Pre and Post self-evaluations, due for required documents except professionalism where only pre-evaluations are necessary
 - Meet with Clinical Supervisor as required
 - Attend all Self-Assessment Lab and Seminar Sessions
 - Complete "Performance in the Classroom" Portfolio
 - Complete "Showcase" Portfolio.

Cooperating Teacher-Student Teacher Assignment Sequence ² **Elementary Majors**

SUGGESTED SEQUENCE AND TIMETABLE FOR ASSUMING RESPONSIBILITIES

WEEKS 1 – 2

- Observe Cooperating Teacher
- Assist in non-academic activities (attendance, supervision, dismissal)
- Engage in intensive observation of children and the classroom, formatting relationships, coaching students and learning the structure of the classroom
- Perform academic activities as assigned by the Cooperating Teacher
- Review class needs, school policies, school calendar, and meet with principal

WEEKS 3 – 6

- Participate in dual planning with Cooperating Teacher
- Direct small group instructional activities
- Teach one subject (math, science, or social studies)
- Assist in classroom as directed by Cooperating Teacher, helping children with work
- Teach at least two content areas (math, science, or social studies)

WEEKS 7 – 9

- Cooperating Teacher with the support of the Clinical Supervisor completes mid-term evaluation of student teacher
- Plan and teach math, science, social studies, and 1-2 reading/language arts groups
- Continue to assume additional non-teaching duties

WEEKS 10 – 13

- Assume full teaching responsibility including all reading/language arts instruction
- Assume all non-teaching duties

² The Cooperating Teacher has the discretion to modify the above sequence in consultation with the principal and student teacher.

WEEK 14

- Cooperating Teacher transitions back to full teaching responsibility
- Cooperating Teacher and student teacher complete the final evaluation of the student teacher, with support from the Clinical Supervisor.

Cooperating Teacher-Student Teacher Assignment Sequence³ **Secondary Majors**

SUGGESTED SEQUENCE AND TIMETABLE FOR ASSUMING RESPONSIBILITIES

WEEKS 1 – 2

- Observe Cooperating Teacher and others in the department (classroom management strategies, instructional techniques)
- Experience non-academic responsibilities as introduced during Practicum (attendance, student supervision)
- Direct small group instructional activities
- Continue to review school routines, policies, parent/student and teacher handbooks
- Meet with the department chair

WEEKS 3 – 6

- Participate in dual planning with the Cooperating Teacher
- Perform academic activities assigned by the Cooperating Teacher
- Prepare and teach at least two subjects
- Continue to conference frequently with the Cooperating Teacher throughout the assignment

WEEKS 7 – 9

- Cooperating Teacher completes mid-term evaluation of student teacher, with the support of the Clinical Supervisor
- Student teacher continues to assume additional non-teaching duties
- Student teacher prepares and teaches at least three subjects

WEEKS 10 – 13

- Student teacher assumes full responsibility for classroom instruction; Cooperating Teacher transitions out of the classroom
- Student teacher assumes all non-teaching duties

WEEK 14

- Cooperating Teacher transitions back to full teaching responsibility
- Cooperating Teacher and student teacher complete final evaluation of student teacher, with the support of the Clinical Supervisor.

³ The Cooperating Teacher has the discretion to modify the above sequence in consultation with the principal and student teacher.

SELF EVALUATION PROTOCOL

“Performance in the Classroom” Portfolio

Since student learning is the most important outcome in the Teacher Education Program, Pre-Service Teachers are required to keep a self-evaluation journal throughout their Practicum and Student Teaching field experiences. Because journal writing is a personal literacy activity, the format for these journals is left up to the individual. Pre-Service Teachers and their Clinical Supervisors should discuss the design of the journal together.

Journal entries provide an excellent way to document and share field experiences with Cooperating Teachers, Clinical Supervisors, and other Pre-Service Teachers. Therefore, the School of Education faculty suggests that students use it as a tool for learning. Journals are assessed by Clinical Supervisors who determine the self-evaluation ability score (see "Professionalism" scoring scale in this chapter).

During Practicum and Student Teaching, Clinical Supervisors will ask students to prepare journal summaries for the “Performance in the Classroom” Portfolio.

LESSON PLAN PROTOCOL

“Preparing to Teach” and “Performance in the Classroom” Portfolios

Preparing and teaching lessons is one of the most important skills a student will learn in the Teacher Education Program. During coursework and field experiences, students will be asked to design authentic lessons for the purposes of practicing teaching strategies or teaching specific content. Clinical Supervisors, Cooperating Teachers, and the Professor for the Student Teacher Self-assessment Lab will provide support in identifying and collecting evidence for portfolios.

The following pages are designed to guide the preparation of lessons for coursework and field experiences. They include the information that RWU Professors and Cooperating Teachers will need to evaluate lesson plans.

Following the lesson plan format, you will find a scoring scale that will be used to assess all RWU lesson plans. This scale was derived from the Rhode Island Beginning Teacher Standards and will help students understand the criteria that must be demonstrated in order to be a successful teacher. You will see a Standards/Scoring scale conversion matrix later in this chapter. This matrix will help students understand the links between the scoring scale categories and the competencies outlined in the Rhode Island Beginning Teacher Standards.

As students progress through their Education coursework, they will place four to five lesson plans in the “Preparing to Teach” Portfolio that demonstrate: (1) a variety of instructional techniques; (2) growth in abilities to design lessons as you advance in the program; and (3) a student’s best work.

During Practicum and Student Teaching, students are required to compile the lesson plans used in teaching, and the observation/evaluation reports from the Clinical Supervisor along with personal self-evaluations. These samples become evidence as soon as they are placed in the “Performance in the Classroom” Portfolios. In addition, during the Student Teaching experience, the student must place in the Portfolio a

videotape of one lesson that he or she has conducted along with the accompanying lesson plan, Clinical Supervisor evaluation, and self-evaluation.

LESSON PLAN FORMAT

“Preparing to Teach” and “Performance in the Classroom” Portfolios

1. Performance Objectives:

What will your students know and be able to do as a result of this lesson?

2. Content standards:

What national or state or **NEW** Standards does this lesson address?

3. Instructional materials and resources:

What materials, texts, manipulative, visuals, technological resources, etc., will you need for this lesson?

4. Instructional procedures and learner provisions:

Describe: (1) the teacher's instructional actions; (2) the student's learning activities; (3) accommodations for students' various developmental levels (i.e. grouping, modeling, guided practice provisions); (4) the connections between the subject/strategy being taught and the students' prior knowledge; and (5) classroom structure and safety requirements (if relevant).

Since lesson plan formats vary from school-school, district-district, and in different content areas, the actual procedure for developing this section will be provided by individual RWU education professors, Clinical Supervisors, and Cooperating Teachers. As a result, RWU education students will be exposed to a variety of lesson planning formats.

5. Student assessment activities:

How will you determine what students know and are able to do during and as a result of this lesson?

Lesson Scoring Scale I

4	<p>Demonstrates:</p> <ul style="list-style-type: none"> - effective “best practice” instruction - accurate content material – to standards - clear scaffolds to challenge students’ cognitive skills - consistent attention to individual needs 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - a clear logical development - productive choice of materials for task and student ability - substantial evidence of planning 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - explicit instructional language - numerous diverse explanation and questioning strategies
3	<p>Demonstrates:</p> <ul style="list-style-type: none"> - acceptable “best practice” instruction - reasonable understanding of content - reasonable scaffolds to challenge students’ cognitive skills - attention to individual needs 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - a reasonable development - useful choice of materials for task and/or student ability - apparent evidence of planning 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - acceptable instructional language - varied explanation and questioning strategies
2	<p>Demonstrates:</p> <ul style="list-style-type: none"> - insufficient grasp of “best practice” - inconsistent understanding of content material or content standards - inconsistent attempt to scaffold students’ cognitive skills - insufficient address of individual needs 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - inconsistent development - insufficient choice of materials for task and/or student ability - inconsistent evidence of planning 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - weak instructional language - insufficient variety of explanation and questioning strategies
1	<p>Demonstrates:</p> <ul style="list-style-type: none"> - no grasp of “best practice” - serious errors in content material or content standards - no attempt to scaffold students’ cognitive skills - no attempt to address individual needs 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - illogical development - material does not match task/student ability - no evidence of planning 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - ineffective instructional language - lack of variety of explanation and questioning strategies
Instructional Effectiveness		Lesson Coherence	Instructional Language

Lesson Scoring Scale II

4	<p>Demonstrates:</p> <ul style="list-style-type: none"> - clear and effective plan for student grouping - highly efficient use of time for lesson and individual learners - highly effective classroom management 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - logical connections between student prior knowledge and lesson material - logical judgment in directing students' questions, answers, etc. - logical use of participation structures that encourage student talk and risk-taking 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - clear connection between lesson and student need - clear awareness of student understanding <u>during</u> the lesson - clear awareness of student understanding <u>after</u> the lesson - logical choice of student assessment and self-assessment measures
3	<p>Demonstrates:</p> <ul style="list-style-type: none"> - clear and reasonably good plan for student grouping - efficient use of time for lesson and individual learners - effective classroom management 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - reasonable connections between student prior knowledge and lesson material - reasonable judgment in directing students' questions, answers, etc. - reasonable use of participation structures that encourage student talk and risk-taking 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - reasonable connection between lesson and student need - reasonable awareness of student understanding <u>during</u> the lesson - reasonable awareness of student understanding <u>after</u> the lesson - reasonable choice of student assessment and self-assessment measures
	Classroom Structure	Sensitivity to Students' Needs	Assessment of Student Progress

Lesson Scoring Scale II (Cont'd)

2	<p>Demonstrates:</p> <ul style="list-style-type: none"> - inappropriate plan for student grouping - ineffective use of time for lesson and individual learners - ineffective classroom management 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - ineffective/insufficient connections between student prior knowledge and lesson material - ineffective/insufficient judgment in directing students' questions, answers, etc. - ineffective/insufficient use of participation structures that encourage student talk and risk-taking 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - little connection between lesson and student need - little awareness of student understanding during the lesson - little awareness of student understanding after the lesson - ineffective choice of student assessment and self-assessment measures.
1	<p>Demonstrates:</p> <ul style="list-style-type: none"> - no plan for student grouping - lack of attention to time factors - lack of attention to classroom management 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - no connections between student prior knowledge and lesson material - faulty judgment in directing students' questions, answers, etc. - no use of participation structures that encourage student talk and risk-taking 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - no connection between lesson and student need - no awareness of student understanding during the lesson - no awareness of student understanding after the lesson - no attempt to assess students or provide self-assessment measures.
	Classroom Structure	Sensitivity to Students' Needs	Assessment of Student Progress

UNIT PLAN PROTOCOL

“Preparing to Teach” and “Performance in the Classroom” Portfolios

Planning an instructional unit takes time, patience, research skills, and content area knowledge. For this authentic teacher task, a student will be required to prepare a set of lessons that center on an important content area. The topic will vary according to the field of study chosen by the student. RWU School of Education Faculty, Cooperating Teachers, and Clinical Supervisors will give guidance in the art of unit development and topic selection.

For coursework and units implemented during Student Teaching, a format is presented on the following page. In addition, Student Teachers are required to teach the unit and document on-going progress as they are implementing the unit.

All units will be evaluated using the same scoring rubric presented in this document. This scale is important because the evaluation criteria correspond to the Rhode Island Beginning Teacher Standards. A Standards/Scoring scale conversion matrix is included in Appendix B of this handbook. This matrix will help in seeing the links between the scoring scale categories and the competencies suggested by the RIBTS.

UNIT PLAN FORMAT

“Preparing to Teach” and “Performance in the Classroom” Portfolios

1. Topic:

What is the unit topic?

2. Performance goals for the unit:

What will your students know and be able to do as a result of this unit plan?

3. Content standards:

What National, State, and/or **NEW** Standards does this unit address?

4. Brief description of learners:

What are the grade level, abilities, interests, and prior knowledge of your students?

5. Individual lessons:

Submit a set of lesson plans (minimum of five) using the lesson plan format discussed earlier. For units developed in course work, at least one lesson should be accompanied by the complete set of instructional materials necessary for that lesson. For units developed and implemented during Student Teaching, include at least 5-8 lesson plans and instructional materials you created for implementing the unit. If the materials are too large to submit as a portfolio artifact, written descriptions and photographs will suffice.

6. Student assessment activities:

How will you determine what students know and are able to do during and as a result of this unit of instruction?

Unit Scoring Scale I

4	Demonstrates: <ul style="list-style-type: none">- clear, logical performance objectives- clear logical development- extensive variety of instructional methodology- accurate content material – to standards- substantial interdisciplinary approach to learning
3	Demonstrates: <ul style="list-style-type: none">- reasonable performance objectives- reasonable development- reasonable variety of instructional methodology- reasonable understanding of content material and content standards- some evidence of interdisciplinary approach
2	Demonstrates: <ul style="list-style-type: none">- insufficient performance objectives- insufficient development- insufficient variety of instructional methodology- inconsistent understanding of content material and content standards- inconsistent interdisciplinary approach
1	Demonstrates: <ul style="list-style-type: none">- illogical/no performance objectives- illogical development- no variety of instructional methodology- serious errors in content material or content standards- no evidence of interdisciplinary approach
<u>Unit Coherence</u>	

CASE STUDY PROTOCOL

“Preparing to Teach” and “Performance in the Classroom” Portfolios

A case study is a written professional document that describes a teacher’s interaction with an individual student. The Rhode Island Department of Education suggests that two case studies be part of the final teaching Portfolio. The two case studies should include evidence of the student’s ability to learn about an individual child, develop an intervention/instructional plan, and write about what was learned by both the beginning teacher and the child as a result of the intervention.

During the RWU advanced course (EDU 355: Special Education Practice at the Elementary and Middle School Level, EDU 356: Special Education Practice at the Middle and Secondary Levels, and EDU 517: Introduction to Special Education Research and Practice for MAT students) and during Practicum (EDU 375 for Elementary Education students, EDU 376 for Secondary Education students or EDU 601 for MAT Students), students develop a case study on an individual student in a school setting. The case study for the Special Education course will be of a student with an IEP (Individualized Education Plan) in reading, writing, or mathematics. The resulting case study is placed in the “Preparing to Teach” Portfolio.

During the Practicum case study, Elementary Education pre-service teachers should choose students who need intervention/enhancement in reading, writing, or mathematics. Secondary Education pre-service teachers should choose students who need intervention in their specific content area or reading/writing in that specific content area. The Practicum case study is placed in the “Performance in the Classroom” Portfolio.

The case study format on the following page will guide students in designing and writing a professional case study. Following the case study format is a scoring rubric that will be used to evaluate the case studies. This scale is important because the criteria correspond with the Rhode Island Beginning Teacher Standards and help in demonstrating success in meeting or exceeding these standards.

CASE STUDY FORMAT⁴

“Preparing to Teach” and “Performance in the Classroom” Portfolios

1. An informal description of the student you have chosen:

Include: (1) a pseudonym for the student's name, school, and district; (2) affective survey results (interest, attitude surveys you studied in Literacy I & II); and (3) a brief description of the academic problem from the child's viewpoint and your viewpoint.

2. Assessment of student learning:

Describe: (1) the ways in which you assessed student learning and why you chose those methodologies; and (2) the assessment results.

3. Intervention plan:

Describe your intervention plan and rationale for creating it.

4. Student growth:

Describe the student's growth as a result of your intervention with supporting evidence (before and after work samples of the student, etc.).

5. Student's learning process:

Describe what you learned about this student's learning process that you can share with the student, his or her classroom teacher, and school support staff.

6. Student self-assessment:

Describe what the student learned about his or her own learning process in this area of learning. Include how you imparted this information to the student and how the student responded.

7. Teacher self-assessment:

Describe what you learned about teaching individual students. Include what you would change about either your assessment or intervention.

⁴ This case study format is modified for EDU 355, EDU 356, and EDU 517 - Special Education Practices. The course instructor will distribute the proper case study format as part of the EDU 355, EDU 356, and EDU 517 course syllabus

8. Appendix:

Include an appendix with ALL artifacts from the case study experience (pre and post assessment tools, instructional plans, student work samples, correspondence with student, and so forth).

Case Study Scoring Scale I

4	<p>Demonstrates:</p> <ul style="list-style-type: none"> - effective “best practice instruction - accurate content material – to standards - clear scaffolds to challenge students’ cognitive skills - consistent attention to individual needs 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - logical connections between student prior knowledge and materials/lessons - logical judgment in designing intervention materials 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - clear connections between lessons and student needs - clear awareness of student understanding <u>after</u> each lesson - logical choice of student assessment and self-assessment measures - concise interpretation of student progress/success
3	<p>Demonstrates:</p> <ul style="list-style-type: none"> - acceptable “best practice instruction - reasonable understanding of content - reasonable scaffolds to challenge students’ cognitive skills - attention to individual needs 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - reasonable connections between student prior knowledge and materials/lessons - reasonable judgment in designing intervention materials 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - reasonable connections between lessons and student needs - reasonable awareness of student understanding <u>after</u> each lesson - acceptable choice of student assessment and self-assessment measures - acceptable interpretation of student progress/success
2	<p>Demonstrates:</p> <ul style="list-style-type: none"> - insufficient grasp of “best practice” - inconsistent understanding of content material or content standards - inconsistent attempt to scaffold students’ cognitive skills - insufficient address of individual needs 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - insufficient connections between student prior knowledge and materials/lessons - inconsistent judgment in designing intervention materials 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - little connections between lessons and student needs - little awareness of student understanding <u>after</u> each lesson - ineffective choice of student assessment and self-assessment measures - insufficient/ineffective interpretation of a student progress/success
1	<p>Demonstrates:</p> <ul style="list-style-type: none"> - no grasp of “best practice” - serious errors in content material or content standards - no attempt to scaffold students’ cognitive skills - no attempt to address individual needs 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - ineffective connections between student prior knowledge and materials/lessons - illogical judgment in designing intervention materials 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - no connections between lessons and student needs - no awareness of student understanding after each lesson - no attempt to assess students or provide self-assessment measures - no interpretation of student progress/success
	Instructional Effectiveness	Sensitivity to Student’s Needs	Assessment of Student Progress

Case Study Scoring Scale II

4	Demonstrates: <ul style="list-style-type: none">- clear concise writing style- concise application of the English language arts conventions- salient artifacts/information included
3	Demonstrates: <ul style="list-style-type: none">- reasonable writing style- reasonable application of the English language arts conventions- most artifacts/information included
2	Demonstrates: <ul style="list-style-type: none">- ineffective writing style- ineffective application of the English language arts conventions- incomplete artifacts/information included
1	Demonstrates: <ul style="list-style-type: none">- a writing style that inhibits readers' understanding- serious errors in English language arts conventions- insufficient artifacts/information included
	Case Study Written Presentation

GUIDED PRACTICE PROTOCOL

"Performance in the Classroom" Portfolio

Much of what a teacher does is to coach students to be successful during guided practice in learning a specific strategy or content. Practicum students and Student Teachers are therefore evaluated on their performance in this area. For this task, Portfolio evidence includes a form on which Clinical Supervisors record observations of students' coaching ability, and evaluate that ability using a scoring scale. This observation/evaluation with the accompanying self-evaluation cover sheet becomes the portfolio evidence for performance in this area.

Coaching during guided practice requires practice in questioning and mediation strategies that provide support for the student learner. The scoring scale presented on the following pages includes the criteria for successful mediation. Use the established criteria as a guideline for developing your expertise in this area.

GUIDED PRACTICE (COACHING) SCORING SCALE I

4	<p>Demonstrates:</p> <ul style="list-style-type: none"> - effective “best practice” instruction - accurate content material – to standards - clear scaffolds to challenge students’ cognitive skills - consistent attention to individual needs 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - explicit instructional language - numerous diverse explanation and questioning strategies
3	<p>Demonstrates:</p> <ul style="list-style-type: none"> - acceptable “best practice” instruction - reasonable understanding of content - reasonable scaffolds to challenge students’ cognitive skills - attention to individual needs 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - acceptable instructional language - varied explanation and questioning strategies
2	<p>Demonstrates:</p> <ul style="list-style-type: none"> - insufficient grasp of “best practice” - inconsistent understanding of content material of content standards - inconsistent attempt to scaffold students’ cognitive skills - insufficient address of individual needs 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - weak instructional language - insufficient variety of explanation and questioning strategies
1	<p>Demonstrates:</p> <ul style="list-style-type: none"> - no grasp of “best practice” - serious errors in content material or content standards - no attempt to scaffold students’ cognitive skills - no attempt to address individual needs 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - ineffective instructional language - lack of variety of explanation and questioning strategies
Instructional Effectiveness		Instructional Language

GUIDED PRACTICE (COACHING) SCORING SCALE II

4	<p>Demonstrates:</p> <ul style="list-style-type: none"> - logical judgment in directing students' questions, answers, etc. - logical use of participation structures that encourage student talk and risk-taking 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - clear awareness of student understanding during coaching
3	<p>Demonstrates:</p> <ul style="list-style-type: none"> - reasonable judgment in directing students' questions, answers, etc. - reasonable use of participation structures that encourage student talk and risk-taking 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - reasonable awareness of student understanding during coaching
2	<p>Demonstrates:</p> <ul style="list-style-type: none"> - ineffective/insufficient judgment in directing students' questions, answers, etc. - ineffective/insufficient use of participation structures that encourage student talk and risk-taking 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - little awareness of student understanding during coaching
1	<p>Demonstrates:</p> <ul style="list-style-type: none"> - faulty judgment in directing students' questions, answers, etc. - no use of participation structures that encourage student talk and risk-taking 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - no awareness of student understanding during coaching
Sensitivity to Student's Needs		Assessment of Student's Progress

PROFESSIONALISM PROTOCOL

“Performance in the Classroom” Portfolio

The Rhode Island Beginning Teacher Standards include a component to assure development in areas of professional competence. These include the ability to: (1) self-evaluate in teaching; (2) develop school partnerships; (3) continue professional education; and (4) know and maintain professional/ethical standards. When completed, the “Performance in the Classroom Portfolio” will contain evidence of development in these key professional areas. The many self-evaluations and journal summaries completed during this phase of the program are scored for self-evaluation abilities. At the conclusion of field experiences, Cooperating Teachers and Clinical Supervisors will assess the Portfolio evidence according to the scoring scale that follows. As a pre-service teacher, becoming familiar with the evaluation criteria will help you in determining actions to reach these standards. Below is a suggested procedure for presenting professional education and professional partnership/standards evidence.

Preparing Professional Development Evidence

During Practicum and Student Teaching, students are required to attend seminars, lectures, and other professional development activities that enrich their knowledge of teaching. These activities should be done outside of RWU course work, but may include special seminars, lectures, workshops, or conferences offered by RWU, another university, a national, state, regional, or local professional organization or agency, or any public or private K-12 school. To submit as evidence, write a maximum one page summary of the event and prepare a pre-submission self-evaluation that links each professional development activity to the Rhode Island Beginning Teacher Standards (RIBTS). Then place the documents in the “Professionalism” pocket of the “Performance in the Classroom” Portfolio.

Preparing School Partnerships/Professional Standards Evidence

To experience the many professional responsibilities associated with teaching during Practicum and Student Teaching, it is wise to become involved in the activities that take place in the wider school environment. Collect evidence to document this

participation, such as: letters and memos to and from parents, teachers, and school staff; documents that show participation in IEP meetings, parent conferences, or any school-related activity; or artifacts from participation in school-community events. As with all other evidence, write a pre-submission self-evaluation linking each professional standard/partnership activity to the RI Beginning Teacher Standards (RIBTS), and place the documents in the "Professionalism" pocket of the "Performance in the Classroom" Portfolio.

PROFESSIONALISM SCORING SCALE

4	<p>Demonstrates:</p> <ul style="list-style-type: none"> - consistent use of student progress to assess and alter instruction - consistent use of feedback from faculty, members, and students to assess instruction 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - frequent and mature collaboration with colleagues and school staff - frequent and mature collaboration with parents/guardians 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - high level of participation in continuing self-education - high level of participation in in-service education 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - actions consistent with best interests of students and parents - actions consistent with school policy, local, state, and federal law - actions consistent with professional education organizations 				
3	<p>Demonstrates:</p> <ul style="list-style-type: none"> - frequent use of student progress to assess and alter instruction - frequent use of feedback from faculty, members and students to assess instruction 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - reasonable level of collaboration with colleagues and school staff - reasonable level of collaboration with parents/guardians 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - reasonable level of participation in continuing self-education - reasonable level of participation in in-service education 	<p>Demonstrate:</p> <ul style="list-style-type: none"> - actions in the best interest of students and parents - actions consistent with school policy, local, state, and federal law most of the time - actions consistent with professional education organizations most of the time 				
2	<p>Demonstrates:</p> <ul style="list-style-type: none"> - insufficient use of student progress to assess and alter instruction - insufficient use of feedback from faculty, members, and students to assess instruction 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - inconsistent/ineffective collaboration with colleagues and school staff - inconsistent/ineffective collaboration with parents/guardians 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - Insufficient level of participation in continuing self-education - Insufficient level of participation in in-service education 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - actions in the best interests of students and parents inconsistently - actions inconsistent with school policy, local, state and federal law - actions inconsistent with professional education organizations 				
1	<p>Demonstrates:</p> <ul style="list-style-type: none"> - no use of student progress to assess and alter instruction - no use of feedback from faculty, members, and students to assess instruction 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - no/immature collaboration with colleagues and school staff - no/immature collaboration with parents/guardians 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - no participation in continuing self-education - no participation in in-service education 	<p>Demonstrates:</p> <ul style="list-style-type: none"> - actions not in the best interests of students and parents - actions contrary to school policy, local, state, and federal law - actions contrary to professional education organizations 				
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Self-Evaluation Abilities</td> <td style="width: 25%;">School Partnerships</td> <td style="width: 25%;">Professional Development</td> <td style="width: 25%;">Professional Standards</td> </tr> </table>					Self-Evaluation Abilities	School Partnerships	Professional Development	Professional Standards
Self-Evaluation Abilities	School Partnerships	Professional Development	Professional Standards					

PERFORMANCE ASSESSMENT OF BEGINNING TEACHERS⁵

University Grade Conversions for Field Evaluations

Scoring Scale	University Grade
4.00	A
3.67	A-
3.33	B+
3.00	B
2.67	B-
2.33	C+
2.00	C
1.67	C-
1.33	D+
1.00	D
0.67	D-
0.00	F

⁵

This is the field evaluation conversion chart used during Practicum and Student Teaching.

FINAL EVALUATION PROTOCOL

"Performance in the Classroom" Portfolio

Practicum

The evaluation protocol used by Clinical Supervisors during the Practicum field experience employs scores on tasks and evidence listed below. Due dates for each task/evidence are negotiated by the student and his or her Clinical Supervisor.

- Observation of one lesson and accompanying plan
- Case study
- Self-evaluation journal entries
- Professionalism evidence
- Guided practice

The final Practicum grade is calculated by averaging the performance scores on the tasks listed above. The score must meet or exceed a 2.67 (B-) to advance to Student Teaching.

Student Teaching

The evaluation protocol for Student Teaching includes an average of scores on required performance tasks, as well as a written narrative of performance in the classroom in the key teaching areas defined by the RWU scoring scales. Students use the same format to write a performance self-evaluation in those key areas. Portfolio evidence and scores on the performance tasks are "raw data" for these evaluations.

The evidence listed below is evaluated at the conclusion of Student Teaching. The actual completion date of all tasks and compilation of evidence is determined by the student's Clinical Supervisor.

- Observation of three lessons (one on video accompanied by a written lesson plan)
- One unit implementation
- Self-evaluation journal entries
- Professionalism evidence
- Guided practice

The final Student Teaching grade is calculated by averaging your scores on the performance in the tasks listed above. The score must meet or exceed a 3.00 (B) to be considered for recommendation for teacher licensure.

RI Beginning Teachers' Standards for Curriculum Level Three

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.*

1.1 reflect a variety of academic, social, and cultural experiences in their teaching.

Evidence = curriculum materials, lessons, unit implementation

1.2 use a broad knowledge base to create interdisciplinary learning experiences.

Evidence = interdisciplinary unit plans, interdisciplinary lesson plans

1.3 exhibit enthusiasm for learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students.

Evidence = professionalism, core concentration papers, research papers

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

2.1 know their discipline and understand how knowledge in their discipline is created, organized, and linked to other disciplines

Evidence = lessons and unit implementations

2.2 design instruction that addresses the core skills, concepts, and ideas of the disciplines to help student meet the Rhode Island Common Core of Student Learning goals.

Evidence = lessons, units, curriculum materials, case study

2.3 select and design instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

Evidence = lessons, curriculum materials, unit implementations

2.4 incorporate appropriate technological resources to support student exploration of the discipline.

Evidence = lessons that include technological resources

2.5 use a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations that help students develop conceptual understanding.

Evidence = lessons, guided practice session, case study, unit implementation

2.6, 2.7 represent and use differing viewpoints, theories, and methods in inquiry when teaching concepts and encourage students to do the same.

Evidence = lessons, guided practice session, unit implementation

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

3.1 understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning.

Evidence = case study, lessons, guided practice sessions, self-evaluation journal, unit implementation

3.2 design instruction that meets the current cognitive, social, and personal needs of their students.

Evidence = lessons, self-evaluation journal, unit implementation

3.3 create lessons and activities that meet the variety of developmental levels of students within a class.

Evidence = lessons, unit implementation

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.*

4.1 design instruction that accommodates individual differences (e.g., stage of development, learning styles, English language acquisition, learning disability) in approaches to learning.

Evidence = case study, lessons, guided practice session, unit implementation, self-evaluation journal

4.2 use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences.

Evidence = case study, lessons, guided practice session, unit implementation, self-evaluation journal

4.3 seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students.

Evidence = case study

4.4 make appropriate accommodations (e.g. in terms of time and circumstances for work, tasks assigned) for individual students who have identified learning differences or needs in an Individualized Educational Plan (IEP).

Evidence = case study, lessons, guided practice sessions

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

5.1 design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills.

Evidence = lessons, guided practice session, unit implementation, selfevaluation journal

5.2 pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives.

Evidence = lessons, guided practice session, unit implementation, selfevaluation journal

5.3 make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to solve a problem.

Evidence = lessons, guided practice session, unit implementation, selfevaluation journal

5.4 engage students in generative knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence.

Evidence = lessons, guided practice session, unit implementation, self-evaluation journal

5.5 use tasks that engage students in exploration, discovery, and hands-on activities.

Evidence = lessons, guided practice session, unit implementation, selfevaluation journal

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

6.1 use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained.

Evidence = lessons, guided practice session, unit implementation, selfevaluation journal

6.2 establish a safe and secure learning environment.

Evidence = lessons, guided practice session, unit implementation, self-evaluation journal

6.3 organize and allocate the resources of materials and physical space to support active engagement of students.

Evidence = lessons, guided practice session, unit implementation, self-evaluation journal

6.4 provide and structure the time necessary to explore important concepts and ideas.

Evidence = lessons, guided practice session, unit implementation, self-evaluation journal

6.5 help students establish a classroom environment characterized by mutual respect and intellectual risk-taking.

Evidence = lessons, guided practice session, unit implementation, self-evaluation journal

6.6 create learning groups in which students learn to work collaboratively and independently.

Evidence = lessons, guided practice session, unit implementation, self-evaluation journal

6.7 communicate clear expectations for achievement that allow students to take responsibility for their own learning.

Evidence = lessons, guided practice session, unit implementation, self-evaluation journal

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

7.1 work collaboratively with their colleagues (e.g., other grade-level, content, special education, ESL teachers) to create a learning community that benefits all students.

Evidence = self-evaluation journal, professionalism evidence

7.2 develop relationships with parents/guardians to support learning.

Evidence = self-evaluation journal, professionalism evidence

7.3 understand the role of community agencies in supporting schools.

Evidence = professionalism evidence

7.4 understand state, district, and school initiatives (e.g. School Accountability for Learning and Teaching (SALT), Statewide Performance Assessments) to effect educational improvement.

Evidence = attendance at school or district-level professional development sessions; professionalism evidence

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

8.1, 8.2 use a variety of communication strategies (e.g., restating ideas, questioning, offering counter examples) and modes of communication (e.g. verbal, visual) to engage students in learning.

Evidence = lessons, guided practice session, unit implementation, self-evaluation journal

8.3 use technological advances in communication including electronic means of collecting and sharing information, to enrich discourse in the classroom.

Evidence = lessons, guided practice sessions, self-evaluation journal

8.4 emphasize oral and written communication through the instructional use of discussion, listening, and responding to the ideas of others and group interaction.

Evidence = lessons, guided practice sessions, unit implementation, self-evaluation journal

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

9.1 gather information about their students (e.g., experiences, interests, learning styles, and prior knowledge) from parents/guardians, colleagues, and the students themselves.

Evidence= case studies, lessons, units

9.2 use a variety of assessment strategies and instruments (e.g. observation, portfolio, teacher made tests, self-assessments) that are aligned with instructional content and methodology.

Evidence= performance assessment implementations, lessons, guided practice sessions, self-evaluation journal, unit implementation

9.3 encourage students to evaluate their own work and use the results of this self-assessment to establish individual goals for learning.

Evidence = performance assessment implementations, lessons, guided practice sessions, self-evaluation journal, unit implementation

9.4 maintain records of student learning and communicate student progress to students parents/guardians, and other colleagues.

Evidence = performance assessment implementations, case studies, lessons, professionalism evidence

9.5 use information from their assessment of students to reflect on their own teaching and to modify their instruction.

Evidence = lessons, observations of guided practice, self-evaluation journal, unit implementation, post-submission self-evaluations

9.6 select and design appropriate performance assessments to assess student learning (RWU addition to the RI Standards).

Evidence = performance assessment designs, lessons, unit implementations

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

10.1 solicit feedback from students, families, and colleagues to evaluate their own teaching.

Evidence = self-evaluation journal, post-submission self-evaluations, professionalism evidence

10.2 read ideas presented in professional publications and discuss current issues in education.

Evidence = self-evaluation journal, professionalism evidence

10.3 explore new instructional approaches and strategies, including technological, in the classroom.

Evidence = lessons, observations of guided practice, self-evaluation journal

10.4 take responsibility for their own professional growth by participating in workshops, courses, or other educational activities that support their plans for continued development as teachers.

Evidence = professionalism, self-evaluation journal

11. Teachers maintain professional standards guided by legal and ethical principles.

11.1 maintain standards that require them to act in the best interests and needs of students.

Evidence = professionalism evidence, self-evaluation journal

11.2 follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families.

Evidence = professionalism, case study

11.3 follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students' and teachers' rights and students' and teachers' responsibilities.

Evidence = professionalism, case study, actual lessons, unit implementations

11.4 interact with students, colleagues, parents, and others in a professional manner that is fair and equitable.

Evidence = professionalism evidence

11.5 are guided by codes of professional conduct adopted by their professional organizations.

Evidence = professionalism evidence

RWU Beginning Teacher Performance Assessment System

CONVERSION KEY

Scoring Scales to Rhode Island Beginning Teacher Standards

*Note: For each performance task, the School of Education scoring scale categories were derived from the RI Beginning Teacher Standards. This key will help you understand the connections between the scoring scale categories and the Rhode Island Beginning Teacher Standards. In some cases (starred * below), you will note that there is no standard that corresponds with a scoring category. The reason for this omission is that the RWU faculty added other options to assess lesson components that were too specific to be included in the standards.*

Scoring Scale Categories	RIBTS
<p><i>Instructional Effectiveness</i></p> <ul style="list-style-type: none"> • effective “best practice” instruction • accurate content material • clear scaffolds to challenge students’ cognitive skills • consistent attention to individual needs 	<p>1.1, 1.2, 2.1, 2.2, 2.6, 2.7, 5.2, 5.4, 5.5, 6.7</p> <p>2.2 <i>for content knowledge</i></p> <p>3.1, 3.2, 3.3, 5.1</p> <p>4.1, 4.3, 6.7</p>
<p><i>Lesson Coherence</i></p> <ul style="list-style-type: none"> • *a clear logical development • Productive choice of materials for task and ability • * substantial evidence of planning 	<p>2.3, 2.4</p>
<p><i>Instructional Language</i></p> <ul style="list-style-type: none"> • explicit instructional language • numerous, diverse explanation and questioning strategies 	<p>2.5, 8.1, 8.2</p> <p>8.3, 8.4</p>
<p><i>Classroom Structure</i></p> <ul style="list-style-type: none"> • clear and effective plan for student grouping • highly efficient use of time for lesson and individual learners • highly effective classroom management 	<p>4.4, 6.6, 8.4</p> <p>6.4</p> <p>6.1, 6.2, 6.3</p>

RWU Beginning Teacher Performance Assessment System

CONVERSION KEY

Scoring Scales to Rhode Island Beginning Teacher Standards (continued)

Scoring Scale Categories	RIBTS
<p><i>Self-evaluation Abilities</i></p> <ul style="list-style-type: none"> • consistent use of student progress to assess and alter instruction • consistent use of feedback from faculty, mentors, colleagues, and students to assess instruction 	<p>9.5</p> <p>10.1</p>
<p><i>School Partnerships</i></p> <ul style="list-style-type: none"> • frequent and mature collaboration with colleagues/school staff • frequent and mature collaboration with parents/guardians 	<p>7.1, 9.4, 11.4</p> <p>7.1, 9.4, 11.4</p>
<p><i>Professional Development</i></p> <ul style="list-style-type: none"> • high level of participation in continuing self-education • high level of participation in continuing in-service education 	<p>1.3, 10.2, 10.3</p> <p>1.3, 10.4</p>
<p><i>Professional Standards</i></p> <ul style="list-style-type: none"> • actions consistent with the best interests/needs of students and parents • actions consistent with school policies, local, state, and federal law • actions consistent with professional educational organizations 	<p>11.1</p> <p>7.3, 7.4, 11.2, 11.3, 11.4</p> <p>11.5</p>



Media Permission Form

Student's Name _____

Grade _____ Cooperating Teacher _____

School _____

I am a Roger Williams University School of Education student, and I am currently Student Teaching in your child's classroom. On occasion, my teaching may be videotaped. In addition, I may take still photos or record audiotapes in the classroom which demonstrate that I am meeting the Rhode Island Beginning Teacher Standards, and that provide evidence of my practice teaching. Any recording or imaging will be used strictly for educational purposes.

_____ I give permission for my child's picture and/or likeness to appear in or on any form of print, audio, or video recording that relates to school activities and/or accomplishments.

_____ I do **not** give permission for any form of print, audio or video recording of my child.

Parent/Guardian Signature

Date

RWU Student Signature

Date



Case Study Parent Permission Form

A Roger Williams University School of Education student will be working in the _____ School during the current semester in conjunction with an Elementary Education Practicum. As part of a course, the student is required to write a case study on a single student in the subject area in which he or she is observing. Course requirements are listed in the RWU Case Study Protocol that may be found in the "Becoming a Teacher at Roger Williams University" student handbook.

The purpose of this assignment is to give a Roger Williams University Education student first-hand experience in working with a student who is experiencing some difficulty in reading, mathematics or writing.

The student's name, school, and school district will not be used. The confidentiality of any and all records will be strictly maintained.

_____ I give my permission to a Roger Williams University Education student to work with my child.

_____ I do not give permission to a Roger Williams University Education student to work with my child.

Parent/Guardian Signature

Date

Student Signature

Date

Cooperating Teacher Signature

Date

School of Education
One Old Ferry Road
Bristol, RI 02809
www.rwu.edu/education

Student Teaching
Cooperating Teacher Feedback - Midterm

Cooperating Teacher: _____ Student Teacher: _____

School: _____ Grade Level: _____

Key Standards Areas <i>(see accompanying rubrics)</i>	4	3	2	1
Instructional Effectiveness				
Lesson Coherence				
Instructional Language				
Classroom Structure				
Sensitivity to Students' Needs				
Assessment of Student Progress				
Unit Coherence				
Self-evaluation Abilities				
School Partnerships				
Professional Development				
Professional Standards				

Cooperating teacher comments and recommendations for growth:

Dates of Student Teacher absences _____

Cooperating Teacher Signature _____

Student Teacher Signature _____

Date: _____ (Week 8)



RWU Student Teaching Final Evaluation

Date _____

Check one: Self _____ Cooperating Teacher _____ Supervisor _____

Student _____ Supervisor _____

Cooperating Teacher _____ Grade Level _____

School _____ District _____

Description of Instructional Performance in this category	<i>Average Performance Score</i>
<u>Instructional Effectiveness</u>	
<u>Lesson Coherence</u>	
<u>Instructional Language</u>	

<u>Classroom Structure</u>	<u>Score</u>
<u>Sensitivity to Students' Needs</u>	
<u>Assessment of Student Progress</u>	
<u>Unit Coherence</u>	

