

The seal of Roger Williams University is a circular emblem. It features a central figure, likely a scholar or saint, holding a book and a torch. The figure is flanked by two more torches. The outer ring of the seal contains the text "ROGER WILLIAMS UNIVERSITY" at the top and "INCORPORATED 1956" at the bottom. A small anchor is visible on the right side of the seal.

Roger Williams University

School of Education
Field Experiences Handbook
2016- 2017



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OVERVIEW OF FIELD EXPERIENCES

Students in the Roger Williams University School of Education's educator preparation programs are placed in public and private schools throughout all four years of their programs. The purposes of the varied field experiences are to assist prospective teachers in developing their understanding of children as learners, and the families and the communities from which they come; to appreciate the rich and complex tapestries of classroom cultures and school life by observing and analyzing in-classroom and out-of-school 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 under the mentorship of a Clinical Educator and with the support of a RWU Clinical Educator.

Roger Williams University School of Education students are placed in certified teachers' classrooms as a part of every Education course they take. Thus students have extensive opportunities to work in a variety of school environments, and with diverse groups of students including "English Language Learners, students with special learning needs, and students of many races, ethnicities, cultures, and socio-economic circumstances" (RIPTS Preamble). The School of Education's curricula group students' courses and field experiences into three levels:

Level I *Exploring the Profession*

Initial field experiences enable students to engage in a form of inquiry as a practitioner that is designed to explore the culture of a school. Their second field observation is designed to allow them to make connections between the readings, course discussions, and real classroom situations. Both field experiences take place in a certified teacher's classroom. These field experiences are intended to be exploratory in nature, allowing the student to determine whether she or he wishes to pursue a career in the teaching profession. At the conclusion of Level I, students submit an "Exploring the Profession" portfolio.

Level II *Preparing to Teach*

Level II courses are specialized methods courses involving field experiences in which students participate in classroom activities by observing and analyzing teacher-student interactions, assist with individual and small group instruction, teach a limited number of lessons, and/or complete case studies. Prior to enrolling in Level III, students must successfully complete a "Preparing to Teach" portfolio.

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, co-teaching, and solo-teaching students under the direction of a Clinical Educator. The Student Teaching experience involves spending 14 weeks in either an elementary classroom or in a secondary content classroom. In addition to the classroom experience, the student must enroll in a Student Teaching Seminar. To be recommended for certification/licensure, students must achieve a passing score based on a weighted evaluation of performance based tasks.

Field Experience Guide Sheet by Academic Year

Year of School	Level	Field Activities & Requirements
Freshman	Level I <i>Exploring the Profession</i>	<ul style="list-style-type: none"> • Level I Group field experience that accompanies EDU 200 and EDU 202 • BCI check * during Freshman orientation or at the beginning of the first semester in the School of Education • Submit your Level I portfolio for review
Sophomore	Level II <i>Preparing to Teach</i>	<ul style="list-style-type: none"> • Complete the Field Experience(s) based on course requirements outlined in your syllabi • Obtain a BCI check*
Junior	Level II <i>Preparing to Teach</i>	<ul style="list-style-type: none"> • Complete the Field Experience(s) based on course requirements outlined in your syllabi • Submit your Level II portfolio for review in February if you are planning to complete Practicum in the fall • Apply for your Fall Practicum placement • Obtain a BCI check* when you apply for your Practicum placement (this will be the BCI to be used during your practicum and student teaching) • Obtain a TB test • Attend Practicum Orientation
Senior	Level III <i>Performance in the Classroom</i>	<ul style="list-style-type: none"> • Apply in September for Winter Intersession or Spring Practicum placement • Complete Practicum in the Fall, Winter Intersession or Spring semesters • Complete your Eligibility to Student Teach Presentation** • Apply for your Student Teaching placement and Student Teacher Permit • Attend Student Teaching Orientation • Complete Student Teaching in the Fall or Spring semesters • Attend a career/licensure workshop • Attend Teachers As Leaders Celebration in May

* Each school year, students **MUST** undergo a criminal background check (BCI; Background Criminal Investigation) prior to entering their field experiences. Roger Williams University adheres to the law by requiring that all students of the School of Education submit to a Background Criminal Investigation (BCI) conducted through the Department of Attorney General, Bureau of Criminal Investigation.

Policies of the Field Experience Office

1. All students enrolled in a School of Education certification track program must obtain a BCI through the Attorney General's Office on a yearly basis. Monitoring of appropriate criminal background checks is done through the Dean's Office staff.
2. All Students enrolled in Level I education courses participate in a group field experience arranged by the Field Experiences Office staff.
3. Certification track students enrolled in Level II coursework receive a school placement through the Field Experiences Office staff. The placement is for the entire academic year.
4. Certification track students entering Level III coursework must complete an application indicating their intention to complete Practicum and Student Teaching. Students participating in Practicum and Student Teaching remain in the same school site for both experiences. Roger Williams University Clinical Educators support and mentor school based Clinical Educators and teacher candidates throughout the year of Practicum and Student Teaching.
5. The Field Experiences Office staff develop partnerships with school districts. Students completing coursework through the School of Education have multiple, varied opportunities to complete field experience during all levels of instruction.
6. The Field Experiences Office staff annually requests permission of school superintendents to place students in the local school districts for appropriate field experiences.
7. The Field Experiences Office staff and faculty of the School of Education frequently consult with school principals to identify clinical educators for practicum and student teaching assignments.
8. The Field Experiences Office staff collaborates with Faculty and Clinical Educators regarding student problems, student evaluations and, other issues regarding any aspect of the field experience.

Level II – Preparing to Teach

9. Throughout the Level II Coursework, the Field Experiences Office staff places students in local school districts as a method of introducing them to the various components and responsibilities of the teaching profession. As a general rule, field placements last for the entire academic year to allow the RWU students the opportunity to become familiar with the setting and witness

students growth over time. Students fulfill the requirements of their courses through working with students and school personnel in their assigned locations.

Level III – Performance in the Classroom

10. The School of Education fulfills the standards required by the Rhode Island Department of Education applicable to students by having a pre-student teacher/practicum experience of one hundred hours and a student teaching experience of fourteen (14) weeks.
11. The Clinical Educators of the School of Education 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 practicum and student teaching experience in cooperation with the public school teacher to whom the student is assigned. Faculty members will be appointed for the supervision of practicum students in the field at the ratio of five students for a two-hour course equivalent load and student teachers in the field at the ratio of five students for a two-hour course equivalent load for undergraduate students and a three-hour course equivalent load for graduate students. University faculty and adjunct faculty are designated “*RWU Clinical Educators*”.
12. The student teaching semester is the culminating field experience for students in teacher education. It occurs in the fall or spring semester of the senior year. The semester includes Student Teaching (twelve credits) and the Seminar (two credits for undergraduate students and three credits for graduate students) which are necessary to meet state licensure requirements. In order to be admitted to the student teaching experience, the student must meet all enrollment requirements set forth by the School of Education.
13. The School of Education will place only one student teacher with each cooperating teacher. Occasionally, Level II students will be placed in a classroom with practicum or student teacher.
14. The School of Education Teacher Education Program fulfills the standards required by the Rhode Island Department of Education applicable for clinical educators. Thus, we seek the cooperation of the school principal for verification of the following criteria relative to the clinical educator:
A school based clinical educator 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, mentor the student teacher, and participate in RWU Cooperating Teacher Workshops.

RWU teacher candidates are placed in a classroom with a teacher who uses a Standards Based approach to both design and implementation of instruction and is actively involved in “Best Practice” teaching strategies.

15. The University faculty, adjunct faculty, and clinical educators will have the responsibility of evaluating the teacher candidate’s performance. The University will conduct on-going professional development sessions.
16. Teacher candidates are required to be present in the host school every day. A teacher candidate’s academic schedule will follow the term schedule of the teacher candidate’s assigned school district, not the College’s schedule.
17. The teacher candidate must inform the school site clinical educator and the RWU clinical educator if absent from the school assignment. Absences are allowed for illness, death in the immediate family, or other medical situations. Absences for any other reason must have the approval of the clinical educator, RWU clinical educator, and the Director of Partnerships and Field Experiences. Absences must be made up or rescheduled. 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 clinical educator and RWU clinical educator.
18. Practicum students and Teacher Candidates completing Student Teaching are at times required to attend mandatory workshops and seminars on the RWU campus. When a student needs to attend an event on campus that requires change in their regularly scheduled hours in a classroom, the student will provide the Clinical Educator with sufficient notice of the commitment. Students will be released at a reasonable time to attend any mandatory sessions.
19. Teacher Candidates participating in Practicum or Student Teaching may not be used as a substitute teacher in any capacity. If the clinical educator is absent, a certified substitute teacher must be assigned to work with the teacher candidate for the duration of the clinical educator’s absence.

Guide for Students

Level I - *Exploring the Profession*

Level II - *Preparing to Teach*

Level III - *Performance in the Classroom*

Level I – Exploring the Profession Pre-Practicum

You are embarking on a field experience as part of your journey towards becoming a teacher. Pre-practicum field experiences are critical opportunities for you to observe and participate in a wide variety of school and community settings. You will be able to carefully examine school and community life and educational practices across a diverse range of contexts.

This guide is intended to help you understand **your role and responsibilities** during Level I pre-practicum field experiences. Foundations of Education and Psychology of Learning and Development courses require you to participate in a whole group field experience. This field experience, like all the others you will participate in throughout your coursework at Roger Williams University, is arranged by the Field Experiences Office staff. You may not make your own arrangements to conduct observations or teach/work with students. The Field Experiences Office works with the entire faculty to find appropriate placements based on each professor's course requirements. You **MUST have a BCI** in order to attend this trip.

Prior to beginning practicum, you must demonstrate that you have successfully completed field experiences in both urban and suburban schools. Your Level I field experience will require you to **visit public charter school during the fall semester and a suburban school setting during the spring semester**. Your observation site will be based on your declared or intended major; elementary education or secondary education. Students that are not members of the School of Education may choose a level based on their interest of a site to complete the assigned coursework.

Although transportation to and from field sites is generally the responsibility of the student, the School of Education of Roger Williams University **will** provide transportation to and from the Pre-Practicum Level I field experience site.

Your professor will distribute all of the directions and paperwork necessary to **conduct and report on your focused observation**. The assignments and their purposes and appropriate field settings are determined by faculty in the School of Education in conjunction with the Field Experiences Office. Be sure to bring along the assignment as a tool to help you focus on the necessary elements of the site.

You will be asked to:

- ✓ Choose a date for the trip from a pre-arranged selection organized by the Field Experiences Office staff. Your professor will email you a link to register electronically for the trip. You will have the option of at least two dates for each level. You need to select a time that causes the least disruption to your class schedule.
- ✓ If you are going to miss any instruction time for another class, be sure to notify the professor in ample time. You will have access to a letter signed by the Director of Partnerships and Field Experiences to give to your professor describing the reason

for your missing class time. Be sure to ask about arrangements to get work missed or turn in work that might be due on that date.

- ✓ On the morning of the Field experience, meet the bus at the designated pick-up point by 7:45 AM. Be prompt! The group is on a schedule and you will be expected at the site at a specific time in order to accomplish all that is necessary.
- ✓ Check in with the adult that is chaperoning the field experience both when you leave RWU and also when you reenter the bus to return to RWU.

Level I - Pre-Practicum Field Experience Guide:

You are a guest in the field experience site. You must be respectful and responsible when you interact with a partnering school site.

Please keep in mind the following:

- **Abide by the school/district dress code** for teaching personnel. Dress professionally (business casual is usually appropriate in K-12 schools). Clothing and accessories that may distract young people should be avoided—remember, the focus is teaching and learning!
- Maintain the stance of a learner. You will have the opportunity to observe in a multitude of interactions between administrators, teachers, students, and families. Many of these will take you out of your comfort zone. Plan, act, and reflect. **Do not make instantaneous judgments.**
- While you will report to your professor on the details of your field experience, you are expected to **maintain the confidentiality of all information.** Casual discussions of what occurs in your field experience should not occur.
- **Turn off cell phones** or other devices that could interrupt your ability to observe the students or disrupt a classroom.
- Do **not send or receive text messages** when you are at the field experience site.

Level II – Preparing to Teach Pre-Practicum

You are continuing with your field experiences as part of your journey towards becoming a teacher. Pre-practicum field experiences are critical opportunities for you to observe and participate in a wide variety of school and community settings. You will be able to carefully examine school and community life and educational practices across a diverse range of contexts.

This guide is intended to help you understand the **resources that exist in the School of Education** at Roger Williams University to support you in the field, as well as **your role and responsibilities** during pre-practicum field experiences. All education courses (EDU) in the School of Education require students to participate in field experiences. Prior to beginning practicum, you must demonstrate that you have successfully completed field experiences in both urban and suburban schools. The assignments and their purposes and appropriate field settings are determined by faculty in the School of Education in conjunction with the Field Experiences Office.

Level II – Pre-Practicum Field Experience Guide:

All field experiences are only arranged by the Field Experiences Office. You may not make your own arrangements to conduct observations or teach/work with students. The Field Experiences Office works with the entire faculty to find appropriate placements based on each professor's course requirements.

Once you are notified by the field office, through your professor, that your placement has been determined, it is your responsibility to:

- Contact the school administrator or cooperating teacher over the telephone or email to **set up an initial meeting.**

Once you are notified by the field office that your placement has been determined, it is your responsibility to:

- Contact the teacher you will be working with (host teacher) over the telephone or via email to **set up an initial meeting.**
- **Bring your original copy of your criminal background check (BCI)** with you when you go to the school. When you sign in at the office, ask if you need to leave a **copy of your BCI** with the school office staff (do not leave the original, only a copy).

At the initial meeting in the school, it is essential that you:

- Share your field experience assignment with the host teacher
- Be explicit about whether you need to conduct an observation; interact with students, school personnel, and families; co-teach a lesson; meet with the cooperating teacher during the span of a few planning periods, etc.
- Jointly determine how you will carry out your plans

- Make sure to exchange contact information with the host teacher. Discuss the most efficient way to get in touch before, during, and after the school day.

Before you begin your work with students:

- Provide the ***Case Study Parent Permission Form*** to the teacher if your assignment requires a case study
- Provide the ***Media Permission Form*** if your assignment requires you to film, record, photograph, or use e-mail or the internet with students.
- You **may not** engage in case study work or implement media projects with students until these forms are signed and returned to the school by parents or guardians.
- Your professor will provide you with the appropriate form.

During all school visits, you must be respectful and responsible when you interact with students and teaching staff. Please keep in mind the following:

- **It is your responsibility to follow through with your pre-practicum experiences in a timely fashion.** Do not wait until the last weeks of the semester to complete your assignment!
- Ask to **read a copy of the school's handbooks** for teachers and students. The handbooks will provide valuable information about the policies and procedures of the school.
- Be energized and alert! Teaching is a demanding profession, and you must be ready **to positively engage all students for success.**
- **Be punctual!** Arrive 5-10 minutes ahead of time. If you will be late or absent, telephone the school at the main number and leave a message for the teacher. Follow-up with an email explaining the circumstances of your absence. Make arrangements for when you will return to the school.
- **Abide by the school/district dress code** for teaching personnel. Dress professionally. Clothing and accessories that may distract young people should be avoided—remember, the focus is teaching and learning!
- **Turn off cell phones** or other devices that could interrupt your ability to observe or work with the students or disrupt a classroom. Do **not send or receive text messages** when you are at the field experience site.
- Social Media sites are used by students of all ages. **Refrain from engaging in the use of social media with the students** in all field experience sites.
- While you will report to your professor on the details of your field experience, you are expected to **maintain the confidentiality of all information.** Casual discussions of what occurs in your field experience should not occur. If, at any time,

you feel the physical and/or emotional health and safety of a child is jeopardized, you are required to report the details of the incident to your cooperating teacher.

- **Continually communicate** with your host teacher according to the plan you made at your initial meeting. Ask questions at the appropriate moment.
- Contact your professor immediately if there is a significant issue with your placement with which you need help problem-solving. The faculty and staff in the School of Education at Roger Williams University are committed to supporting your success to the extent possible.
- You **are not to be with children/adolescents, unsupervised**, at any of your Level I or Level II Field experience placements. The cooperating teachers should remain in the rooms with you when you are observing students or working with students. If you have a situation where you find yourself left alone with students in a classroom, please bring it to the attention of the professor that is teaching the course that requires you to be in a school setting.

You must be respectful and responsible when you interact with a partnering school site. Failure to follow through on the responsibilities outlined in this document is unprofessional and may impact your grade.

You will be asked to sign a document that indicates knowledge of the responsibilities that accompany being a RWU student in a field placement.

Level III – *Performance in the Classroom* Practicum

During Practicum, you will be mentored, supported, and receive instruction from two clinical educators. One clinical educator (CE) is the classroom teacher with whom you are completing Practicum and the second clinical educator is your professor from Roger Williams University (RWU CE).

Practicum Requirements:

The following represent minimum requirements to be met prior to beginning your Practicum Experience:

- Full acceptance into the School of Education
- Successful completion of all prerequisite courses
- Possess an overall GPA of 2.75 for undergraduate candidates and an overall GPA of 3.0 for graduate candidates
- Provide official results of a TB test
- Provide official RI Attorney General Criminal Background check
- Successful completion of your Level II Portfolio

The following represent minimum requirements to be met while you are completing your Practicum Experience:

- Purchase a TaskStream and/TK20 account to maintain your electronic portfolio
- Complete a minimum of **100 hours** of school based experience.
 - Classroom participation, planning sessions with classroom teacher, observations in the classroom, faculty meetings, and school committee meetings are all part of the 100 hours.
 - The time you spend working on lessons and assessments outside of the field site will not be counted.
- Maintain a ***Practicum Log*** documenting the hours spent in your Practicum setting. Ask your Clinical Educator to initial the log verifying your attendance.
- Attend regularly scheduled seminar sessions with your RWU Clinical Educator
- Keep a weekly, dated reflective journal
- Teaching

- Co-plan and co-teach **2 Lessons with your Clinical Educator** (one of the lessons may be **co-taught with your RWU Clinical Educator**). The RWU Clinical Educator will observe and evaluate your performance
- Co-plan and solo-teach at least **1 Lesson**. The RWU Clinical Educator will observe and evaluate your performance
- One of your lessons must be **videotaped**
- Complete at least one **Collaborative Assessment Log** with your Clinical Educator
- Complete the following assignments:
 - **Two Individual Learning Plans**: one at the midterm and one during the final portion of your Practicum Experience
 - A **Contextual Factors Report**
 - A **Short and Long Term Planning Report**
 - A **First Six Weeks of School Project**
 - A **District Initiative**
- Successfully complete your electronic **Level III A Portfolio** (located on TaskStream) which contains:
 - **Documentation:**
 - Cover Letter
 - Resume
 - **Practicum Evidence:**
 - Collaborative Assessment Logs
 - Midterm Individual Learning Plan
 - Final Individual Learning Plan
 - Lesson Plan 1 - annotated
 - Lesson Plan 2 - annotated
 - Lesson Plan 3 - annotated
 - First Six Weeks of School Project
 - Contextual Factors Report
 - Short and Long Term Planning Report

- Clinical Evaluator Final Assessment
- RWU Clinical Evaluator Final Assessment

Practicum Grading

You will receive a letter grade based on the following rubric:

Teaching	50 % (10 % each annotated lesson plan, 20 % synthesis of two final evaluations)
Contextual Factors	25 %
<u>Professionalism</u> Short and Long Term Planning First Six Weeks District Initiative Journaling Attendance Class Participation Deadlines	25%

Expectations of a Roger Williams University Teacher Candidate

during Practicum

1. Acquire and read a copy of the school's handbook(s) in order to become familiar with the policies and procedures of the school and classroom.
2. Be prompt. Identify a consistent day and time that you will be working in the classroom each week. Maintain that schedule, unless a change is discussed and agreed upon with your Clinical Educator. Schedule changes should be reported to your RWU Clinical Educator as soon as they have been finalized.
3. Make reliable transportation arrangements to/from your Practicum setting.
4. Maintain confidentiality concerning on-site and seminar discussions about children, families and colleagues. Confidentiality of student information is appropriate, professional behavior. It is imperative that you never discuss the students in your classroom outside a professional setting.
5. Exchange contact information with both Clinical Educators and clarify the most convenient time to call, when necessary.
6. Maintain appropriate standards of dress and professional personal appearance. Access the school dress code to be sure of your school's expectations (this may be included as a section of the school's Teacher Handbook).
7. 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 School of Education.
8. Turn off cellular phones 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. District and school rules about cell phones must be followed. Personal computers should only be used for educational purposes in the classroom setting.
9. Under no circumstances use corporal punishment, threaten to use corporal punishment, cause corporal punishment to be used, or be an official witness to corporal punishment.
10. Engage in Professional Development activities and join Professional Organizations in your specific field so as to broaden your knowledge and exposure to current research.

11. Keep your professional life separate from your Social Media persona. This includes the posting of any photographs related to your Practicum experience.

Practicum Assignment Information

Practicum Assignment: Contextual Factors Report

Your task is to gather information from a variety of sources including your clinical educator, the principal, school staff, school district or state web sites, newspapers and other community resources in order to develop knowledge of the community and the school. Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.

You will also need to work with your CE to gather data to develop knowledge of classroom factors and characteristics of your students. Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement. Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. Address student's skills and prior learning that may influence the development of your learning goals, instruction and assessment.

It is recommended that you present this information in a report that utilizes easily readable formats such as graphs and charts, rather than as a narrative. It is acceptable to use graphs and charts taken from other sources as long as they are cited.

The second half of your report should include a two-page narrative addressing the implications for instructional planning and assessment based on the contextual factors you have presented. Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment.

Suggested web resources can be found at:

delicious.com/rwufield

Also, consult the school or district website

Practicum Assignment: The First Six Weeks of School

We know from research that the first six weeks of school are an essential time for establishing a positive learning environment.

1. Create a web or other conceptual framework that addresses the aspects of classroom life you must consider as you prepare for the first six weeks.
2. Write an annotated bibliography of two resources that will support you in developing a positive learning environment in the first six weeks. These will be compiled and shared with the cohort.
3. Ask your CE to meet with you to discuss how a positive learning environment is created during the first six weeks. Submit your meeting notes. (They do not need to be typed.)
4. Write a one-page critical reflection on how the events and activities of the first six weeks of school impact your teaching.

Practicum Assignment: Short and Long-Term Planning

1. Meet with your CE to determine what format you will use for weekly planning. Make a copy of the format you will be using during student teaching. In one paragraph, discuss the strengths and weaknesses of this planning format.
2. Meet with your CE to discuss long-term planning at your grade level. Ask if there is a scope and sequence, a compilation of standards, etc. Ask to see any guide books that are used address long-term planning. Choose one subject area and write a two-page critical reflection to discuss the relationship between a scope and sequence, standards, or GLEs and short and long term planning. Explain how a teaching unit is developed from use of the standards. Also include how formative assessment is used to create and modify short and long-term planning.
3. Ask your CE to share record-keeping strategies. Explore books and the web for record-keeping ideas and formats. Make a list of ongoing aspects of classroom life that you will need to record on a regular basis. Choose the 3 most important items and make or provide a template for how you will record this information (cite the source of any template you will be using that is from a print or electronic source).

Practicum Assignment: Keeping a Reflective Journal

Reflection, Evaluation and Documentation

Engaging in open and collaborative discussion about your work in seminar, **and regularly writing up our learning in a journal or log book**, is a process that will enable you to become a reflective teacher. The journal is parallel to the field book or laboratory notes of the scientist. You not only record what happened or what was

observed but in addition you can record a tentative hypothesis or the development of new understanding, you can use your writing to make a new sense of phenomena. Reflective writing has the potential to provide a systematic approach to development as a reflective, critical and constructive learner. The journal can provide an opportunity to make explicit your position on a range of issues of personal significance. A reflective journal assists the reflective process.

The benefits of regular reflective writing

Reflective writing enables the documentation of experiences, thoughts, questions, ideas and conclusions that signpost your learning journey. Improvement of teaching requires critical inquiry into practice and into learning; change and improvement result after reflection, planning and action. Keeping a journal develops this as part of everyday practice.

Reflective writing provides an opportunity for you to think critically about what you do and why. It provides

- a record of events and results and our reactions to them,
- data on which to base reflective discussion,
- opportunity for to challenge yourself and what you do and to free you to do it differently and better,
- impetus to take action that is informed and planned,
- the means to develop a personal philosophy of teaching,
- an opportunity to view your teaching objectively and not see all problems as personal inadequacy,
- an enrichment to your classroom because you are prepared to innovate,
- increased confidence through increased insight which enables you to trust our students and enjoy them,
- basic documentation to support future entries in your teaching portfolio and for job applications etc.

Shaping the journal to suit you

Learning occurs when we take in information, think about it, make sense of it, and fit it in with what we already know. This may mean changing what you already know, or by rejecting the new information confirming your knowing about the older knowledge. Learning also requires that you can see how to apply new information and where to apply it. This requires careful consideration before action. Writing about what you do and what you have learned disciplines you to become more thoughtful, reflective and analytic.

Your journal could be structured:

- as a personal learning journey, tracking and documenting an evolving understanding of university teaching and learning.
- in terms of issues, an example might be the integration of your own learning into a personal teaching and learning strategy within the context of the Faculty Strategy.
- a critical reflection on a staff development activity.

Whatever structure you chose and it might well be a mix of all of these, your writing needs to demonstrate active and reflective engagement in the issues and ideas you encounter.

Ideas for getting started on reflective writing:

1. Use an Agenda

- What is a current teaching problem or issue? Describe the context
- What additional information would be useful?
- How is it related to other issues?
- Who or what could help?
- What are my assumptions? How can I test them?
- What can I do to create a change? Be as adventurous as you can
- What are the possible outcomes of these?
- What action will I take? Why?
- List the outcomes you hope to achieve.
- Reflection on the actual outcome. What worked well?
- What could I do differently next time?

2. Focus on a critical incident that took place in your classroom.

- Describe the incident as objectively as possible.
- What were the assumptions that you were operating with?
- Is there another way to see this event?
- How would your students explain this event?
- How do the two explanations compare?
- What could you do differently?

3. Taking stock of my learning

- What is the most important thing I have learned about student learning?
- What is the most important thing I have learned about my teaching?
- What is the most important thing I have learned about my students?
- How can I use my learning to improve student learning in my class?

And from time to time...

- What has using this journal confirmed that I already know about my students learning and how I affect that?
- What do I need to do to improve the quality of what I do?
- What might I do instead of what I do now?
- What innovation could I introduce?
- What professional development activities should I be seeking?

Practicum Assignment: District-based Initiative

1. Meet with your CE during the semester to determine what opportunities you will have to participate in a school or district-based initiative. Choose one.
2. Write a one paragraph proposal on your choice of initiative. Discuss your rationale for the choice you made. Describe the manner in which you will become involved with the initiative. Indicate how your choice of initiative fits within a broad context of educational issues.

Practicum Assignment: Individual Learning Plan

Teacher development is ongoing over a professional lifetime. During the course of Practicum, you will complete two Individual Learning Plans, one at the mid-point of the semester and one at the end of the semester. Both are meant to document the self-reflective process that assists you to set personal goals, document your professional growth and determine areas for continued growth, and control, identify, and focus on the supports available to assist you in achieving your goals and meeting the Professional Teaching Standards.

Practicum Assignment: Annotation of Lesson Plans

- For each formal observation, please annotate your lesson plan.
- An annotation is a critical or explanatory note added to a text. Even the best plans often change. Sometimes new information from assessments or a new idea leads you to change a lesson before it begins. Other times you will be in the middle of a lesson and decide to make changes based on student needs or interests. After the lesson is over, you should think about what went well and what you might do differently in the future. Consider feedback provided by your peers, CE, and/or RWU CE. The annotated lesson plans provide you with an opportunity to note all of these things. They provide evidence of thoughtful reflection.
- Annotations should be made in a different color.

Eligibility to Student Teach Presentation:

Teacher Candidates will schedule a 30-minute presentation appointment during Finals Week. You will be assigned three evaluators. Your CE and RWU CE may attend your presentation, but may not be members of your evaluation team. If in attendance, they are to be considered observers of the presentation, not active participants of the presentation or evaluation team.

The purpose of the presentation is to demonstrate your growth over time and competency in making a larger connection among a) what occurred during Practicum, b) how it relates to the standards and what was learned during previous coursework, and c) how these previous experiences will inform your Student Teaching experience.

Your Eligibility to Student Presentation should document more than your Practicum experience. You will have 20 minutes to make a presentation using artifacts and evidence from your portfolios that exhibit your growth as a beginning teacher. Reflect on all your past observations and experiences through Level I, Level II, and Practicum. Use those data to document and describe how you have turned classroom theory into schoolroom practice. Relate the details of your presentation to demonstrate your knowledge and understanding of the six teacher competency areas as related to the Rhode Island Professional Teacher Standards (RIPTS). Be a reflective practitioner: let your audience know where you view yourself in your readiness to begin Student Teaching. A 10 minute question and answer period will follow the presentation.

Immediately following the question and answer period, your Eligibility to Student Teach Presentation will be assessed by the evaluators and a judgment (using a rubric) will be rendered regarding your performance. You and any invited guests must leave the room during evaluation deliberations. When the evaluators reach consensus on your performance, you will be invited to return to the room.

The Eligibility to Student Teach Presentation is evaluated pass/fail on a rubric. You will be given a synopsis of the strengths of their presentation. Evaluators will also discuss any areas where they feel you need improvement. You will be informed of their evaluation of your presentation at the conclusion of the session. You must be prepared to:

- **Exhibit Growth based on Levels I and II of the Performance Assessment System (PAS)**
- **Demonstrate Readiness to Student Teach**
- **Answer Follow-up Questions from the Evaluators**

Transitioning from Practicum into Student Teaching

1. Successfully complete an ***Eligibility to Student Teach Presentation***
2. Your eligibility to Student Teach is determined based on a compilation of four performance-based evaluations. Three of the performance-based evaluations are completed during practicum and the fourth is your performance on the Eligibility to Student Teach presentation.
3. You must achieve a minimum score of 115/144 during your Eligibility to Student Teach presentation in order to move on to Student Teaching.
4. The eligibility rubric (which appears below) will be completed by your RWU Clinical Educator and submitted to the Director of Partnerships and Field Experiences.

Performance Assessment System Level Three Part A (Practicum)

PERFORMANCE-BASED TEACHING EVALUATIONS **CRITERIA FOR RECOMMENDATION FOR STUDENT** **TEACHING**

	Score	Weighting	Total
Best of three observed lessons	_____/10	30%	_____/30
Practicum Presentation	_____/22	30%	_____/66
CS Final Evaluation	_____/12	20%	_____/24
CT Final Evaluation	_____/12	20%	_____/24

Level III – *Performance in the Classroom*

Student Teaching

Student Teaching Requirements:

The following represent minimum requirements to be met prior to beginning your Student Teaching Experience:

- Successful completion of all required courses except Student Teaching and Student Teaching Seminar
- Successful completion of Practicum field requirements and Practicum Seminar
- Successful completion of Eligibility to Student Teach Presentation as assessed by a faculty panel
- Approved Level IIIA Portfolio
- Successful completion of the *Performance Based Teaching Criteria for Recommendation for Student Teaching*
- Possess an overall GPA of 2.75 for undergraduate candidates and an overall GPA of 3.0 for graduate candidates

Student Teaching requirements:

- Complete a full-time **14-week** apprenticeship in the classroom
- Attend regularly scheduled seminar sessions with your RWU CE
- Design and implement at least **3 Lesson Plans**
 - The RWU CE will observe and evaluate the performances.
 - One lesson will be videotaped.
 - One or more lessons observed will come from the Teaching Event
- Plan and implement an **Analysis of a Teaching Event Project**
- Keep a weekly reflective journal
- Submit all of the required documents to your electronic **Level III B Portfolio**

Student Teaching Evaluation:

- **Student teaching is Pass/Fail.** You will be assessed in your growth process toward program outcomes and your own learning goals.
 - You are expected to respond to your CE and RWU CE's comments, making changes to your practice as necessary.
 - You are expected to show evidence of growth and critical reflection throughout the term.
 - Unexplained absences, excessive absences, or little to no evidence of growth may result in failing.
- **Student Teaching Seminar is a letter grade.** You will be assessed on your attendance, professionalism, participation, disposition, assignments, and teaching.
 - Unexplained absences, excessive absences, or little to no evidence of growth may result in failing.
 - Your CE and RWU CE will assess you using the Continuum of Professional Development and formative Collaborative Assessment Log. Each will also complete a summative assessment and write a formal letter of recommendation.
 - Your Teaching Event will be evaluated by your RWU Clinical Educator.

Expectations of a Roger Williams University Teacher Candidate during Student Teaching

When you enter into your field experience in the public schools as a teacher candidate, you gradually assume the responsibilities of the clinical educator.

During the 14 weeks of student teaching, you are expected to:

Attendance:

1. Stay a full day at the school. For the most part, the length your day mirrors the day of your Clinical Educator (CE). Set the beginning and ending times of your day in consultation with your Clinical Educator and RWU Clinical Educator (RWU CE).
2. Abide by the holiday and vacation schedule of the school district in which you are placed.
3. Attend Faculty Meetings, Common Planning meetings, Open House, Student Conferences, and any afterschool or evening school-wide functions in which you have worked with your students to prepare them to participate. Work schedules are not to interfere with your teaching responsibilities.
4. Give your CE and RWU CE ample warning if you need to keep a commitment requiring you to leave the classroom prior to the end of the day.
5. Prepare lesson plans and make them available to your CE if you are going to be absent. If you are responsible for any activity during the day when you are absent, your CE should be able to use your plans for that activity.
6. Provide your CE and RWU CE with any practice or game schedules if you are an RWU athlete involved in a sport. This should be done as soon as the schedules are distributed. Here again, you must consult your CE and RWU CE to negotiate your responsibilities as a teacher candidate as well as an athlete.
7. Notify the school and the CE and RWU CE **before** the beginning of the workday when illness or an emergency necessitates your absence.
8. Make plans with your CE and RWU CE to make up each missed day.

9. You are responsible for acquiring transportation to and from your school placement.

Professionalism:

1. Acquire and read a copy of the school's handbook(s) in order to become familiar with the policies and procedures of the school and classroom.
2. Maintain confidentiality concerning on-site and seminar discussions about children, families and colleagues. Confidentiality of student information is appropriate, professional behavior. It is imperative that you never discuss the students in your classroom outside a professional setting.
3. Exchange contact information with the CE and clarify the most convenient time to call, when necessary.
4. Maintain appropriate standards of dress and professional personal appearance. Access the school dress code to be sure of your school's expectations (this may be included as a section of the school's Teacher Handbook).
5. 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 School of Education.
6. Turn off cellular phones 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. District and school rules about cell phones must be followed. Personal computers should only be used for educational purposes in the classroom setting.
7. Under no circumstances use corporal punishment, threaten to use corporal punishment, cause corporal punishment to be used, or be an official witness to corporal punishment.
8. Engage in Professional Development activities and join Professional Organizations in your specific field so as to broaden your knowledge and exposure to current research.
9. Keep your professional life separate from your Social Media persona. This includes the posting of any photographs related to your Student Teaching experience.

Collaboration:

1. Continue to strengthen the collaborative relationship with your CE and other staff members that you established during Practicum. Have a receptive attitude toward suggestions, new ideas, and constructive criticism. Keep a journal of all of the ideas that you observe or discuss with the other staff.
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 climates that support children's increasing self-esteem. Utilize appropriate communication strategies with families; find ways to bring families and community members into the classroom as experts. Seek out information about the children from families and the community.

Pedagogy:

1. Plan carefully. Detailed, written lesson and unit plans are required in all student teaching experiences. Your CE will be your best guide in developing these plans. As the semester progresses, you will be given more responsibility and more teaching time so that your planning time under the direct supervision of your CE will decrease at school. You are working toward the goal of being a more self-reliant, independent teacher. You will be required to post three annotated lesson plans in your electronic portfolio.
2. Implement assessment strategies to gain feedback regarding the effectiveness of instruction and individual learning of children, and use these data to help to design curriculum and instruction. Maintain student records, e.g. grade book, progress reports, report cards, etc.
3. Make videos, take pictures, and collect materials of your student teaching experience. This 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. *Note: Prior to videotaping or taking photographs, check the school policy regarding photographing or videotaping children.*

Legal items:

1. You may not transport students in a private automobile. This includes, but is not limited to field trips officially sanctioned by the school.
2. You are not legally able to be left alone for the day, acting as a substitute teacher, if your CE is absent. While you may feel you have the skills to take over the classroom in your CE's absence, your student teacher permit does not allow you to act as a substitute teacher.
3. If a student reveals to you that they are going to harm themselves or others you must report that conversation to your CE and RWU CE. They will help you determine the proper reporting procedures to channel the information to the appropriate school personnel.
4. If a student reveals to you that they have been abused or by another individual you must report that conversation to your CE and RWU CE. They will help you determine the proper reporting procedures to channel the information to the appropriate school personnel.

Student Teaching Assignment Information

Student Teaching Assignment: Annotation of Lesson Plans

- For each formal observation and for the lessons in your Analysis of Teaching Event (student teaching), please annotate your lesson plan.
- An annotation is a critical or explanatory note added to a text. Even the best plans often change. Sometimes new information from assessments or a new idea leads you to change a lesson before it begins. Other times you will be in the middle of a lesson and decide to make changes based on student needs or interests. After the lesson is over, you should think about what went well and what you might do differently in the future. Consider feedback provided by your peers, cooperating teacher, and/or clinical supervisor. The annotated lesson plans provide you with an opportunity to note all of these things. They provide evidence of thoughtful reflection.
- Please write your annotations in a different color. Please print legibly.

Student Teaching Assignment: Keeping a Reflective Journal

Reflection, Evaluation and Documentation

Engaging in open and collaborative discussion about your work in seminar, **and regularly writing up our learning in a journal or log book**, is a process that will enable you to become reflective teachers. The journal is parallel to the field book or laboratory notes of the scientist. You not only record what happened or what was observed but in addition you can record a tentative hypothesis or the development of new understanding, you can use your writing to make a new sense of phenomena. Reflective writing has the potential to provide a systematic approach to development as a reflective, critical and constructive learner. The journal can provide an opportunity to make explicit your position on a range of issues of personal significance. A reflective journal assists the reflective process.

The benefits of regular reflective writing

Reflective writing enables the documentation of experiences, thoughts, questions, ideas and conclusions that signpost your learning journey. Improvement of teaching requires critical inquiry into practice and into learning; change and improvement result after reflection, planning and action. Keeping a journal develops this as part of everyday practice.

Reflective writing provides an opportunity for you to think critically about what you do and why. It provides

- a record of events and results and our reactions to them,
- data on which to base reflective discussion,

- opportunity for to challenge yourself and what you do and to free you to do it differently and better,
- impetus to take action that is informed and planned,
- the means to develop a personal philosophy of teaching,
- an opportunity to view your teaching objectively and not see all problems as personal inadequacy,
- an enrichment to your classroom because you are prepared to innovate,
- increased confidence through increased insight which enables you to trust our students and enjoy them,
- basic documentation to support future entries in your teaching portfolio and for job applications etc.

Shaping the journal to suit you

Learning occurs when we take in information, think about it, make sense of it, and fit it in with what we already know. This may mean changing what you already know, or by rejecting the new information confirming your knowing about the older knowledge. Learning also requires that you can see how to apply new information and where to apply it. This requires careful consideration before action. Writing about what you do and what you have learned disciplines you to become more thoughtful, reflective and analytic.

Your journal could be structured:

- as a personal learning journey, tracking and documenting an evolving understanding of university teaching and learning.
- in terms of issues, an example might be the integration of your own learning into a personal teaching and learning strategy within the context of the Faculty Strategy.
- a critical reflection on a staff development activity.

Whatever structure you chose and it might well be a mix of all of these, your writing needs to demonstrate active and reflective engagement in the issues and ideas you encounter.

Ideas for getting started on reflective writing:

1. Use an Agenda

- What is a current teaching problem or issue? Describe the context
- What additional information would be useful?
- How is it related to other issues?
- Who or what could help?
- What are my assumptions? How can I test them?
- What can I do to create a change? Be as adventurous as you can

- What are the possible outcomes of these?
- What action will I take? Why?
- List the outcomes you hope to achieve.
- Reflection on the actual outcome. What worked well?
- What could I do differently next time?

2. Focus on a critical incident that took place in your classroom.

- Describe the incident as objectively as possible.
- What were the assumptions that you were operating with?
- Is there another way to see this event?
- How would your students explain this event?
- How do the two explanations compare?
- What could you do differently?

3. Taking stock of my learning

- What is the most important thing I have learned about student learning?
- What is the most important thing I have learned about my teaching?
- What is the most important thing I have learned about my students?
- How can I use my learning to improve student learning in my class?

And from time to time...

- What has using this journal confirmed that I already know about my students learning and how I affect that?
- What do I need to do to improve the quality of what I do?
- What might I do instead of what I do now?
- What innovation could I introduce?
- What professional development activities should I be seeking?

Student Teaching Assignment: Analysis of a Teaching Event Assignment

OVERVIEW

- The lesson segment is videotaped (3-5 lessons, preferably interdisciplinary in nature)
- Primary focus is on student learning
- Tasks include submitting:
 - lesson plans and copies of instructional and assessment materials with a planning commentary using provided prompts
 - one video clip with instruction commentary using provided prompts
 - a summary of whole class learning and an analysis of student work samples with an assessment commentary

- a critical reflection commentary with an emphasis on teacher learning and growth
- The completed report should be presented in a three-ring binder with tabs for each section. Include a disk with your video clip.

ANALYSIS OF TEACHING EVENT DETAILS

Focus on Student Learning: In this teaching event, you will show the strategies you use to make learning accessible to your students. You will explain the thinking underlying your teaching decisions and analyze the strategies you use to connect students with the content you are teaching. You will examine the effects of your instructional design and teaching practices on student learning.

Select a Learning Segment: Choose a set of lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. Plan a learning segment of about one week (3-5 lessons). This does not necessarily mean a unit of study in the traditional sense. It could be a series of guided reading group lessons, for example.

- I. Planning – submit lesson plans, instructional and assessment materials, plus commentary.
- II. Instruction – submit video clip with commentary.
- III. Assessment – submit summary of class learning and analysis of student work, plus commentary.
- IV. Reflection commentary on teacher learning and growth.

PLANNING COMMENTARY PROMPTS

1. What is the central focus of the learning segment? Apart from being present in the school curriculum and student academic content standards, why is the content of the learning segment important for your particular students to learn?
2. How do key learning tasks in your plans build on each other to develop students' abilities? Describe specific strategies that you will use to build student learning across the learning segment. Reference the instructional materials you have included, as needed.
3. How do your choices of instructional strategies, materials, and the sequence of learning tasks reflect your students' backgrounds, interests, and needs? Be specific about how your knowledge of **your** students informed the lesson plans, such as the choice of text or materials used in lessons, how groups were formed or structured, using student learning or experiences (in or out of school) as a resource, or structuring new or deeper learning to take advantage of specific student strengths. (Review your Contextual Factors paper as necessary.)
4. Describe any teaching strategies you have planned for your students who have identified educational needs (e.g., English learners, students with IEPs). Explain how these features of your learning and assessment tasks will provide students access to the curriculum and allow them to demonstrate their learning.

INSTRUCTION COMMENTARY PROMPTS

1. Other than what is stated in the lesson plan(s), what occurred immediately prior to and after the video clip(s) that is important to know in order to understand and interpret the interactions between and among you and your students? Please provide any other information needed to interpret the events and interactions in the video clip(s).
2. Describe any routines or working structures of the class (e.g., group work roles, class discussion norms) that were operating in the learning task(s) seen on the video clip(s). If specific routines or working structures are new to the students, how did you prepare students for them?
3. In the instruction seen in the clip(s), how did you further the students' knowledge and skills and engage them intellectually in comprehending and/or composing text? Provide examples from the clips of both general strategies to address the needs of all of your students and strategies to address specific individual needs.
4. Describe the strategies you used to monitor student learning during the learning task shown on the video clip(s). Cite one or two examples of what students said and/or did in the video clip(s) or in assessments related to the lesson that indicated their progress toward accomplishing the lesson's learning objectives.
5. Reflect on the learning that resulted from the experiences featured in the video clip(s). Explain how, in your subsequent planning and teaching, successes were built upon and missed opportunities were addressed.

ASSESSMENT COMMENTARY PROMPTS

1. Identify the specific standards/objectives measured by the assessment chosen for analysis. You may just cite the appropriate lesson(s) if you are assessing all of the standards/objectives listed.
2. How do the evaluative criteria (or rubric) measure student proficiency for these standards/objectives? Evaluative criteria are performance indicators that you use to assess student learning.
3. Create a summary of student learning across the whole class relative to your evaluative criteria (or rubric). Summarize the results in narrative and/or graphic form (e.g., table or chart).
4. Discuss what most students appear to understand well, and, if relevant, any misunderstandings, confusions, or needs (including a need for greater challenge) that were apparent for some or most students. Cite evidence to support your analysis from the three student work samples you selected.

5. What oral and/or written feedback was provided to individual students and/or the group as a whole (refer the reviewer to any feedback written directly on submitted student work samples)? How and why do your approaches to feedback support students' further learning? In what ways does your feedback address individual students' needs and learning goals? Cite specific examples and reference the three student work samples as evidence to support your explanation.
6. Based on the student performance on this assessment, describe the next steps for instruction for your students. These next steps may include a specific instructional activity or other forms of re-teaching to support or extend continued learning of objectives, standards and/or central focus for the learning segment. In your description, be sure to explain how these next steps follow from your analysis of the student performances.

REFLECTION COMMENTARY PROMPTS

1. Based on your experience teaching this learning segment, what did you learn about your students as learners of this subject matter (e.g., easy/difficult concepts and skills, easy/difficult learning tasks, easy/difficult features of academic language, common misunderstandings)?
2. If you could go back and teach this learning segment again to the same group of students, what would you do differently in relation to planning, instruction, and assessment? How would the changes improve the learning of students with different needs and characteristics?

Recommendation for Initial Licensure

In order to be recommended for initial licensure by the Roger Williams University School of Education, you must pass the following *Performance-based Teaching Evaluation Criteria for Recommendation for Initial Licensure* rubric with a score of 110/138.

All of the criteria which are included in the recommendation for initial licensure are performance-based tasks completed during the Student Teaching experience.

PERFORMANCE-BASED TEACHING EVALUATIONS **CRITERIA FOR RECOMMENDATION FOR INITIAL LICENSURE**

	Score	Weighing	Total
Best of Three observed Lessons	____/10	30%	____/30
Teaching Event	____/20	30%	____/60
CS Final Evaluation	____/12	20%	____/24
CT Final Evaluation	____/12	20%	____/24
		FINAL SCORE	____/138 Minimum score = 110

Guide
For
Clinical Educators

Role of the Clinical Educator

Practicum and Student Teaching are the time for engagement in teaching experiences in a supportive environment with the guidance of School of Education faculty and public/private school professionals. The role of the school-based Clinical Educator is the most critical factor relating to the success of the teacher candidate. Research indicates that the school-based Clinical Educator has the greatest and longest lasting influence on not only the student teaching experience, but also the aspiring teacher's growth and development long after student teaching has ended.

This responsibility is a highly significant one for which the School of Education is very grateful. The Teacher Educator's commitment of time, knowledge, and teaching skill makes this collaboration possible. Teacher Candidates have completed prerequisite courses and experiences and are ready to assume the responsibilities of the teacher gradually.

General Expectations and Responsibilities

Professional Responsibilities

Develop knowledge as a mentor and teacher educator.

Attend the yearly Co-teaching Workshop conducted by Roger Williams University

Complete evaluation forms for each teacher candidate, as well as mailing or submitting forms and confidential documents to the RWU Clinical Educator.

Become familiar with the student's seminar assignments for Practicum and Student Teaching so as to assist the teacher candidate in achieving the goals of the classes.

Assist the Teacher Candidate to Become Part of the School Community

Supply the teacher candidate with materials necessary to instruct in various curriculum areas. This should include but not be limited to instructional manuals, pacing guides, and curriculum guides.

Provide the teacher candidate with his/her own work space (preferably a teacher's desk) and a safe place to store their personal belongings

Introduce the teacher candidate to faculty members including support and resource staff available in the school.

Introduce the teacher candidate to the classroom management system(s) that are in place and explain how they fit into the larger school behavioral expectations.

Review established safety protocols/policies such as fire drills, school map, visitors, volunteers, dismissal procedures, tardy/dismissed students with the teacher candidate.

Co-teaching Responsibilities

Select a time to share in daily preparation. Establish a regular weekly meeting schedule to discuss participation, review lessons, review evaluations, assign activities, discuss students, and develop a weekly plan.

Assist the teacher candidate in developing a system to record short-term and long-term plans, assessments, and other key documentation.

Provide learning opportunities in the first week to include one-on-one instruction, small group instruction, whole class instruction, lesson plans, attend meetings, assess student performance, become familiar with the classroom technology, and display student work.

Develop a co-teaching, teamwork approach with the teacher candidate.

Use a Standards-Based approach to teaching while embedding “Best Practice” methodologies.

Provide opportunities to model and articulate teaching practices.

Provide opportunities for the teacher candidate to conduct focused observations on specific issues, questions, and/or students which are debriefed.

Review and critique lesson plans prior to the lesson and encourage reflection on the teacher candidate’s experiences as well as conferencing following each lesson.

Participate in formal observations and debriefing of lessons taught by teacher candidates at least three times each semester.

Assist the Teacher Candidate to Develop Professional Teaching Skills

Provide opportunities for the teacher candidate to observe in other classrooms both within and outside of your school throughout the Practicum and Student Teaching experience.

Encourage communication from the teacher candidate with parents such as letters of introduction, letters to introduce learning experiences, invitations for volunteer workshops, sharing cultures/careers, etc.

Encourage participation in all aspects of school and community life as appropriate, working with other members of the teaching team and school community, including core conferences, assessments, IEP meetings, parent conferences, staff meetings, workshops, curriculum nights (i.e., Math Night) and PTO events.

Involve teacher candidates in the planning and management of field trips where appropriate. Roger Williams University students should not take full responsibility and should not drive students.

Suggestions for Clinical Educators in Assisting Teacher Candidates during Practicum and Student Teaching

	TEACHER CANDIDATE REQUIREMENTS (TC)	CLINICAL EDUCATOR INPUT (CE)
PRACTICUM ASSIGNMENTS	First Six Weeks of School	Available for discussion/resources, etc.
	Short and Long Term Planning	Available for discussion/resources, etc.
	Contextual Factors Report	Available for discussion/resources, etc.
	District Initiative	Assist TC to decide which event(s) to participate in during the year
	Journal	Can take a dialogue/bi-directional format
	Three Observed Lessons	Participate in the three step process: <i>Pre-Conference/Observation/Post-Conference</i>
	Eligibility to Student Teach Presentation	Support the TC through the process
		Final Practicum Feedback Assessment <i>Three-way conference among CE, RWU CE, TC</i>
STUDENT TEACHING ASSIGNMENTS		
	Teaching Event	Assist with Curriculum decisions and analysis of student data
	Journal	Can take a dialogue/bi-directional format
	Three Observed Lessons	Participate in the three step process: <i>Pre-Conference/Observation/Post-Conference</i>
		Final Student Teaching Feedback Assessment <i>Three-way conferences among CE, RWU CE, TC</i>

Clinical Educator/Teacher Candidate Guide for Transitions of Elementary Majors

SUGGESTED TIME BLOCKS	SUGGESTED ACTIVITIES
Weeks 1 and 2	<ul style="list-style-type: none"> • Observe clinical educator and others (teaching style, behavioral technique) • Assist in non-academic activities (attendance, supervision, dismissals) • Coach students (group, independent work) Participate in dual planning with cooperating teacher • Review class rules, school policies, school calendar and meet with principal
Weeks 3 and 4	<ul style="list-style-type: none"> • Continue to participate in dual planning with clinical educator • Direct small group instructional activities • Teach one subject (math, science, or social studies)
Weeks 5 and 6	<ul style="list-style-type: none"> • Assume some non-instructional duties (attendance, supervision, dismissals) • Teach at least two content areas (math, science, or social studies)
Weeks 7 and 8	<ul style="list-style-type: none"> • Clinical Educator with the support of the RWU Clinical Educator completes mid-term evaluation of teacher • Plan and teach math, science, social studies, and 1-2 reading/language arts groups • Assume additional non-teaching duties
Weeks 9 through 13	<ul style="list-style-type: none"> • Assume full teaching responsibility including all reading/language arts instruction • Assume all non-teaching duties
Week 14	<ul style="list-style-type: none"> • Teacher Educator transitions back to full teaching responsibility • Clinical Educator and Teacher Candidate with support from the RWU Clinical Educator will complete final evaluation of the Teacher Candidate
<p>* The Clinical Educator has the discretion to modify the above sequence in consultation with the RWU Clinical Educator and Teacher Candidate</p>	

Clinical Educator/ Teacher Candidate Guide for Transitions of Secondary Majors

SUGGESTED TIME BLOCKS	SUGGESTED ACTIVITIES
Weeks 1 and 2	<ul style="list-style-type: none"> • Observe Clinical Educator and others in the department (classroom management strategies, instructional techniques) • Experience non-academic responsibilities as introduced during Practicum (attendance, student supervision) • Participate in dual planning with Clinical Educator • Continue to review school routines and policies such as; parent/student/teacher handbooks • Meet with department chair
Weeks 3 and 4	<ul style="list-style-type: none"> • Continue to participate in dual planning with Clinical Educator • Direct small group instructional activities • Prepare and teach one course with one prep
Weeks 5 and 6	<ul style="list-style-type: none"> • Prepare and teach at least two courses • Continue to frequently conference with the Clinical Educator throughout the assignment
Weeks 7 through 13	<ul style="list-style-type: none"> • Clinical Educator with the support of the RWU Clinical Educator completes mid-term evaluation of Teacher Candidate • Assume additional non-teaching duties • Prepare for and teach at least three courses with at least two different preps
Week 14	<ul style="list-style-type: none"> • Clinical Educator transitions back to full teaching responsibility • Clinical Educator and Teacher Candidate with the support of the RWU Clinical Educator will complete the final evaluation of Teacher Candidate
<p>* The Clinical Educator has the discretion to modify the above sequence in consultation with the RWU Clinical Educator and Teacher Candidate</p>	

Guide
for Roger Williams University
Clinical Educators

Role of the RWU Clinical Educator

Roger Williams University faculty, in the role of a clinical educator, serve as the link between the classroom placement and the university during a teacher candidate's Practicum and Student Teaching placement. The RWU Clinical Educator and the School-based Clinical Educator share responsibility for the professional development of the teacher candidate. Each provides a vital role in the mentoring and development of the teacher candidate.

Clinical Educators:

- Observe the teacher candidate's work with children, families, key professionals and para-professionals with whom they work
- Co-plan and co-teach lessons with the teacher candidate
- Conduct assessments of the progress of the teacher candidate throughout Practicum and Student Teaching
- Provide ongoing feedback and suggestions to the teacher candidate
- Support the School-based Clinical Educator with reflective feedback
- Conduct three-way conferences with the teacher candidate and School-based Clinical educator
- Provide the student a third party with whom to process events
- Help the teacher candidate integrate classroom observation and college courses to sort out experiences and develop an emerging teaching style and philosophy of education
- Conduct seminars with their group of teacher candidates throughout the course of Practicum and Student Teaching
- Evaluate student assignments completed for seminar
- Attend monthly RWU Clinical Educator meetings
- Complete a final evaluation of the teacher candidate
- Participate on the panel to evaluate *Eligibility to Student Teach* presentations at the end of the semester

Classroom Visits

When making classroom visits during ***Practicum***, RWU Clinical Educators:

- Assist the teacher candidate and School-based Clinical Educator to develop communication skills and co-teaching strategies
- Mentor the teacher candidate and School-based Clinical Educator during lesson development
- Conduct a minimum of three visits to the placement
- Complete three formal observations of the teacher candidate...two lessons are co-taught and one final lesson is taught by the teacher candidate alone
- Complete three, three-way conferences with the teacher candidate and School-based Clinical Educator

- Provide guidance to the School-based Clinical Educator in using the assessment tools in need of completion for the evaluation of the teacher candidate

With each visit, the teacher candidate should assume increasing classroom responsibilities. A logical progression of clinical supervisor 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 co-teaching in the classroom, as directed by the cooperating teacher.
3. One or two mid-way visits as the student takes on increasing responsibility for co-planning and co-teaching.
4. A visit to observe the lesson that the teacher candidate co-plans and teaches alone

When making classroom visits during *Student Teaching*, RWU Clinical Educators:

- Make a minimum of five visits to the placement
- Conduct three formal observations
- Conduct three three-way conferences with the teacher candidate and School-based Clinical Educator
- Provide guidance to the School-based Clinical Educator in using the assessment tools in need of completion for the evaluation of the teacher candidate

With each visit, the student teacher should assume increasing classroom responsibilities.

A logical progression of RWU Clinical Educator visits might be:

1. Discuss plans for the initial stages of Student Teaching and how the teacher candidate can build on the Practicum experience.
2. Conduct an observation and three-way conference within the first five weeks of the semester.
3. Conduct the second three-way conference at mid-semester

4. Additional observations and three-way conferences to include the Teaching Event and solo takeover of the class
5. Conduct the final three-way conference and final evaluation meetings

Although RWU Clinical Educators have their own styles and unique ways of carrying out semester plans, some general responsibilities of the supervisor are to:

During Practicum and Student Teaching:

1. Become familiar with the setting and instructional practices of the cooperating teacher and student teacher by making a minimum of three visits to the classroom during the Practicum experience and five visits during Student Teaching.
2. Provide the cooperating teacher and the student teacher with necessary information regarding the student's assignments and program expectations.
3. Provide the cooperating teacher with all necessary forms and information regarding the program and procedures.
4. Provide the student teacher with a syllabus delineating all necessary forms, due dates, and information regarding the program and procedures.
5. Observe the student teacher's work with children.
6. Meet 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 that arise regarding clarifications of expectations or if help is needed in providing direction for the student teacher. The clinical supervisor should share contact information with the cooperating teacher.
7. Be responsible for the assessment of the completed documents submitted by the student throughout Practicum and Student Teaching.
8. Be responsible for conferring with the cooperating teacher and teacher candidate in order to award the final letter grade at the conclusion of Practicum and a pass/fail grade for the Student Teaching experience.
9. Assess the overall field experience provided by the site.

10. Given the opportunity to comment on the partnership with the Cooperating Teacher.

11. Provide opportunities for cooperating teachers to suggest program revisions and additions.

During Practicum:

1. Three lessons must be taught by the student teacher and observed by the clinical supervisor. The first two lessons are co-taught and the third is taught by the student teacher alone. The clinical supervisor may co-teach one of the two lessons with the student teacher.
2. Schedule three three-way conferences with the cooperating teacher and the student teacher.

During Student Teaching:

1. Three formal lessons must be taught by the student teacher, observed by the clinical supervisor, and discussed using the 3-Way conference format and Collaborative Assessment Log.

Teacher Candidate and School-based Clinical Educator **Expectations of the RWU Clinical Educator**

Teacher candidates and School-based Clinical Educator can expect the RWU Clinical Educator to provide information about:

1. Observation Techniques including the 3-way conference and the use of the Collaborative Assessment Log as an evaluative tool
2. Co-teaching strategies
3. The Rhode Island Professional Teaching Standards (RIPTS) and the Professional Teaching Competencies
4. Curriculum course assignments and suggestions about the role of the School-based Clinical Educator in completion of the assignments
5. Semester overview and calendar
6. A copy of the seminar syllabus for Practicum and Student Teaching
7. Models, expectations, or rubrics to provide the student criteria for course requirements
8. Teacher candidate responsibilities
9. College policies and expectations of the student

Role
of
District Administration

Role of the Principal

The principal is the instructional leader in the school building. All RWU Clinical Educators, Teacher Candidates, and the University faculty of the School of Education will comply with all school policies.

The role of the principal in the assignment of School-based Clinical Educator varies from district to district. Please consult the Field Experiences Office Staff for specific district protocol.

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 that of the teaching-learning experience of the student population of the local school.
- The administrator with whom the Field Experiences Office staff from the School of Education conducts the business of field experiences after an agreement has been finalized with the superintendent of the school district.

The Principal shall:

- Identify and recommend teachers who are qualified to serve as School-based Clinical Educator in a given content area or grade level.
- Consult with the selected teacher to determine if the teacher is willing to have the student teacher, a practicum student, and/or a student observer placed in the classroom.
- 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 if the cooperating teacher is absent. This arrangement will occur even though the teacher candidate may have already taken over most of the responsibility for the class.
- Provide a method of orientation for the teacher candidate regarding the policies, rules and regulations of the school.

Role of the Superintendent of Schools

Each year, the superintendent will be offered the opportunity to enter into an agreement with Roger Williams University for education students to enter the local school district for practical, on-site, teacher-learner experiences. This authentic environment enables the student to discover whether he/she has a genuine interest and potential in becoming a teacher.

The written agreement between the local school system and the institution for higher education is completed annually, thus the agreement is always current.

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

Completion of Field Experience Assignments
and their relationship to the
Rhode Island Professional Teaching Standards (RIPTS)
and the
Professional Teaching Competencies

Students completing course assignments during their Level I field experiences are becoming familiar with the Rhode Island Professional Teaching Standards (RIPTS).

Students completing course assignments during their Level II field experiences are learning applications of the RIPTS.

Students completing course assignments during their Level III field experiences are continuing to apply the RIPTS and exploring the relationships of the RIPTS to the Professional Teaching Competencies.

THE RHODE ISLAND PROFESSIONAL TEACHING STANDARDS
(RIPTS)

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

Teachers...

- reflect a variety of academic, social, and cultural experiences in their teaching
- use a broad content knowledge base sufficient to create interdisciplinary learning experiences designed to ensure that all students achieve state standards for content and achievement
- exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students
- facilitate student involvement in the school and wider communities

2. Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.

Teachers...

- know their discipline/content areas and understand how knowledge in their discipline/content area is created, organized, linked to other disciplines, and applied beyond the school setting

- design instruction that addresses the core skills, concepts, and ideas of the disciplines/content areas to help all students meet Rhode Island’s learning standards
- select appropriate instructional materials and resources (including technological resources) based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts in the discipline/content areas
- engage students in a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help all students develop conceptual understanding
- represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts and encourage all students to see, question, and interpret concepts from a variety of perspectives

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

Teachers...

- understand how students use their prior knowledge to construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning
- design instruction that meets the current cognitive, social and personal needs of their students
- create age-appropriate lessons and activities that meet the variety of developmental levels of students within a class

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.

Teachers...

- design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning
- use their understanding of students (e.g., individual interests, prior learning, cultural background, native language, and experiences) to create connections between the subject matter and student experiences
- 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 where appropriate
- make appropriate accommodations and modifications for individual students who have identified learning differences or needs in an Individualized Educational Plan (IEP), 504 Accommodation Plan, Personal Literacy Plans (PLP’s), or other approved school-based individualized learning plans (ILP’s)

5. Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas.

Teachers...

- design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills
- pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives
- make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to try to solve a problem
- engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence
- use tasks that engage students in exploration, discovery, and hands-on activities

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

Teachers...

- use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained
- establish a safe, secure and nurturing learning environment that supports the active engagement of all students
- provide and structure the time necessary to explore important concepts and ideas
- help students establish a classroom environment characterized by mutual respect and intellectual risk-taking
- create learning groups in which all students learn to work collaboratively and independently
- communicate clear expectations for achievement that allow all students to take responsibility and advocate for their own learning

7. Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.

Teachers...

- work collaboratively with colleagues to examine teacher practice, student work and student assessment results with the goal of improving instruction and achievement
- develop relationships with students and their families to support learning

- understand the role of community agencies in supporting schools and work collaboratively with them as appropriate

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

Teachers...

- use a variety of communication strategies (e.g., listening, restating ideas, questioning, offering, counter examples) to engage students in learning
- use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote student learning
- use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom and the school
- emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction
- seek knowledge of and demonstrate sensitivity to the particular communication needs of all students

9. Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.

Teachers...

- select and/or design individual and group classroom assessments based on the strengths, limitations, and data provided by the assessments
- identify and consider student and contextual variables that may influence performance so that a student's performance can be validly interpreted
- systematically collect, synthesize, and interpret assessment results from multiple assessments to monitor, improve, and report individual and group achievement
- provide students with opportunities and guidance to evaluate their own work and behavior against defined criteria and use the results of self-assessment to establish individual goals for learning
- use assessment results to provide students with timely, helpful, and accurate feedback on their progress toward achievement goals
- maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues
- use information from their assessment of students to reflect on their own teaching, to modify their instruction and to help establish professional development goals

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

Teachers...

- solicit feedback from students, families, and colleagues to reflect on and improve their own teaching
- explore and evaluate the application of current research, instructional approaches and strategies, including technologies to improve student learning
- take responsibility for their own professional development and improvement of their students' learning by participating in workshops, courses, or other individual and collaborative professional development activities that support their plans for continued development as teachers
- take responsibility for learning about and implementing federal, state, district and school initiatives to improve teaching and learning

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

Teachers...

- maintain standards that require them to act in the best interests and needs of students
- follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families
- follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/guardians', and teachers' rights and responsibilities
- interact with students, colleagues, parents, and others in a professional manner that is fair and equitable
- are guided by codes of professional conduct adopted by their professional organizations

Professional Teaching Competencies

During the Level III Field Experience, teacher candidates are responsible for addressing the following professional teaching competencies. The competencies should be considered as a whole and not in any particular sequence, rank, or order. The elements of each competency are interrelated and work together to provide a complete picture of effective teaching practice. (New Teacher Center, 2004)

Competency Area 1- Engaging and Supporting All Students in Learning

Indicators	Related RIPTS
<ul style="list-style-type: none"> Connecting students' prior knowledge, life experience, and interests with learning goals. 	RIPTS 3
<ul style="list-style-type: none"> Using a variety of instructional strategies and resources to respond to students' diverse needs. 	RIPTS 4
<ul style="list-style-type: none"> Facilitating learning experiences that promote autonomy, interaction, and choice. 	RIPTS 8
<ul style="list-style-type: none"> Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful. 	RIPTS 5
<ul style="list-style-type: none"> Promoting self-directed reflective learning for all students. 	RIPTS 6

Competency Area 2 - Creating and Maintaining an Effective Environment for Student Learning

Indicators	Related RIPTS
<ul style="list-style-type: none"> Creating a physical environment that engages the students. 	RIPTS 6
<ul style="list-style-type: none"> Establishing a climate that promotes fairness and respect. 	RIPTS 4
<ul style="list-style-type: none"> Promoting social development and group responsibility. 	RIPTS 6
<ul style="list-style-type: none"> Establishing and maintaining standards for student behavior. 	RIPTS 6
<ul style="list-style-type: none"> Planning and implementing classroom procedures and routines that support student learning. 	RIPTS 6
<ul style="list-style-type: none"> Using instructional time effectively. 	RIPTS 6

Competency Area 3 - Understanding and Organizing Subject Matter for Student Learning

Indicators	Related RIPTS
<ul style="list-style-type: none"> Demonstrating knowledge of subject matter content and student development. 	RIPTS 1, 2
<ul style="list-style-type: none"> Organizing curriculum to support student understanding of subject matter. 	RIPTS 1, 2
<ul style="list-style-type: none"> Interrelating ideas and information within and across subject matter areas. 	RIPTS 1, 2
<ul style="list-style-type: none"> Developing student understanding through instructional strategies that are appropriate to the subject matter. 	RIPTS 1, 2
<ul style="list-style-type: none"> Using materials, resources, and technologies to make subject matter accessible. 	RIPTS 1, 2

Competency Area 4 - Planning Instruction and Designing Learning Experiences for all Students

Indicators	Related RIPTS
<ul style="list-style-type: none"> Drawing on and valuing students' backgrounds, interests, and developmental learning needs. 	RIPTS 3, 4
<ul style="list-style-type: none"> Establishing and articulating goals for student teaching. 	RIPTS 2
<ul style="list-style-type: none"> Developing and sequencing instructional activities and materials for student learning. 	RIPTS 2
<ul style="list-style-type: none"> Designing short-term and long-term plans to foster student learning. 	RIPTS 2, 5
<ul style="list-style-type: none"> Modifying instructional plans to adjust for student needs. 	RIPTS 4

Competency Area 5 - Assessing Student Learning

Indicators	Related RIPTS
<ul style="list-style-type: none"> Establishing and communicating learning goals for all students. 	RIPTS 8
<ul style="list-style-type: none"> Collecting and using multiple sources of information to assess student learning. 	RIPTS 9
<ul style="list-style-type: none"> Involving and guiding all students in assessing their own learning. 	RIPTS 6, 9
<ul style="list-style-type: none"> Using results of assessments to guide instruction. 	RIPTS 9
<ul style="list-style-type: none"> Communicating with students, families, and other audiences about student progress. 	RIPTS 7, 8, 9

Competency Area 6 - Developing as a Professional Educator

Indicators	Related RIPTS
<ul style="list-style-type: none">• Reflecting on teaching practice and planning professional development.	RIPTS 10
<ul style="list-style-type: none">• Establishing professional goals and pursuing opportunities to grow professionally.	RIPTS 10, 11
<ul style="list-style-type: none">• Working with communities to improve professional practice.	RIPTS 7
<ul style="list-style-type: none">• Working with families to improve professional practice.	RIPTS 7
<ul style="list-style-type: none">• Working with colleagues to improve professional practice.	RIPTS 7
<ul style="list-style-type: none">• Balancing professional responsibilities and maintaining motivation.	RIPTS 10, 11

*Continuum of Teacher Development adapted from the New Teacher Center at the University of California, Santa Cruz (2004)

Each competency embodies several of the Rhode Island Professional Teaching Standards (see below) for which you are also responsible to address and demonstrate improvement.

Information on Co-Teaching

Co-teaching in Clinical Experiences

What is Co-teaching?

Co-teaching is defined as two teachers working together with groups of students sharing the planning, organization, delivery and assessment of instruction, and the physical space.

Why Co-teaching?

Co-teaching establishes a model for clinical experiences and student teaching that is responsive to the evolving relationships between P-12 education and teacher preparation programs.

- Clinical Educators maintain their role as classroom leader
- P-12 student performance improves (statistically significant gains in four years of research)
- Reduced student/teacher ratio better meets the teaching/learning needs in today's diverse classrooms
- Teacher Candidates gain more skills and confidence

How is the Semester Scheduled?

Co-teaching moves beyond the traditional experience where teachers felt they must “give up” their classrooms to support the learning process for pre-service teachers. In the Co-teaching model, Clinical Educators maintain their role as the classroom leader while working together with the Teacher Candidate, sharing the planning, organization, and delivery and assessment of instruction. Co-teaching allows the Clinical Educator and Teacher Candidate to collaboratively plan and deliver instruction from day one of the experience.

- Lesson planning is completed as a team from the onset of the experience.
- There is no sequential order or hierarchy for the use of Co-teaching strategies.
- Strategies are selected according to the requirements of the P-12 daily schedule and planned curriculum, student strengths and needs, and Clinical Educator and Teacher Candidate preferences.
- Early in the experience, the Clinical Educator typically takes the lead in co-planning and presenting instruction, while the Teacher Candidate assists, working with small groups of students.
- As the experience progresses, the Teacher Candidate assumes more responsibility for co-planning and teaching.
- Pairs of Clinical Educators and Teacher Candidates are not expected to use co-teaching for every lesson but determine when and which strategies would be most useful for student learning.

CO-TEACHING STRATEGIES & EXAMPLES

Strategy	Definition/Example
One Teach, One Observe	<p>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p>Example: One teacher can observe students for their understanding of directions while the other leads.</p>
One Teach, One Assist	<p>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</p> <p>Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.</p>
Station Teaching	<p>The co-teaching pair divides the instructional content into parts – Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</p> <p>Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</p>
Parallel Teaching	<p>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</p> <p>Example: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</p>
Supplemental Teaching	<p>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.</p> <p>Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.</p>
Alternative (Differentiated)	<p>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</p> <p>Example: One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the</p>

	illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. <u>Example:</u> Both instructors can share the reading of a story or text so that the students are hearing two voices.

The strategies are not hierarchical – they can be used in any order and/or combined.

Co-Teaching Participants in the Triad

Role of the School-based Clinical Educator

- Help the teacher candidate feel comfortable and welcome
- Review school policies and procedures
- Encourage teacher candidate to get involved in school activities
- Share materials and ideas
- Assist the candidate in developing standards based lessons
- Observe and provide constructive feedback
- Know and implement the co-teaching strategies
- Mentor and guide the teacher candidate
- Model effective teaching strategies and professional behavior
- Be flexible; allow the teacher candidate to try new ideas
- Communicate expectations
- Be understanding and patient
- Maintain consistency and accountability

Role of the RWU Clinical Educator

- Provide a systematic and consistent presence during the student teaching experience
- Provide program information to the cooperating teacher and teacher candidate
- Observe and provide feedback on a regular basis
- Act as a confidant for both the cooperating teacher and teacher candidate
- Be an advocate for the teacher candidate
- Help the team build good communication and facilitate positive interactions
- Set clear expectations; be honest about a student's performance
- Handle the difficult situations that might come up
- Schedule three-way conferences at the beginning and end of the experience
- Be knowledgeable in and supportive of the use of co-teaching strategies

Role of the Teacher Candidate

- Come ready to learn; be enthusiastic and show initiative
- Introduce yourself to team members and school personnel
- Ask questions and discuss professional issues
- Share ideas and work cooperatively; be flexible
- Help with all classroom responsibilities...record keeping, grading, etc.
- Know your content and be a continuous learner
- Plan engaging, standards based lessons
- Know and implement co-teaching strategies
- Accept feedback and put suggestions for improvement into practice
- Be proactive in initiating communication with your triad members
- Demonstrate respectful behaviors
- Be reflective about your practice
- Be patient with yourself and your cooperating teacher
- Be a sponge; learn all you can from everyone in the building

Adapted from St. Cloud State University, Teacher Quality Enhancement Center
Research Funded by a US Department of Education, Teacher Quality Enhancement Grant

Appendices



Media Permission Form

Student's Name _____

Grade _____ Cooperating Teacher _____

School _____

I am a Roger Williams University, School of Education student currently completing field assignments for my RWU coursework in your child's classroom. On occasion, my teaching may be videotaped. In addition, still photos and audiotapes may be made in the classroom that demonstrate that I am meeting the RI Beginning Teacher Standards and as 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 Elementary Education Practicum. The student is required to write a case study on a single student in the subject area he/she is observing as part of the course. Course requirements are distributed by the instructor of the course. The student's name, school and district will not be used. 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 confidentiality of any and all records will be strictly maintained.

_____ I give 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

Date



Parent Permission Form

A Roger Williams University School of Education student will be working in the _____ School during the current semester in conjunction with Elementary Education Practicum. The student may be required to view your child's educational file including IEP documentation. The confidentiality of any and all records will be strictly maintained.

_____ I give permission for my child's educational file, including IEP documentation, to be reviewed by a Roger Williams University student.

_____ I do not give permission for my child's educational file, including IEP documentation, to be reviewed by a Roger Williams University student.

Parent/Guardian Signature

Date

Student Signature

Date

Cooperating Teacher

Date

Directions for the Completion of your Practicum Application

It is your responsibility to complete all of the information and get all of the required signatures and BCI paperwork prior to handing in your Practicum application.

1. Complete all of the information on the front of the form.
2. Schedule **an appointment** with your advisor(s). If you are an **Elementary Education** major you need to meet with your **School of Education** Advisor. If you are a **Secondary Education** major you **also need to meet with your Major Advisor**.
3. Complete the **Practicum/Student Teaching Eligibility** Form portion of the application with your advisor.
4. Check off the criteria statements on the form and sign the application to certify all of the information on your application is accurate.
5. Return the completed Practicum Application form and background check paperwork to the Field Experience Office (Office 76 of the School of Education).

Remember: you need to **complete a Background Check application** as part of your completed application. The School of Education will pay for your appropriate Background Check. Submit a notarized, completed Rhode Island BCI application and a copy of a photo identification with your Practicum application.

Make a note: You must have a **TB test within six months of beginning Practicum work in a school setting**. For Fall Practicum students, a good time to get the test is between March 15 – April 15. The results of the TB test must be brought to the Field Experiences Office as soon as they are received. You may not begin your work in a Practicum placement without the test results on file in the Field Experiences Office.

PRACTICUM APPLICATION
Applications are due by February 13th for Fall Placement

RWU Athlete: yes no If yes, SPORT _____ Season _____

PRACTICUM ELIGIBILITY FORM

NAME _____ DATE _____

SED ADVISOR _____ PRIMARY MAJOR ADVISOR _____

I must complete the following courses to fulfill the requirements of all academic programs

<u>School of Education</u>	<u>Core</u>	<u>Primary Major (Secondary)</u>

SCHOOL OF EDUCATION ADVISOR

With the successful completion of the courses listed above, I certify that
_____ will be eligible to Student Teach by _____.
(Student's Name) (Date)

Advisor's Signature Date

MAJOR ADVISOR

With the successful completion of the courses listed above, I certify that
_____ will be eligible to Student Teach by _____.
(Student's Name) (Date)

Advisor's Signature Date

I certify that I have met all of the Practicum
criteria:

Full acceptance into the School of Education

Prerequisite education course(s) No ____

Completed Urban Field Experience Yes ____

If yes, Date _____ School _____

Completed Suburban Field Experience Yes ____ No ____

If yes, Date _____ School _____

Official results of TB test

Fall Practicum students must have test between March 15 – April 15.

Official RI Attorney General Criminal Background Check results (must be
submitted with application).

Have you ever been convicted of a felony? ☐ Yes ☐ No
Signature _____ Date _____

Directions for the Completion of your

Student Teaching Application and Student Teacher Permit Application

As the prospective teaching candidate, it is your responsibility to complete all of the information and get all of the required signatures prior to returning the forms.

The deadline for completed applications is October 9th for a Spring 2016 Student Teaching Placement.

Student Teaching Application

1. Student Teaching applications will be distributed by your RWU Clinical Educator during a Practicum Seminar in late September or early October.
2. Complete all of the information on the front of the form.
3. Schedule **an appointment** with your advisor(s). If you are an **Elementary Education** major you need to meet with your **School of Education** Advisor. If you are a **Secondary Education** major you **also need to meet with your Major Advisor**.
4. Complete the **Student Teaching Eligibility** Form portion of the application with your advisor.
5. Check off the criteria statements on the form and sign the application to certify that all of the information on your application is accurate.

Student Teacher Permit Application Form

6. Complete all of Section A, B-1, B-2, B-3, and B-4 of the Rhode Island Educator Certification **Student Teacher Permit Application**. Use the Certification Code information located on page 2 of 5 to obtain the necessary codes for section B-4. Complete Section C of the application and sign and date the application. ****You DO NOT need to complete section B-5.**

Return the **completed Student Teaching Application form and Student Teacher Permit Application** to Office 76 or 77 (the Field Experience Office) by the appropriate deadline.

It is recommended that you take the Praxis II Test prior to Student Teaching. While passing the Praxis II Test is not required to Student Teach or graduate from RWU with a degree in education, you may not apply for a Rhode Island Certificate of Eligibility for Employment (your initial certificate to teach) without passing the appropriate Praxis II exam(s).

STUDENT TEACHING APPLICATION
Applications are due by October 9, 2015

RWU Email _____

Elementary Content Area _____

STUDENT TEACHING ELIGIBILITY FORM

NAME _____ DATE _____

SED MAJOR _____ PRIMARY MAJOR (Secondary) _____

SED ADVISOR _____ PRIMARY MAJOR ADVISOR _____

CORE CONCENTRATION (Elementary) _____

I understand that advancement to Student Teaching entails:

- Successful completion of all required courses except Student Teaching and Student Teaching Seminar (exceptions require signature of the appropriate department chair)
- Successful completion of Practicum field requirements and Practicum Seminar
- Successful completion of Eligibility to Student Teach Presentation as assessed by faculty
- Attaining a minimum score of 115 on the *Eligibility to Student Teach Performance-based Evaluation*
- Approved Level 3A Portfolio

Signature

Date

SCHOOL OF EDUCATION ADVISOR

With the successful completion of Practicum and the requirements therein, as well as all courses in which the student is currently enrolled, I certify that (student's name) _____ will be eligible to Student Teach by (date) _____.

Advisor's Signature

Date

MAJOR ADVISOR

With the successful completion of Practicum and the requirements therein, as well as all courses in which the student is currently enrolled, I certify that (student's name) _____ will be eligible to Student Teach by (date) _____.

Advisor's Signature

Date

Revised 9-2015