



Roger Williams University

Practicum & Student Teaching Residency Handbook

2020-2021

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Arts & Education (SHAE)

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SECTION ONE:
PRACTICUM AND STUDENT TEACHING RESIDENCY

Teacher Candidate Learning Outcomes

1. Further demonstrate your exploration of and proficiency in critical concepts, principles, and practices in content area knowledge, skills, and professional dispositions related to state teaching practice and responsibility evaluation standards. (RIPTS 1, 2)
2. Identify and execute critical concepts, principles, and practices related to the knowledge of content and instructional pedagogy. (RIPTS 3, 4, 5)
3. Demonstrate an ability to design standards-driven instruction by implementing and assessing student outcomes with evidence-based tools, resources, and methodologies that reflect current local, national, and global trends in best instructional practice. (RIPTS 2, 3, 4, 7, 9)
4. Research and utilize effective systems to collect, analyze, and track data from multiple sources (e.g. student growth over time, community, research) to inform instructional decisions, strengthen professional interactions, and enhance student outcomes. (RIPTS 4, 6, 8, 9)
5. Model the use of instructional technologies and tools that will enhance blended learning communities and begin to explore new virtual networks that can strengthen bonds across divisive global communities. (RIPTS 2, 6, 8)
6. Begin to consider the impact of personal bias, implicit bias, world views, and current events as an obstacle to the development of responsive, inclusive, and restorative communities within student groups, schools, and local communities. (RIPTS 6, 7, 8, 10)

7. Develop knowledge of diverse student populations and local communities in an effort to work toward demonstrating your own cultural competence and active service to families as not only a teacher, but equity advocate and progressive social justice leader. (RIPTS 4, 10)
8. Work toward acknowledging and putting into practice the legal and ethical rights and responsibilities of a 21st century educator. (RIPTS 7, 8, 10, 11)

Adopted from Standard 1: Professional Knowledge of the RI Standards for Educator Preparation (RISEP 1.1-1.7). Teacher Candidate Learning Outcomes aligned to the Rhode Island Professional Teaching Standards (RIPTS) (see Appendix E).

Expectations of a RWU Teacher Candidate in Field Placements

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 mindful of checking and responding to (as needed) emails (and other notifications) on a consistent basis. Alerts and other messaging will be delivered from your School-Based Clinical Educator, University Clinical Educator, school administrators/staff, professors, and Office of Partnership and Field Experiences Director and Coordinator.
3. 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 University Clinical Educator as soon as they have been finalized.
4. Make reliable transportation arrangements to/from your Practicum and Student Teaching setting.
5. 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.
6. Exchange contact information with both Clinical Educators and clarify the most convenient time to call, when necessary.

7. 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).
8. You are in the schools to observe and to practice highly sensitive and technical understandings and skills. Concentrate on this purpose. Remember, you are representing Roger Williams University and the Education Department.
9. Turn off cellular phones and other electronic messaging 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.
10. 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.
11. Engage in Professional Development activities and join Professional Organizations in your specific field so as to broaden your knowledge and exposure to current research.
12. Keep your professional life separate from your Social Media persona. This includes the posting of any photographs related to your Practicum experiences

SECTION TWO:

PRACTICUM OVERVIEW AND REQUIREMENTS

During Practicum, Teacher Candidates (TCs) will be mentored, supported, and receive instruction from University Clinical Educators (UCE) and School-Based Clinical Educators (SCE) at field placement schools remotely and/or in-person. Teacher Candidates: Your School-Based Clinical Educator (SCE) is the classroom teacher with whom you are completing Practicum and the University Clinical Educator is your professor from Roger Williams University.

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

- Take initiative. Present BCI to school principal, obtain video-taping permissions (Appendix B), complete district paperwork (if needed), and schedule a getting-started meeting with your School-Based Clinical (SCE) and University Clinical Educator (UCE).
- Acquire knowledge of Education Department's Dispositions Rubric II (Appendix I) and demonstrate ability to execute positive and professional interactions in all classes, at Education events, and in reference to or while present at your field placement site.
- Purchase the School of Education Taskstream program to maintain your program assessments to be recommended for student teaching and licensure. Please see Appendix O and User Guide resources, as shared by the Education Department.
- Complete a minimum of 100 hours of school-based experience. Note: Modifications provided during COVID-19.
- Classroom participation, planning sessions with classroom teacher, observations in the classroom, faculty meetings, and school committee meetings are all part of the 100 hours (remotely and/or in-person). Note: Modifications provided during COVID-19
- The time you spend working on lessons and assessments outside of the field site will not be counted.

- Maintain a Semester Practicum Log (Appendix C) documenting the hours spent in your Practicum setting. Ask your School-Based Clinical Educator to initial the PDF log verifying your attendance. Document electronically during the semester. This will be your responsibility to upload to Taskstream (end of the semester), as evidence of completion and attainment of field experiences.
- Maintain confidential documents, files, and other teaching (e.g. student) records.
- Attend regularly scheduled seminar sessions with your Roger Williams University Clinical Educator.
- Submit lesson plans promptly (one week prior) and actively engage in discussions related to recommendations from colleagues, professors, and colleagues. Return feedback on lessons, including annotations within 3 -5 days following lesson.
- Keep a weekly, dated reflective journal. Refer to University Clinical Educator for direction on submission.
- Prepare an updated resume and cover letter during your Practicum semester. Share with a colleague(s) for feedback and general editing. This work will continue into the spring semester during the Student Teaching course.
- Teaching Performance:
 - Obtain video-taping permissions (Appendix B). A field placement form may also be required.
 - Plan for your lessons to be videotaped. Reference the RWU Lesson Plan Format (Appendix N) for reflection guidance and the post-lesson video reviewing/timestamping requirements.
 - Co-plan and co-teach 2 Lessons with your School-Based Clinical Educator (SCE) and/or Teacher Candidate colleagues in seminar. University Clinical Educators will observe, evaluate your performance, and provide specific direction on how Practicum and Student Teaching lessons will be completed, as needed and in response to COVID-19.
 - School-Based Clinical Educators at your field placement site may provide additional direction on lesson delivery/modality options, per specific needs and local district guidelines or policies.

- o Co-plan and independently teach at least 1 Lesson. University Clinical Educators will observe, evaluate your performance, and provide specific direction on how Practicum and Student Teaching lessons will be completed, as needed/in response to COVID-19.
 - School-Based Clinical Educators at your field placement site may provide additional direction on lesson delivery/modality options, per specific needs and local district guidelines or policies.

Performance Assessments Overview

1. Research and prepare a **Contextual Factors Report** based on a case study or site location. Engage in discussions with School-Based Clinical Educator and/or administrator(s) and begin to action plan using data-driven decisions. Gather data on class and student information, as needed, to deliver appropriate accommodations and modifications during your residency.
2. **Initial Teaching Rounds: Co-plan and Co-teach 2 lessons.** Prepare RWU Lesson Plans, video tape, and playback lessons to document annotations using the reflection questions for both rounds. **Annotate in a different color** and save short clips for teaching evidence on how you will demonstrate indicators on the Ability to Plan and Teach Rubric. See Appendix H.
3. **Ability to Plan and Teach. Independently plan, teach, and record 1 interdisciplinary lesson** (outline differentiation) that weaves in literacy and another area (math, science, or social studies). Collect and analyze assessment data. **Annotate lessons** using the reflection questions on original lesson plan. See Appendix H
4. **Dispositions II Rubric.** Your UCE and SCE will evaluate dispositions twice (mid-point of Practicum placement & at the end) during the Practicum semester. For your own reflection, maintain a journal and identify successes and areas of growth throughout your Practicum journey. In your journal, you can reference an action plan and track progress over time. You can use these reflections during feedback conferences. See Appendix J.
5. **Eligibility to Student Teach Presentation.** Task A (Effect on Student Learning) and Task B (Overview of Student Teaching Professional Learning Project). See Appendix J.

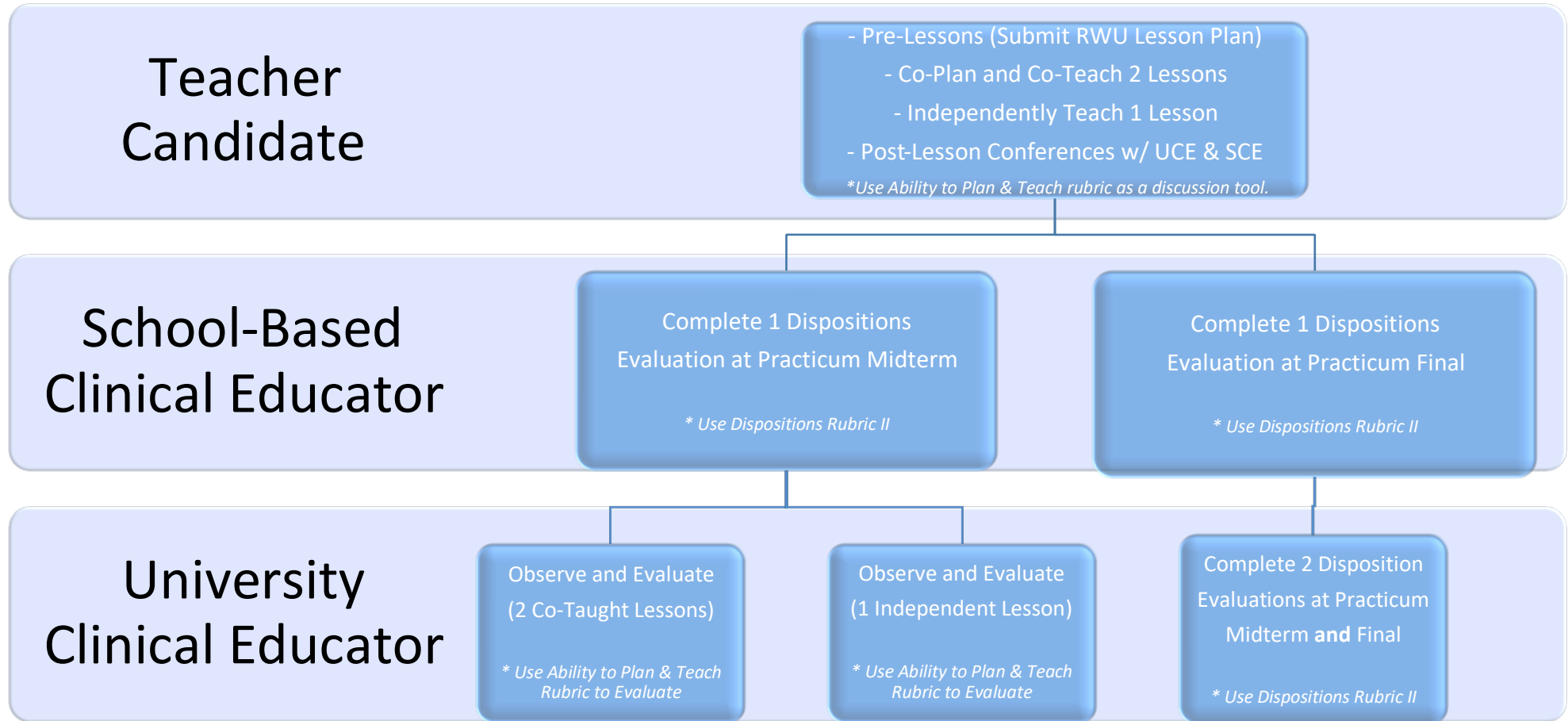
All Final Performance Assessments Must be Submitted into Taskstream for a P/NP Rating in Practicum.

Practicum Program Assessments and Recommendation for Licensure

The following **Program Assessments**, submitted in Taskstream, will be assessed by a rubric and will determine your eligibility to student teach and recommendation for licensure:

- Contextual Factors Report
- Teacher Candidate Dispositions (mid-point of Practicum placement & at the end by UCE and SCE)
- Ability to Plan and Teach: 2 Co-taught Lessons and 1 Independent Lesson (remote and/or in-person)
 - Submit RWU Lesson Plan Format prior to lesson and according to guidelines set by UCE & SCE.
 - Elementary Candidates: Content Areas (Literacy, Mathematics, Science, and Social Studies)
 - Secondary Candidates: Content Area (lessons to be interdisciplinary nature, e.g. literacy)
- Eligibility to Student Teach Presentation
 - Based on the Independent Lesson from Practicum & Professional Learning Project Proposal

Practicum Field Experience Overview



SECTION THREE:

STUDENT TEACHING OVERVIEW FOR TEACHER CANDIDATES

Student Teaching Requirements

The following represent minimum requirements during Student Teaching:

- Complete a full-time **14-week** apprenticeship in the classroom
 - Maintain the same school day as the School-Based Clinical Educator. Teacher Candidates should expect to work after-hours as necessary to perform Teacher Candidate responsibilities. Teacher Candidates should set the beginning and ending times of their days in consultation with their School-Based Clinical Educator and University Clinical Educator.
 - Participate in all school-related functions that School-Based Clinical Educators are expected to attend to ensure the Teacher Candidate is taking advantage of the opportunity to learn (e.g. staff meetings, parent and teacher meetings, school clubs sponsored by the cooperating teacher, student performances or events in which the clinical educator is involved, in-service meetings, etc.).
 - Observe their assigned school district's holiday and school break schedule.
- Attend regularly scheduled seminar sessions, as established by Roger Williams University Clinical Educator.
- Design and implement at least **3 lessons** that are independently taught. See elementary and secondary requirements regarding discipline specific lessons. Note: Elementary must complete lessons in all 4 content areas listed above.
- Submit RWU Lesson Plan Format prior to lesson and according to guidelines by your SCE and UCE.

- The University Clinical Educator will observe and evaluate 3 teaching performances (remote and/or in-person).
- After obtaining permissions during Practicum, plan to videotape lessons, play back performance and reflect using annotation reflection questions on the RWU Lesson Plan Format provided. Form is also available on Taskstream.
- Plan and implement required **Professional Learning Presentation** during Student Teaching Seminar.
- Keep a weekly reflective journal.
- Follow direction from University Clinical Educator for other Student Teaching Seminar activities and engagement.

Student Teaching Program Assessments and Recommendation for Licensure

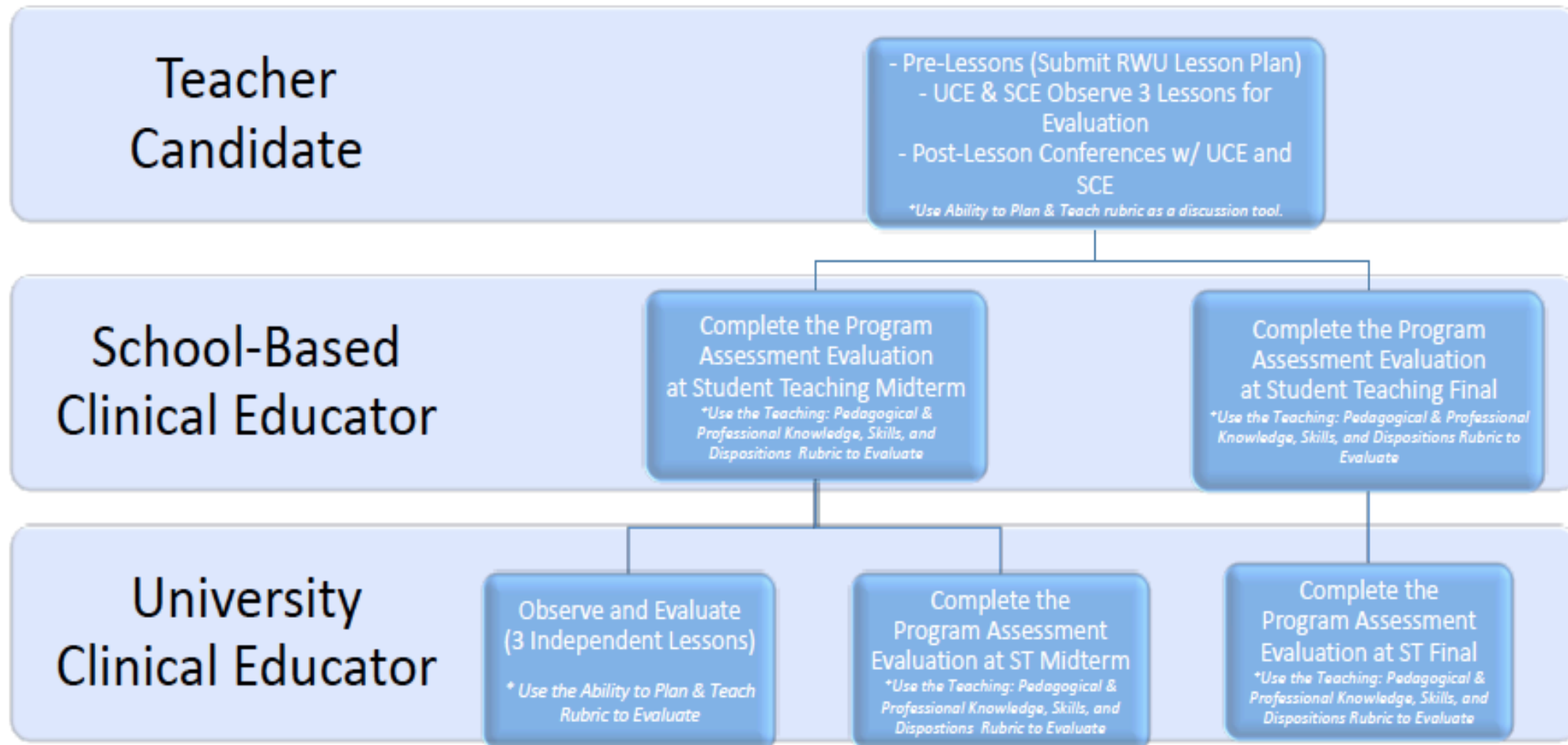
The following **Program Assessments**, submitted in Taskstream, will be assessed by a rubric and will determine your eligibility to apply for certification with a state education agency and recommendation for licensure:

The following Student Teaching Performance Assessments will be assessed by a rubric:

- Ability to Plan and Teach: 3 Independent Lessons
 - Elementary: literacy, math, science, social studies must be covered
 - For elementary, one content area will be completed during Practicum.
 - Lessons will be interdisciplinary in nature, e.g. literacy and social studies
 - Secondary: Content Area (interdisciplinary in nature, e.g. literacy and social studies)

- Professional Learning Presentation: Completed by Teacher Candidate during Student Teaching Seminar.
- Midterm and Final Evaluation on Teaching: Pedagogical & Professional Skills, and Dispositions completed by University Clinical Educator and School-Based Clinical Educator at mid-point and at end of placement.

Student Teaching Field Experience Overview



SECTION FOUR:

RECOMMENDATION FOR LICENSURE

Required Program Assessments

If you are enrolled in Practicum or Student Teaching in an educator certification program (elementary or secondary content area), you are required to complete assessments required for educator certification. These assessments are housed on Taskstream and are used to ensure you meet the criteria for educator licensure (i.e. demonstrate proficiency in RIPTS and related professional teacher standards).

As Teacher Candidates, you will complete the following outlined required assessments (below) as part of your progression through the Practicum and Student Teaching residency experience and the RWU educator preparation program. As directed, you will upload these finished products to your Taskstream account and be assessed on the rubric aligned to state and national professional educator standards for confirmation that you are recommended to continue in the certification program and/or be recommended for certification.

Important Scoring Information

While you will receive a letter grade for a performance assessments based on the rubric scoring guide found in the appendices attached to this syllabus, many of these assessments will be uploaded to Taskstream as part of the process for licensure. scoring a “3” on an individual rubric indicator is “meeting the standard.” A novice Teacher Candidate should rarely expect to receive any score greater than “3.”

Rhode Island Department of Education (RIDE) Certification Information

Information will be provided about Student Teaching certification applications and processes during your Practicum and Student Teaching experience. [Please visit the Rhode Island Department of Education website for information on certification requirements and the application process.](#)

Scoring Criterion for Licensure Recommendation

Contextual Factors <ul style="list-style-type: none"> • <i>Completed during Practicum Seminar and Field Experiences.</i> 	CRITERIA: Teacher Candidates must achieve “meets expectations” (3) in at least 4 rubric elements.
Ability to Plan and Teach (Total 4 Independent Lessons) <ul style="list-style-type: none"> • <i>Elementary (1 literacy, 1 math, 1 science, and 1 social studies)</i> • <i>Secondary (4 in content area)</i> Note: <ul style="list-style-type: none"> • 1 Lesson during Practicum • 3 Lessons during Student Teaching 	CRITERIA: During Practicum (EDU 375/376), Teacher Candidates must achieve “meets expectations” (3) in at least 5 rubric elements. During Student Teaching (EDU 450/451), Teacher Candidates must achieve “meets expectations” (3) in at least 7 rubric elements and cannot score “does not meet expectations” (1) on any element.
Dispositions II Rubrics <ul style="list-style-type: none"> • <i>Completed by UCE and SCE at the Midterm and Final of Semester during Practicum.</i> 	CRITERIA: Teacher Candidate must achieve “meets expectations” (3) in at least 9 rubric elements.
Eligibility for Student Teaching - Presentations <ul style="list-style-type: none"> • <i>Event will take place early in December in the Education Department at RWU.</i> 	CRITERIA: Teacher Candidates must achieve “meets expectations” (3) in at least 8 rubric elements.

Scoring Criterion for Licensure Recommendation (Continued)

<p>Teaching: Pedagogical & Professional Knowledge, Skills, and Dispositions</p> <ul style="list-style-type: none"> • <i>Completed by UCE and SCE at the Mid-Term and Final of Semester during Student Teaching</i> 	<p>CRITERIA:</p> <p>For Final – Teacher Candidate must achieve “meets expectations” (3) in all rubric elements in order to be recommended for certification.</p> <p>For Midterm – Teacher Candidate must achieve “meets expectations” (3) in at least 6 rubric elements.</p>
<p>Professional Learning - Presentation</p> <ul style="list-style-type: none"> • <i>Spring presentation during Student Teaching Seminar to UCE and cohort.</i> 	<p>CRITERIA:</p> <p>Teacher Candidate must achieve “meets expectations” (3) in at least 2 rubric elements.</p>

Additional information related to educator testing, certification, and licensure can be found on the [RWU Licensure page](https://www.rwu.edu/academics/schools-and-colleges/fshae/departments/education/licensure) at: <https://www.rwu.edu/academics/schools-and-colleges/fshae/departments/education/licensure>

SECTION FIVE:

SCHOOL-BASED CLINICAL EDUCATOR

Role of the School-Based Clinical Educator

Practicum and Student Teaching are the time for engagement in teaching experiences in a supportive environment with the guidance of Education Department 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 Education Department is very grateful. The School-Based Clinical Educator's commitment of time, knowledge, and teaching skill makes this collaboration possible. Teacher Candidates have completed prerequisite courses, experiences, and are ready to assume the responsibilities of the teacher gradually.

General Expectations and Responsibilities

Professional Responsibilities

- Develop knowledge as a mentor and clinical educator in coordination with school-based and university-based partners.

- Attend the yearly Collaborative Workshop and onboarding training session conducted by Roger Williams University by University Clinical Educators.
- Complete evaluation forms for each Teacher Candidate, as well as mailing or submitting forms and confidential documents to the University Clinical Educator and Field Office at Roger Williams University.
- Provide actionable feedback on Roger Williams University performance evaluations electronically (e.g. via Taskstream system) to include specific areas for growth to be monitored over the duration of time in the residency placement site.
- Become familiar with the student's seminar assignments for Practicum and Student Teaching to assist the Teacher Candidate in achieving the goals of the classes, in particular Eligibility to Student Teach Presentation and Professional Learning Goals.
- Familiarize Teacher Candidate with school/district-based activities and initiatives to mentor candidate in understanding, participating, and communicating their involvement and professional growth over the time of their residency experience.

Assist the Teacher Candidate to Become Part of the School Community

- Assist Teacher Candidate with obtaining district technical (e.g. email/account login) access in order to deliver lessons and other collaborations remotely and via distance learning, as required or needed for the duration of the residency experience.
- Supply the Teacher Candidate with materials necessary to instruct in various curriculum areas (both remotely and/or in-person), as required for the Teacher Candidate to participate in the teaching and learning experiences. This should include, but not be limited to instructional manuals, pacing guides and curriculum guides.
- Provide the Teacher Candidate with their own workspace (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 and health protocols as well as policies such as fire drills, school map, visitors, volunteers, dismissal procedures, tardy/dismissed students with the Teacher Candidate. Review the COVID reopening/response plans.

Co-teaching Responsibilities

- Familiarize Teacher Candidate with the accommodations and modifications necessary, as needed and appropriate, in order for the candidate to plan effectively for all students in your classroom.
- Select a time to share in daily preparation. Establish a regular weekly meeting schedule (remote and/or in-person) 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 and teamwork approach with the Teacher Candidate.
- Use a standards-based approach to teaching, while also 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 that are debriefed.

- Review lesson plans prior to implementation and assist the Teacher Candidate in establishing short term goals for their practice. Following the lesson, provide actional feedback on lesson plans during a post-lesson debriefing session that will encourage the Teacher Candidate to reflect on their experiences and attainment of short-term goals.
- Participate in formal observations and debriefing of lessons taught by Teacher Candidate **at least three times each semester** with the Roger Williams University Clinical Educator, either remotely and/or in-person. **Note:** The School-Based Clinical Educator, University Clinical Educator, and/or the Teacher Candidate may use the **Collaborative Assessment Log (Appendix D)** to assist in guiding the post teaching conference discussion.

Assist the Teacher Candidate to Develop Professional-Teaching Skills

- Provide opportunities for the Teacher Candidate to observe in other classrooms, both in and outside of your school (whenever possible), during the Practicum and Student Teaching experience to learn about the whole school culture.
- 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 (e.g., Math Night) and PTO events.
- Involve Teacher Candidates in the planning and management of field trips where appropriate.
 - Please Note: Roger Williams University students should not take full responsibility and should not drive students.

Overview of School-Based Clinical Educator Evaluation Responsibilities

During both the Practicum and the Student Teaching semester, School-Based Clinical Educators are responsible for conducting evaluations of Teacher Candidate Performance.

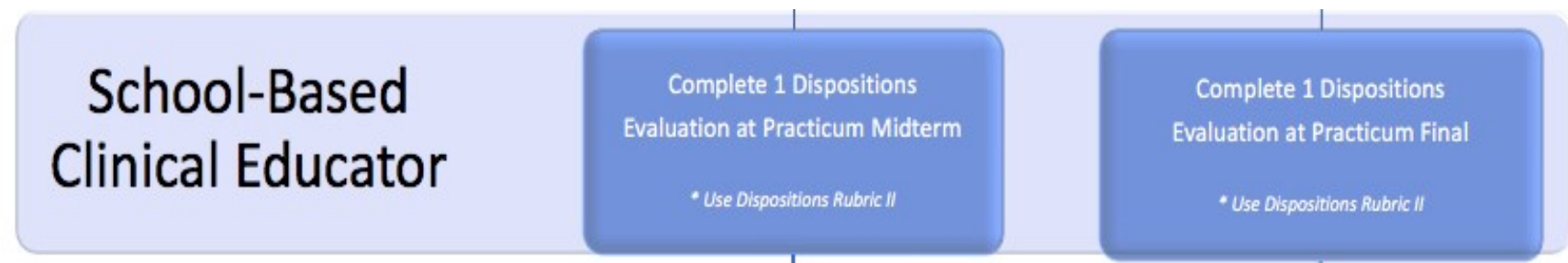
During Practicum, School-Based Clinical Educators will conduct two formal dispositions evaluations, once at mid-point of the placement and a second at the conclusion of the semester. School-Based Clinical Educators will use the Dispositions Rubric II (Appendix I) and submit the evaluation electronically in Taskstream when informed by the University Clinical Educator/Teacher Candidate and/or Field Office. Training screencasts and resources will be provided for Taskstream.

During Student Teaching, the School-Based Clinical Educator will complete two formal evaluations, once at Midterm and a second at the Final of the semester. School-Based Clinical Educators will use the Teaching: Pedagogical & Professional Knowledge, Skills, and Dispositions Rubric (Appendix I) to evaluate and submit electronically as informed like Practicum.

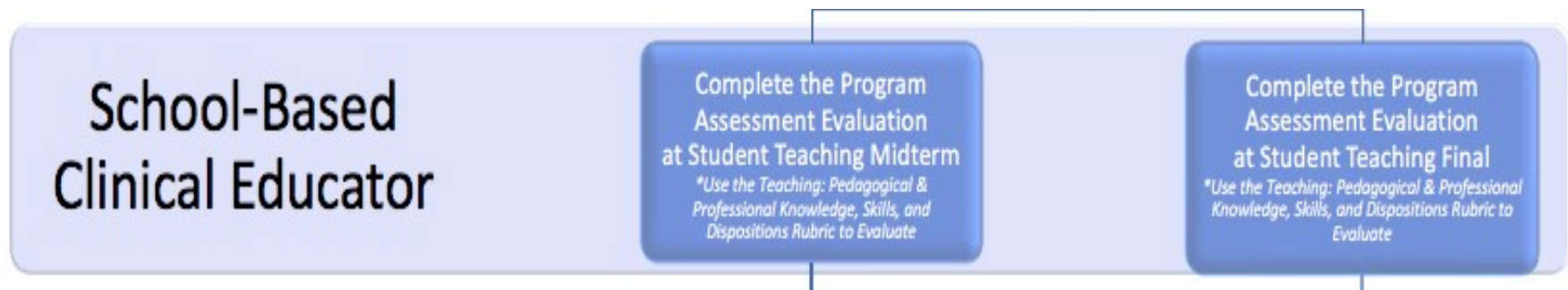
Please see below for a visual overview of the School-Based Clinical Educator responsibilities for both Practicum and Student Teaching:

Overview of School-Based Clinical Educator Evaluation Responsibilities

Practicum



Student Teaching



Pacing Guide Example: Transitions and Release of Elementary Teacher Candidates

SUGGESTED TIME BLOCKS	SUGGESTED ACTIVITIES
Weeks 1 and 2	<ul style="list-style-type: none"> • Observe School-Based 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 School-Based 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"> • School-Based Clinical Educator with the support of the University 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"> • School-Based Clinical Educator transitions back to full teaching responsibility • School-Based Clinical Educator and Teacher Candidate with support from the University Clinical Educator will complete final evaluation of the Teacher Candidate
<i>* The School-Based Clinical Educator has the discretion to modify the above sequence in consultation with the RWU Clinical Educator and Teacher Candidate.</i>	

Pacing Guide Example: Transitions and Release of Secondary Teacher Candidates

SUGGESTED TIME BLOCKS	SUGGESTED ACTIVITIES
Weeks 1 and 2	<ul style="list-style-type: none"> • Observe School-Based 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 School-Based 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 School-Based 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 School-Based Clinical Educator throughout the assignment
Weeks 7 through 13	<ul style="list-style-type: none"> • School-Based Clinical Educator with the support of the University 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"> • School-Based Clinical Educator transitions back to full teaching responsibility • School-Based Clinical Educator and Teacher Candidate with the support of the University Clinical Educator will complete the final evaluation of Teacher Candidate
<i>* The School-Based Clinical Educator has the discretion to modify the above sequence in consultation with the University Clinical Educator and Teacher Candidate.</i>	

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[report?utm_source=LPI+Master+List&utm_campaign=d4934e3800-](https://learningpolicyinstitute.org/product/restarting-reinventing-school-covid-report?utm_source=LPI+Master+List&utm_campaign=d4934e3800-LPIMC_RestartReinvent_20200825&utm_medium=email&utm_term=0_7e60dfa1d8-d4934e3800-74119310)

[LPIMC_RestartReinvent_20200825&utm_medium=email&utm_term=0_7e60dfa1d8-d4934e3800-74119310](https://learningpolicyinstitute.org/product/restarting-reinventing-school-covid-report?utm_source=LPI+Master+List&utm_campaign=d4934e3800-LPIMC_RestartReinvent_20200825&utm_medium=email&utm_term=0_7e60dfa1d8-d4934e3800-74119310)

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[Educators/Educator-Evaluation/Guidebooks-Forms/Teacher_Guidebook_2015-16.pdf](https://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Guidebooks-Forms/Teacher_Guidebook_2015-16.pdf)

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Appendix A: New Terminology

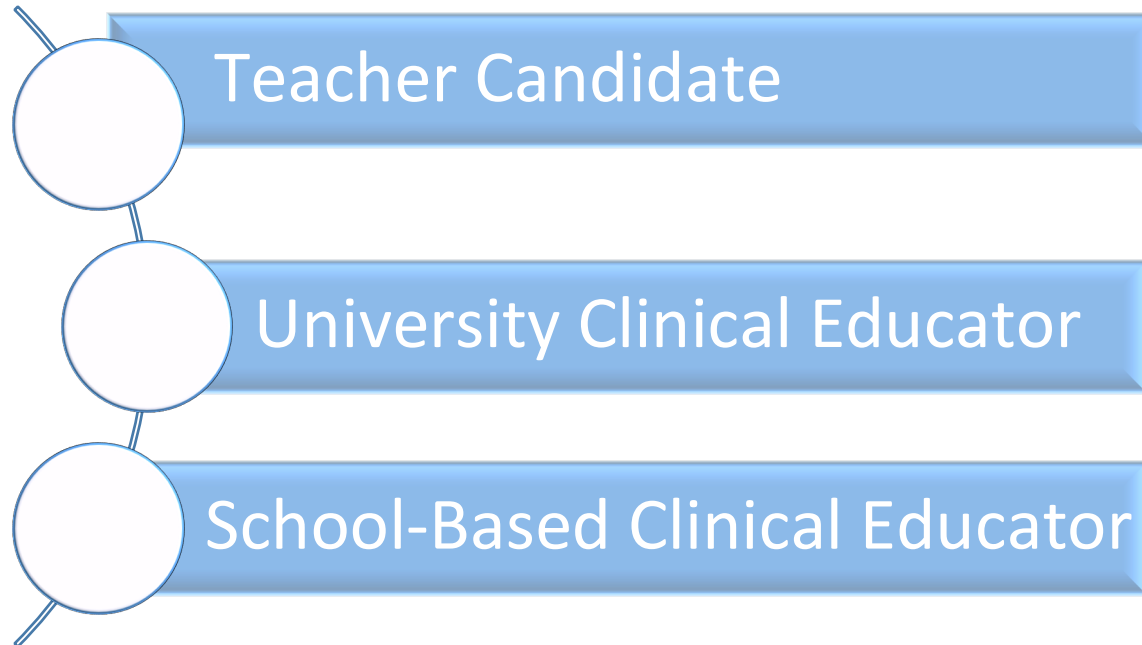


Feinstein School of Humanities, Arts & Education

One Old Ferry Road, Bristol, Rhode Island 02809-2921

401.253.1040 • 401.254.3853 Fax • www.rwu.edu

Practicum & Student Teaching Field Experience Terminology



Appendix B: Media Permission Form

Please Note: Other form(s) may also be required for the district and/or school that you are placed.



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One Old Ferry Road, Bristol, Rhode Island 02809-2921 401.253.1040 • 401.254.3853 Fax • www.rwu.edu

FIELD PLACEMENT SITE MEDIA PERMISSION FORM

Student's Name: _____

Grade: _____

Teacher/RWU School-Based Clinical Educator: _____

School Placement: _____

I am a Roger Williams University, Teacher Candidate in the Education Department currently completing field assignments for my RWU coursework in your child's classroom. On occasion, my teaching in the physical and/or remote or distance learning classroom may be videotaped. In addition, still photos, video clips, and/or audiotapes may be made in the physical and/or remote classroom that demonstrate that I am meeting the RI Department of Education Educator Preparation and Beginning Teacher Standards as evidence of my clinical residency teaching experience. Any recording or imaging will be used strictly for educational purposes.

_____ I give permission for my child's picture, video, and/or likeness, to appear in or on any form of RWU/Education Department affiliated print, audio, or video presentation/recording that relates strictly to educational, program events, activities, and/or accomplishments.

_____ I **do not** give permission for any form of print, audio, or video, and/or likeness, to appear or be used.

Signature of Parent/Guardian

Date

RWU Teacher Candidate Signature

Date

Appendix C: Semester Practicum Log

Practicum Residency Field Engagement Hour Log				
TEACHER CANDIDATE:				
SCHOOL:	University Clinical Educator (UCE): _____ School-Based Clinical Educator (SCE): _____			
Include Field Visit Type: In-Person School (PS) Distance Learning (DL)	DATE	TIME IN	TIME OUT	SCE INITIAL OF APPROVAL
WEEK 1				
In Person (PS)	Date (00/00/00)			
Distance Learning (DL)				
WEEK 2				
WEEK 3				
WEEK 4				
WEEK 5				
WEEK 6				
WEEK 7				
WEEK 8				
MID-TERM TOTAL				

<i>Include Field Visit Type:</i> In-Person School (PS) Distance Learning (DL)	DATE	TIME IN	TIME OUT	SCE INITIAL OF APPROVAL
WEEK 9				
WEEK 10				
WEEK 11				
WEEK 12				
WEEK 13				
WEEK 14				
WEEK 15				
FINAL TOTAL (100 hours Required)				

University Clinical Educator Signature of Acceptance: _____

Practicum Residency Hour Log Submission

Once SCE and UCE signatures are obtained above and this form is approved, it is the responsibility of the RWU Teacher Candidate to upload this form into the designated location in Taskstream. This step will be completed following the completion the Eligibility to Student Teach Presentation.



ROGER WILLIAMS UNIVERSITY
EDUCATION DEPARTMENT

Appendix D: Collaborative Assessment Log - A Tool for Post-Lesson Conferences



**Feinstein School of Humanities, Arts & Education (SHAE)
Education Department**

Collaborative Assessment Log

Date: _____

Teacher Candidate: _____

School-Based Clinical Educator: _____

University Clinical Educator: _____

District: _____ **School:** _____ **Grade Level:** _____

What's Working:
Current Focus, Challenges, and Concerns:

Appendix E: The Rhode Island Professional Teaching Standards (RIPTS)

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

Appendix F: Rhode Island Standards for Educator Preparation (RISEP)

STANDARD ONE: PROFESSIONAL KNOWLEDGE

Approved programs ensure that candidates develop a deep understanding of the critical concepts, principles, and practices of their field and, by program completion, are able to use practices flexibly to advance the learning of all students toward college and career readiness by achieving Rhode Island student standards.

- 1.1 Knowledge, Skills, and Professional Dispositions:** Approved programs ensure that candidates demonstrate proficiency in the knowledge, skills, and professional dispositions encompassed in the Rhode Island Professional Teaching Standards and the Rhode Island Standards for Educational Leaders.
- 1.2 Knowledge of Content and Content Pedagogy (Teachers)/Field of Study (Administrators and Support Professionals):** Approved programs ensure that candidates demonstrate proficiency in the critical concepts, principles, and practices in their area of certification as identified in appropriate professional association standards.
- 1.3 Standards-Driven Instruction:** Approved programs ensure that candidates develop and demonstrate the ability to design, implement, and assess learning experiences that provide all students the opportunity to achieve Rhode Island student standards.
- 1.4 Data-Driven Instruction:** Approved programs ensure that candidates develop and demonstrate the ability to collect, analyze, and use data from multiple sources- including research, student work and other school-based and classroom-based sources- to inform instructional and professional practice.
- 1.5 Technology:** Approved programs ensure that candidates model and integrate into instructional practice technologies to engage students and improve learning as they design, implement, and assess learning experiences; as well as technologies designed to enrich professional practice.
- 1.6 Equity:** Approved programs ensure that candidates develop and demonstrate the cultural competence and culturally responsive skills that assure they can be effective with a diverse student population, parents, and the community.
- 1.7 Rhode Island Educational Expectations:** Approved programs integrate current Rhode Island initiatives and other Rhode Island educational law and policies into preparation and ensure that candidates are able to demonstrate these in their practice.

Appendix G: Program Assessment- Contextual Factors Report

Contextual Factors Report

Assignment Description

Your task is to gather information from a variety of sources including your School-Based Clinical Educator (SCE), 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, family involvement. 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 SCE 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 family/caregiver 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, multilingualism, or students' skill levels. Address student's skills and prior learning that may influence the development of your learning goals, instruction and assessment.

You should present this information in a report that utilizes easily readable formats such as graphs and charts rather than solely 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.

Note about the tone/language in your report: Be sure that you are using a growth paradigm in the language you use to discuss challenges within schools and communities. For instance, it is expected that within your report that you not imply that families and children are to blame for inadequate schools (e.g. test scores, collaboration, discipline issues, collegiality, etc.). If your data suggests that families/caregivers are not involved at school, this is, instead, a reflection of other factors (e.g. institutional racism, poverty, immigration status, lack of collaborative relationship with school professionals, poor communication by school system) as opposed to inherent problems with families/caregivers within that district.

You should find (and cite) data from the following sources:

- The school & district website
- RIDE Report Card (formerly Infoworks): <https://reportcard.ride.ri.gov>

- State Systematic Improvement Plan (SSIP):
<http://www.ride.ri.gov/InformationAccountability/Accountability/StatePerformancePlan.aspx>
- Survey Works: <http://www.ride.ri.gov/InformationAccountability/RIEducationData/SurveyWorks.aspx>

	Contextual Factors Performance Indicators			
Criterion	Beginning Candidate 1 – Does Not Meet Expectations	Developing Candidate 2 – Approaches Expectations	Competent Candidate (meets goal) 3 – Meets Expectations	Accomplished Candidate 4 – Exceeds Expectations
Knowledge of community RIPTS: 1 CAEP: 1	Candidate does not demonstrate an understanding of the relevant data of the community.	Candidate demonstrates a limited understanding of the relevant data of the community demonstrated through a visual such as a chart or graph.	Candidate demonstrates an understanding of the relevant data of the community demonstrated through a visual such as a chart or graph.	Candidate demonstrates a sophisticated and comprehensive understanding of the community in which the school is situated demonstrated through a detailed visual such as a chart or graph.
Knowledge of students in classroom RIPTS: 3, 4 CAEP: 1	Candidate does not demonstrate knowledge of data of the students in the classroom.	Candidate demonstrates limited data of the students in the classroom including a chart or graph	Candidate demonstrates comprehensive and relevant data of the students in the classroom including a chart or graph	Candidate demonstrates a sophisticated and comprehensive and relevant data of the students in the classroom including a chart or graph.
Knowledge of family involvement RIPTS: 7 CAEP: 1	Candidate does not demonstrate an understanding of the factors that can impact family involvement within a school system.	Candidate demonstrates a limited understanding of the factors that can impact family involvement within a school system.	Candidate demonstrates an understanding of the factors that can impact family involvement within a school system.	Candidate demonstrates a sophisticated understanding of the factors that can impact family involvement within a school system.
Knowledge of students' varied approaches to learning RIPTS: 3, 4 CAEP: 1	Candidate does not demonstrate an understanding of the different ways students in their classroom learn and discusses how those data impact the students' learning.	Candidate demonstrates a limited understanding of the different ways students in their classroom learn and discusses how those data impact the students' learning.	Candidate demonstrates an understanding of the different ways students in their classroom learn and discusses how those data impact the students' learning.	Candidate demonstrates a sophisticated understanding of the different ways students in their classroom learn and discusses how those data impact the students' learning.

<p>Knowledge of students' skills and prior learning</p> <p>RIPTS: 4 CAEP: 1</p>	<p>Candidate does not demonstrate an understanding of students' skills and prior learning and cannot discuss how those data affect the students' learning.</p>	<p>Candidate demonstrates a limited understanding of students' skills and prior learning and struggles to discuss how those data affect the students' learning.</p>	<p>Candidate demonstrates an understanding of students' skills and prior learning and effectively discusses how those data affect the students' learning.</p>	<p>Candidate demonstrates a sophisticated understanding of students' skills and prior learning and discusses how those data affect the students' learning.</p>
<p>Implications for instructional planning and assessment</p> <p>RIPTS: 1, 9 CAEP: 1, 3</p>	<p>Candidate does not demonstrate specific implications for planning, instruction, and assessment based on student individual differences and community, school, and classroom characteristics</p>	<p>Candidate demonstrates a limited ability to identify specific implications for planning, instruction, and assessment based on student individual differences and community, school, and classroom characteristics</p>	<p>Candidate demonstrates specific implications for planning, instruction, and assessment based on student individual differences and community, school, and classroom characteristics</p>	<p>Candidate demonstrates in a sophisticated and nuanced manner the specific implications for planning, instruction, and assessment based on student individual differences and community, school, and classroom characteristics</p>

Scoring Criteria and Recommendation for Licensure (on Taskstream):

Candidates must achieve "meets expectations" (3) in at least 4 rubric elements.

Meets Standards Score Range: 18 - 12*

Does Not Meet Standards Range: 11 and lower

*Teacher Candidates that earn lower than 13 points may enter a student support protocol. UCEs and SCEs may report on limited growth and/or ratings at Mid-term.

Appendix H: Program Assessment: Ability to Plan and Teach

RWU Lesson Plans and Initial Teaching Rounds (Co-teaching and Independent Lessons)

Assignment Description

Teacher Candidates will be writing lesson plans in several courses and will be expected to teach the lessons during their clinical placements. The RWU Lesson Plan Format will be used in all plans and teaching. Each Teacher Candidate will engage in **2 Initial Teaching Rounds** and be observed by their School-Based Clinical Educator and University Clinical Educator, either remotely and/or in-person. Following each initial round, the UCE will determine a best score based on the Ability to Plan and Teach rubric (see below).

The Teacher Candidate will also receive feedback from their UCE and SCE on lessons in the form of a three-way conference following each lesson, in which the Collaborative Assessment Log may be used to facilitate discussions. Discussion and actionable feedback will be based on an evaluation rubric and scoring guidance (see below).

The **RWU Lesson Plan Format (Appendix N)** is required of Teacher Candidates completing each of the lesson plans in the program. Lesson plans are to be submitted to both observers one week prior to the lesson. Teacher Candidates are responsible for responding to and modifying their lesson plan based on feedback within 3 days following their lesson.

Program Assessment Rubric:

Rhode Island Department of Education (RIDE) Educator Teaching Evaluation Tool (Modified)

Criterion	Ability to Plan and Teach Performance Indicators			
CAEP Elem. Standards and RIPTS	Beginning Candidate 1 – Does Not Meet Expectations	Developing Candidate 2 – Approaches Expectations	Competent Candidate (meets goal) 3 – Meets Expectations	Accomplished Candidate 4 – Exceeds Expectations
2a. Creating an Environment of Respect & Rapport RIPTS: 6.1, 6.2, 6.4, 6.5 CAEP: 3	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net

	Student interactions are characterized by sarcasm, put- downs, or conflict. The teacher does not deal with disrespectful behavior.	Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business- like, though students may be somewhat cautious about taking intellectual risks.	result is an environment where all students feel valued and are comfortable taking intellectual risks.
<p>2b. Establishing a Culture for Learning</p> <p>RIPTS: 1.1, 2.1, 2.2, 4.2, 6.1, 6.2, 6.4, 6.6</p> <p>CAEP: 3</p>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

		have a natural aptitude for the subject.		
<p>2c. Managing Classroom Procedures</p> <p>RIPTS: 2.1, 2.2, 3.1</p> <p>CAEP: 3, 4</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, handling of materials and supplies, or both, is consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students</p>
<p>2d. Managing Student Behavior</p> <p>RIPTS: 6.1, 6.4</p> <p>CAEP: 3</p>	<p>There appear to be no established standards of conduct/classroom management, norms and protocols or students challenge them. There is little or no teacher monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct/classroom management norms and protocols appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct/classroom management norms and protocols, etc. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct/classroom management norms and protocols. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
<p>3a. Communicating with Students</p>	<p>The instructional purpose of the lesson is unclear to</p>	<p>The teacher's attempt</p>	<p>The instructional purpose of the lesson is clearly communicated</p>	<p>The teacher links the</p>

<p>RIPTS: 2.4, 6.6, 8.1, 8.2, 8.3, 8.4, 8.5</p> <p>CAEP: 4</p>	<p>students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>
<p>3b. Using Questioning/ Prompts and Discussion Techniques</p> <p>RIPTS: 5.1, 5.2, 5.3, 5.4, 6.5, 6.6</p> <p>CAEP: 4</p>	<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher</p>	<p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the</p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students</p>

	mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
3c. Engaging Students in Learning RIPTS: 1.2, 2.3, 2.5, 5.1, 5.5, 6.3 CAEP: 4	The learning tasks/activities, materials, and resources require only rote responses, with only one approach possible. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "down time."	The learning tasks and activities are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

<p>3d. Using Assessment in Instruction</p> <p>RIPTS: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7</p> <p>CAEP: 3, 4</p>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent, or of poor quality. Students do not engage in self- or peer assessment, and the teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</p>
<p>PR8. Plans effectively based on accurate knowledge of how children learn and develop.</p> <p>RIPTS: 3.1, 3.2, 3.3</p> <p>CAEP: 1, 4</p>	<p>Lesson and unit plans do not address standards. Plan objectives do not include student-centered learning objectives. Information and activities do not follow a logical pattern.</p>	<p>Plans do not consistently address standards or address standards that are not the most important for that grade or content. Plans sometimes have specific learning objectives that are student-centered, and outcome based. The</p>	<p>Plans consistently include specific learning objectives that are student-centered, outcome-based, and mapped back to priority standards. The sequence of information and activities enables students to build on their prior knowledge. Plans consistently are sequentially organized and</p>	<p>Plans include specific learning objectives that are student-centered, outcome-based, and mapped back to priority learning standards. The sequence of information and activities enables students to build on their prior knowledge. Plans reflect the cognitive, social-</p>

		sequence of information and activities sometimes enables students to build on their prior knowledge. Plans do not always include age appropriate lessons and activities that support the specific learning objectives.	anticipate the next lesson. Plans include age appropriate lessons and activities that support the specific learning objectives.	emotional, and personal needs of both individuals and groups of students. Plans identify areas in which students may struggle and include strategies for addressing those areas.
<p>PR9. Uses data appropriately to plan instruction for a diverse group of learners.</p> <p>RIPTS: 4.1, 4.2, 4.3, 4.4, 7.1, 7.2</p> <p>CAEP: 1, 3</p>	<p>The teacher demonstrates no knowledge of students' backgrounds, cultures, skills, language proficiency, and special needs or does not effectively seek such an understanding. The teacher's plans do not demonstrate knowledge of students' abilities or individual needs and does not demonstrate collaboration. The teacher does not account for or adequately plan to address students' needed modifications or accommodations in lessons.</p>	<p>The teacher demonstrates little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs. The teacher gathers information from only a few sources and uses this information inconsistently to support the learning of all students and rarely exhibits collaboration. The teacher attempts to plan for and integrate required modifications and accommodations into lessons, but the execution may be ineffective or inconsistent.</p>	<p>The teacher demonstrates knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs. The teacher collaboratively gathers information from several sources and uses this information to craft plans that support the learning of all students. The teacher plans for and effectively integrates all required modifications and accommodations into lessons.</p>	<p>The teacher actively seeks and demonstrates knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs. The teacher collaboratively gathers information from a variety of sources and uses this information deliberately when planning for and assessing student learning. The teacher's plans account for accommodations and modifications for individual students. The teacher consults specialists on the best ways to address the needs of students requiring additional support.</p>

Ability to Plan and Teach Rubric (Independent Lessons - Practicum & Student Teaching)**Scoring Criteria and Recommendation for Licensure (on Taskstream):****Practicum Score Range:**

Meets Standards Score Range: 30-15

Does Not Meet Standards: 14 and lower

- During Practicum (EDU 375/376), Teacher Candidates must achieve “meets expectations” (3) in at least 5 rubric elements.

Student Teaching Score Range:

Meets Standards Score Range: 30-21*

Does Not Meet Standards: 20 and lower

- During Student Teaching (EDU 450/451), Teacher Candidates must achieve “meets expectations” (3) in at least 7 rubric elements and cannot score “does not meet expectations” (1) on any element.

*Teacher Candidates that earn lower than 15 (during Practicum) or 21 points (during Student Teaching) may enter a student support protocol. UCEs and SCEs may report on limited growth and/or ratings at Mid-term.

Appendix I: Program Assessment - Dispositions

	Dispositions Performance Indicators			
Criterion	Beginning Candidate 1 – Does Not Meet Expectations	Developing Candidate 2 – Approaches Expectations	Competent Candidate (meets goal) 3 – Meets Expectations	Accomplished Candidate 4 – Exceeds Expectations
Communicates effectively with peers, mentors, clinical educators, faculty, and families RIPTS: 7, 8 CAEP: 5	Candidate does not use verbal and non-verbal communication with all stakeholders in an effective, positive, and professional manner.	Candidate sometimes uses verbal and non-verbal communication with all stakeholders in an effective, positive, and professional manner.	Candidate consistently uses verbal and non-verbal communication with all stakeholders in an effective, positive, and professional manner.	Candidate always uses verbal and non-verbal communication with all stakeholders in an effective, positive, and professional manner.
Believes that students learn in different ways RIPTS: 3, 4 CAEP: 1, 3	Candidate does not demonstrate their belief that students learn in a variety of modalities and offers students opportunities to learn in a variety of manners.	Candidate sometimes demonstrates their belief that students learn in a variety of modalities and offers students opportunities to learn in a variety of manners.	Candidate demonstrates their belief that students learn in a variety of modalities and offers students opportunities to learn in a variety of manners.	Candidate always demonstrates their belief that students learn in a variety of modalities and offers students opportunities to learn in a variety of manners.
Selects teaching materials that are relevant for all students RIPTS: 1, 2, 9 CAEP: 3	Candidate does not select teaching materials that are culturally, linguistically, and developmentally appropriate for all students as evident in lesson planning and a	Candidate sometimes selects teaching materials that are culturally, linguistically, and developmentally appropriate for all students as evident in lesson planning and	Candidate consistently selects teaching materials that are culturally, linguistically, and developmentally appropriate for all students as evident in lesson planning and a variety of classroom interactions.	Candidate selects multiple types of teaching materials that are culturally, linguistically, and developmentally appropriate for all students, including subgroup populations as evident in lesson planning and a variety of classroom interactions that extend learning experiences.

	variety of classroom interactions.	classroom interactions.		
<p>Facilitates learning for all students and by creating a supportive learning environment</p> <p>RIPTS: 3, 4, 6 CAEP: 1</p>	<p>Candidate does not facilitate learning for all students, including students with disabilities, English learners, and students in poverty.</p> <p>There is little or no candidate monitoring of appropriate standards of behavior, positive social interaction, active engagement, and self-motivation.</p>	<p>Candidate inconsistently facilitates learning (or shows evidence in lesson planning, small group instruction, etc.) for all students, including students with disabilities, English learners, and students in poverty.</p> <p>There are few or uneven attempts of candidate monitoring appropriate standards of behavior, encouraging positive social interaction, active engagement, and self-motivation.</p>	<p>Candidate consistently facilitates learning (or shows evidence in lesson planning, small group instruction, etc.) for all students, including students with disabilities, English learners, and students in poverty.</p> <p>Candidate consistently monitors appropriate standards of behavior, encouragement of positive social interaction, active engagement in learning and self-motivation.</p>	<p>Candidate facilitates deep learning experiences (or shows evidence in lesson planning, small group instruction, etc.) for all students, including students with disabilities, English learners, and students in poverty, offering students additional opportunities to engage in learning material.</p> <p>Candidate consistently monitors standards of behavior that is subtle, preventative, and sensitive to individual student needs which also respects student dignity.</p>
<p>Respects diverse thoughts and opinions</p> <p>RIPTS: 4, 6, 8 CAEP: 5</p>	<p>Candidate is not open-minded, or shows unfair treatment of others based on their identity.</p>	<p>Candidate occasionally respects others' opinions who differ from their own.</p>	<p>Candidate respects diverse thoughts and opinions. Candidate consistently shows respect, empathy and open-mindedness with others, and is supported by stakeholders in professional interactions.</p>	<p>Candidate consistently shows a high degree of respect for diverse thoughts and opinions. Actively demonstrates empathy through inclusive actions and open mindedness with others who are excluded.</p> <p>Candidate may also make decisions to be inclusive to represent multiple viewpoints into learning resources, reflecting the learning and</p>

				local community through a commitment to social justice.
<p>Demonstrates respect, empathy, and open mindedness with others</p> <p>RIPTS: 4, 8 CAEP: 5</p>	<p>Candidate interactions demonstrate unfair treatment of others based on identity, disrespect, and/or negative interactions or open mindedness with others.</p>	<p>Candidate interactions and demonstration of respect may occasionally be positive, show respect, empathy , or open mindedness.</p>	<p>Candidate consistently shows respect, empathy, and open mindedness with others, and is supported by stakeholders in professional interactions.</p>	<p>Candidate actively demonstrates empathy through inclusive actions and open mindedness with others who are excluded. Candidate may also make decisions to be inclusive to represent multiple viewpoints into learning resources, reflecting the learning and local community through a commitment to social justice.</p>
<p>Interacts productively and amicably with others</p> <p>RIPTS: 7, 8, 11 CAEP: 5</p>	<p>Candidate does not contribute as a team member, or is unreliable or rigid with others.</p> <p>Stakeholders do not feel comfortable speaking with the candidate.</p>	<p>Candidate usually works in a team, exhibits positivity, and completes required tasks.</p> <p>Some stakeholders feel comfortable interacting with the candidate.</p>	<p>Candidate works collaboratively and amicably with others.</p> <p>Stakeholders are comfortable during interactions with candidate.</p>	<p>Candidate works effectively in all collaborative efforts, with others.</p> <p>Candidate is committed to positivity, a high degree of respect for others, and may model leadership behaviors during interactions with stakeholders.</p>
<p>Contributes to efforts to examine and enact productive solutions</p> <p>RIPTS: 5, 11 CAEP: 4</p>	<p>Candidate does not initiate, contribute, or engage in research to problem-solving with other stakeholders in enacting productive solutions and self-directed professional learning.</p>	<p>Candidate demonstrates little initiative to research, contribute to, or actively engage in problem-solving with other stakeholders and in enacting productive solutions and self-directed professional learning.</p>	<p>Candidate consistently contributes or actively plans through collaboration and research (e.g. via a Professional Learning Plan) to engage in problem-solving with other stakeholders taking on either a leadership or supporting role in enacting productive solutions and engaging in self-directed professional learning.</p>	<p>Candidate consistently contributes and actively plans through collaboration, research, and engaging in problem-solving with other stakeholders taking on a leadership role in enacting productive solutions and self-directed professional learning.</p> <p>Candidate articulates a plan to engage in self-directed professional goals and community impact.</p>

Remains open to feedback and suggestions for improvement RIPTS: 10, 11 CAEP: 5	Candidate is not open to feedback and suggestions for growth.	Candidate is sometimes open to suggestions to feedback, but does not always apply it.	Candidate remains open to feedback and suggestions for improvement and is committed to critical self-reflection.	Candidate actively seeks out feedback and opportunities to improve.
Accepts responsibility for self and what is required by mentors, clinical educators, and faculty RIPTS: 7, 8, 10, 11 CAEP: 5	Candidate does not accept responsibility for self, and demonstrates understanding of roles and responsibilities of other stakeholders.	Candidate sometimes accepts responsibility for self, and demonstrates understanding of roles and responsibilities of other stakeholders.	Candidate consistently accepts responsibility for self, and demonstrates understanding of roles and responsibilities of other stakeholders.	Candidate consistently accepts responsibility for self, and demonstrates understanding of roles and responsibilities of other stakeholders by explicitly incorporating insights from self-reflection.
Demonstrates ethical and appropriate conduct in academic and professional settings RIPTS: 10, 11 CAEP: 5	Candidate does not follow the ethical and professional guidelines as specified by state, district, and school regulations.	Candidate sometimes follows the ethical and professional guidelines as specified by state, district, and school regulations.	Candidate consistently follows the ethical and professional guidelines as specified by state, district, and school regulations.	Candidate consistently follows the ethical and professional guidelines as specified by state, district, and school regulations, explicitly incorporating ethical decision making into clinical field reflections.
Committed to critical self-reflection for personal growth RIPTS: 10, 11 CAEP: 5	Candidate does not engage in critical self-reflection that focuses on personal and professional growth.	Candidate sometimes engages in critical self-reflection that focuses on personal and professional growth.	Candidate consistently engages in critical self-reflection that focuses on personal and professional growth.	Candidate consistently engages in critical self-reflection that focuses on personal and professional growth that explicitly connections to personal goals setting and professional development practices.
Stays current with the evolving nature of the teaching profession RIPTS: 10, 11 CAEP: 5	Candidate does not demonstrate a commitment to staying current with the professional teaching expectations, as demonstrated in	Candidate is inconsistently committed to staying current with the professional teaching expectations, as demonstrated in	Candidate consistently demonstrates a commitment to staying current with the professional teaching expectations, as demonstrated in Seminar	Candidate demonstrates a commitment to staying current with the professional teaching expectations and Seminar self-reflections, journaling, and course engagements.

	Seminar self-reflections, journaling, and course engagements.	Seminar self-reflections, journaling, and course engagements.	self-reflection, journaling and course engagements.	Candidate also explicitly demonstrates a long-term commitment to professional knowledge (i.e. joining a national organization, committing to on-going professional development).
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Dispositions Rubric II (Practicum)

Dispositions are scored twice during the Practicum semester by both the UCE and SCE.

Evaluations will be given once at Mid-term and again at the Final.

Scoring Criteria and Recommendation for Licensure (on Taskstream):

Candidate must achieve “meets expectations” (3) in at least 9 rubric elements.

Meets Standards Score Range: 39 – 28*

Does Not Meet Standard Score Range: 27 and lower

*Teacher Candidates that earn lower than 28 points may enter a student support protocol. UCEs and SCEs may report on limited growth and/or ratings at Mid-term.

*Teacher Candidates will problem solve with university and school-based clinical educators for improving in areas below “meets expectations.”

Appendix J: Program Assessment - Eligibility to Student Teach Presentation

Eligibility to Student Teach Presentation

GOAL:

The purpose of this presentation is to demonstrate that you are ready to begin your work as a teacher. We want you to engage in the most essential work we do as educators: plan, teach, assess, and reflect. To do this, you will draw from your field experiences, your practicum experiences and all your coursework to demonstrate to a team of professionals that you understand how youth learn and how to best teach and assess a lesson.

You will have 20 minutes to make a presentation. **A 10-minute question and answer** period will follow the presentation.

Presentation goals and expectations are described below. Your central foci will be two-fold:

Task A: First, you will describe how you taught a lesson, assessed it, and planned for future instruction.

Task B: You will lay out your professional goals and how you will go about reaching them during Student Teaching.

DETAILS FOR TASK A:

This assignment will unfold in two phases. First, you must teach a lesson, collect assessments, analyze them, and plan for future instruction at your practicum site. Then, you will translate this experience into a presentation in which you talk us through your process. That is the heart of the eligibility to student teach presentation – where you walk us through how you are thinking about teaching and learning. **We want to see your knowledge in action. Show us all you have learned.**

SCHOOL-BASED STEPS:

- **Select a Lesson on which to base your presentation:** Select a lesson which will be observed by your UCE. It can be your independent or co-taught lesson.
- **Plan your lesson and create your materials.** The lesson will be created on TaskStream and materials will be uploaded within the lesson plan. Include a meaningful assessment.
- **Teach the lesson.** Plan to have your UCE observe your lesson. Collect assessments from each of your students.
- **Assessment.** Review the set of assessments. Choose work from two students who had difficulty with the task. Please omit student names for privacy. Determine what your next steps will be in addressing the students' needs.

ALERT!!ALERT!! You will need to be very mindful of the calendar as to when you teach your lesson. You need to teach, collect assessments, analyze them and determine next steps. You will want to teach this lesson well before the Eligibility presentations in order to avoid any rushed work at the last minute.

FOR YOUR PRESENTATION

Please address the following components in your presentation:

Planning
Instruction
Assessment
Next steps

PLANNING

- Open with an explanation of your school/grade/demographics of your classroom to set the stage. **Keep this to one slide.**
- Explain what you taught and why you planned as you did. **Make sure to have at least one slide that provides a summary of the instructional choices you made for this lesson. Said another way, explain how your lesson was structured (first I provided an inquiry question hook. Then I moved on to a demonstration of how items float and sink. Then I....). This is an opportunity to think aloud for the panel about HOW and WHY you designed your instruction as you did: Your why should be based on:**
 - Your understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs. CAEP 1b
 - Your understanding of a variety of instructional practices that support the learning of every child. CAEP 4a
 - Your ability to explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content. CAEP 4c
 - Your ability to plan instruction including goals, materials, learning activities and assessments. CAEP 3c

DO NOT ORGANIZE YOUR PRESENTATION BY CAEP STANDARDS. While we want you to address how your instruction includes these dimensions, you do not (and should not) march through each CAEP standard like a checklist. Instead, we want you to talk fluently about how you are thinking about instruction.

INSTRUCTION and ASSESSMENT: In this section explain how your teaching went. What went well? What challenges did you have? Were you able to meet your student learning goals? How do you know? Explain how your assessments help determine students' competencies and learning needs. (CAEP 3a). Have a set of student work to reference. Look for patterns in where they did well and where they struggled. Summarize the results in narrative and/or graphic form (e.g., table or chart). Do not stress about this. We are not expecting statistical analysis here. Rather, we want to see how you interpret your students' learning.

REFLECTION

Focus on 2 students who struggled. Talk to us about why you think that was. Do not devolve into deficit language. Explain how you would work with them individually to remedy your concerns. What would your next steps be? In this section, you should demonstrate that you can:

- Use assessment results to improve instruction and monitor learning (CAEP 3b)
- Provide constructive feedback to guide children's learning, increase motivation, and improve student engagement (CAEP 4d)
- Sequence instruction based on research support instructional approaches (CAEP 4b)
- Plan for needs of students based on their weaknesses and interests (CAEP 3d)

- Use assessment to identify appropriate goals for individual instruction (CAEP 4g)

Overall our goal is to hear you talk and reason as teachers do. This should feel like a natural conversation between colleagues who are talking about their process. We don't want the presentations to feel mechanical or overly scripted. Apply all your gathered wisdom to how you plan, teach, and assess you students.

DETAILS FOR TASK B:

The second part of your presentation (about 5 minutes) should be discussing your professional learning project. This is the smaller part of your presentation, so the expectation is that this will be brief but powerful.

For your professional learning project, you will select an area of teaching and learning you want to learn more about. Select your topic based on your experiences in the classroom. You should collaborate with your mentor to determine an actual, authentic need in your class. What do you need to work on to improve student outcomes? The possibilities are quite wide here. You can consider academic, behavior, social, emotional or developmental concerns. For example, you might want to focus on differentiating math for ELs, or strategies for to better include a student with autism. You will then sketch out how you will address this goal through professional learning. This could be through research, webinars, PD opportunities, books, online resources etc. How will you go about learning what you need to? Finally, during your student teaching seminars in the spring, you will present this learning to your peers as a form of collaborative professional learning. A second rubric will explain the steps for your spring presentation. For the sake of this presentation:

Explain what your PD focus will be and why: You should work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence learner's development and growth (CAEP 5a).

Explain what you will do to reach this goal. You will design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice (CAEP 5b) You will participate in peer and professional learning communities to enhance student learning in the Spring (CAEP 5c).

The above CAEP standards will be used to evaluate your professional learning presentation in the Spring. The following standard will be assessed as part of your Eligibility presentation. This should be your focus now:

- Your understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children (CAEP 1a)

EXAMPLE OF TASK B:

Concern Identification:

You and your host teacher are concerned about a student who is new to English. He just arrived in the US from Iraq three years ago. He is doing great in math and has many friends, but you are interested in what you can do to help him understand his reading better and feel more successful in writing. You are looking for techniques and strategies to help differentiate his language arts lessons more.

Plan of Action: To address this goal, you will be looking at professional resources that you would read/watch in order to learn more about literacy practices for Els. You have identified the following four resources:

1. Article: Using Sheltered English to Support English Learners:
<http://www.cal.org/resource-center/briefs/using-sheltered-instruction>
2. Book: Teaching Reading to English Language Learners: Differentiated Literacies
by Socorro G. Herrera
3. Website: <https://www.colorincolorado.org/>
4. Webinar: at learner.org – Teaching English Language Learners

During your presentation, you would just talk through this thought process, explaining how you identified a concern and what you plan to do to address this.

Scoring Criteria and Recommendation for Licensure (on Taskstream):

* In order to be recommended for Student Teaching, a Teacher Candidate must achieve “meets expectations” (3) in at least 8 rubric elements.

Meets Standards Range: 33-24*

Does Not Meet Standards: 23 and lower

* In order to pass the Eligibility to Student Teach Presentation, the Teacher Candidate must earn a minimum score of 24 points.

*Teacher Candidates that earn lower than 24 points may enter a student support protocol. UCEs and SCEs may report on limited growth and/or ratings at Mid-term.

	Eligibility to Student Teach Performance Indicators			
Criterion	Beginning Candidate 1 – Does Not Meet Expectations	Developing Candidate 2 – Approaches Expectations	Competent Candidate (meets goal) 3 – Meets Expectations	Accomplished Candidate 4 – Exceeds Expectations
Understanding How Children Grow and Develop CAEP 1 a. RIPTS 3.1, 3.2, 3.3, 6.2	Demonstrates little or no understanding of how children grow, develop, and learn. Does not gather information or identify strengths/needs; Attempts to plan or design opportunities to measure student outcomes.	Understands how children grow and develop; Attempts to or does not use knowledge. Gathers information about learners and attempts to, or does not use to support. May identify strengths/needs and attempts to plan or design opportunities for appropriate, measurable student outcomes.	Uses understanding of how children grow and develop; Plans and implements appropriate and challenging experiences. Incorporates essential information from contextual and/or methods courses. Observes and records learners-individual and group; Determines strengths/needs and plans or designs opportunities for appropriate, measurable student outcomes.	Consistently uses understanding; States in depth theories for plans and actions. Further explores and plans to apply contextual information into lessons from courses. Assesses learners' growth; Uses various assessments; Determines individual strengths/needs and consistently plans or designs differentiated opportunities for appropriate measurable student outcomes and other extended learning activities.
Recognizing Individual Differences CAEP 1 b. RIPTS 4.1, 4.2, 6.2	Does not understand or recognize individual differences (e.g. diverse family, culture, community). Does not gather nor use information to inform planning.	Understands or recognizes individual differences (e.g. culture, community). Gathers information about children's characteristics; Does not use, or uses it ineffectively to inform planning.	Understands or recognizes the individual differences and how to maximize learning. Gathers and uses information to plan. Builds on strengths and addresses individual needs; Monitors effects of experiences on development and learning.	Candidate understands and recognizes differences, unique learner profiles, and how to maximize student's learning. Gathers/uses information; Builds on strengths/needs; Systematically monitors; Considers potential biases.

<p>Student Centered Instruction</p> <p><i>Components: Differentiation, UDL, learning needs, accommodations, specified support(s), including but not limited to ESL, special education, behavior, etc.</i></p> <p>CAEP 3 d.</p> <p>RIPTS 4.1, 4.4</p>	<p>Does not plan for student-centered instruction to meet the needs of students, or individual students.</p>	<p>Plans are student-centered based on strengths/needs of subsets.</p> <p>Plans specific strategies to scaffold learning for subsets, but not individuals.</p>	<p>Plans are consistently student-centered based on strengths/needs of individual students.</p> <p>Plans specific strategies to scaffold learning for individual students and subsets, appropriately.</p>	<p>Plans for readiness, interests/strengths, weaknesses/motivators; modified (e.g. depth/difficulty) and are student-centered.</p> <p>Plans strategies to scaffold; Uses knowledge of need and how to show their learning.</p>
<p>Instructional Planning</p> <p><i>Components: learning activities/materials, groupings, technology, assessments, modifications, adaptations</i></p> <p>CAEP 3 c.</p> <p>RIPTS 3.1, 3.2, 9.3</p>	<p>Plans do not address goals or other components (<i>listed on left</i>).</p> <p>Does not plan for effective use of time in instruction.</p>	<p>Plans address some, not all components.</p> <p>Plans for use of instructional time are not balanced.</p>	<p>Plans are based on evidence of individual student's strengths and needs; Includes use of components.</p> <p>Balance of instructional time for instruction is noted and evident.</p>	<p>Plans based on evidence of student strengths/needs; Coordinates use of components.</p> <p>Plans for instructional time; Allocates balance of time.</p>

<p>Assessment: Administering, Use, and Planning</p> <p><i>Components: explicit instruction, appropriate feedback, guided practices, Task A (Student A/B data)</i></p> <p>CAEP 3 a., 3 b., 4 g.</p> <p>RIPTS 9.3, 9.7, 6.3</p>	<p>Administers and uses required summative assessments.</p> <p>Does not interpret and/or provides minimal feedback to students; Without explanations.</p> <p><u>Planning:</u></p> <p>Does not use knowledge of a student or current data; Does not adequately plan for individuals.</p> <p>Does not use appropriate instructional strategy to support desired learning.</p>	<p>Selects and administers formative and summative assessments; Does not modify for individual student needs and may provide some evidence for Task A (e.g. Student A/B data)</p> <p>Interprets and uses formative and summative assessments for required data reports and planning.</p> <p>No adjustments made; Uses a single assessment source to provide general feedback.</p> <p><u>Planning:</u></p> <p>Develops a plan for individual instruction using knowledge and assessments; Does not appropriately identify goals or plan instruction.</p> <p>Uses appropriate strategy for learning; One or more components (as noted on left) is missing.</p>	<p>Selects, administers and uses a variety of differentiated formative and summative assessments based on student need to monitor and adapts instruction.</p> <p>Designs, administers, and accurately interprets assessments for Task A (e.g. Student A/B data)</p> <p>Uses multiple assessment sources to give detailed and task-specific feedback.</p> <p><u>Planning:</u></p> <p>Appropriately uses knowledge of student data to identify goals and develop plans for instruction.</p> <p>Delivers individual instruction to a student and employs critical components <i>(as noted on left)</i>.</p>	<p>Designs, selects, adapts, and administers varied modified differentiated assessments; Accurately interprets data to plan, monitor, and adapt to needs, as evidenced in Student A and B assessment data.</p> <p>Provides learner choices in assessments; Fosters self-reflection.</p> <p><u>Planning:</u></p> <p>Uses current assessment data to identify goals and to plan for individuals.</p> <p>Delivers individual instruction, employing critical components and culturally responsive practices.</p>
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<p>Instructional Practices</p> <p>CAEP 4 a.</p> <p>RIPTS 3.2, 4.1</p>	<p>Does not use appropriate instructional practices.</p> <p>Does not use appropriate resource materials to instruct.</p>	<p>Uses appropriate instructional practices, but does not use a variety of strategies.</p> <p>Uses appropriate resources, variety of resources is limited or not readily adapted.</p>	<p>Uses a variety of instructional practices; Direct, inquiry/project based, etc.</p> <p>Uses a variety of resource materials during instruction.</p>	<p>Varies the use of practices during instruction.</p> <p>Uses variety of resources to provide choice, problem solving/critical thinking opportunities to students.</p>
<p>Sequencing Learning Opportunities (Task A Lesson)</p> <p>CAEP 4 b.</p> <p>RIPTS 3.1, 3.2, 3.3</p>	<p>Lesson does not have a content topic focus or theme linked to standards, or an overarching question(s)/key concepts.</p> <p>Does not provide opportunities that connect learning and allow all students and subgroups to participate, or include evidence of how plans will be made, or adjusted in sequential lessons/instructional activities.</p>	<p>Lesson is minimally focused on content topic and/or theme linked to standards. Candidate may develop some overarching questions/key concepts.</p> <p>Provides limited learning opportunities that may facilitate more advanced content, or will engage some sub groups. Includes some evidence of how plans will be adjusted in sequential lessons/instructional activities.</p>	<p>Lesson is focused on content topic and theme linked to standards. Overarching questions/key concepts are included and reflect higher order thinking (e.g. Bloom's Taxonomy).</p> <p>Provides details for Task A Lesson that shares adjustments in a proposed sequential plan/instructional activity. Discusses and presents evidence of learning opportunities that includes reteaching and more advanced content.</p>	<p>Lessons are focused on content topic and theme linked to standards. Overarching questions and key concepts reflect varied higher order of thinking (e.g. Bloom's Taxonomy) levels and are included in pre-planning for subgroups.</p> <p>Provides details in lesson plan(s) that include adjustments in sequential lessons and instructional activities, explicitly based on connections to a child's prior knowledge in content area.</p> <p>Consistent connections across lesson(s)/learning opportunities are clearly shared to included reteaching and extending learning for all students.</p>

<p>Use of Explicit Instruction to Support Learning Goals</p> <p><i>Components:</i> classroom management, standards of behavior, positive social interaction, active engagement, and self-motivation</p> <p>CAEP 4 c.</p> <p>RIPTS 3.2, 3.3, 6.1, 6.2, 6.6</p>	<p>Does not use explicit instruction to address established learning goals and components (listed to left).</p> <p>Does not monitor student progress in learning identified content.</p>	<p>Uses explicit instruction to address established goals and components, including social and personal needs of individual students and classroom community.</p> <p>Monitors student progress in learning identified content and engaging in and meeting learning goals.</p>	<p>Uses explicit instruction to address goals and components based on knowledge of students (e.g. behaviors) and teacher candidate knowledge of content as well as the classroom community.</p> <p>Monitors student progress and adjusts learning plans in meeting identified content and engaging in and meeting learning goals.</p>	<p>Uses explicit instruction, the candidate determines and adjusts goals (as needed) student learning goals based on assessment and other data.</p> <p>Monitors student progress in the learning of content;</p> <p>Uses information to provide guided instruction and practice to support with addressing challenging learning goals.</p>
<p>Providing Feedback</p> <p><i>Components:</i> Goal-oriented, timely, specific, meaningful, genuine</p> <p>CAEP 4 d.</p> <p>RIPTS 9.5, 9.7</p>	<p>Does not provide feedback; Feedback is negative; Does not reflect components (listed to left).</p> <p>Feedback does not increase engagement or motivate.</p>	<p>Provides feedback to guide learning; Feedback does not reflect components.</p> <p>Does not provide feedback/assistance in developing error-identification skills, self-evaluation or independence.</p>	<p>Provides feedback; Reflects components (as noted on the left).</p> <p>Provides feedback/assistance in building skills in self-evaluation, independence, and with identifying misconceptions.</p>	<p>Provides appropriate feedback; Includes goal monitoring (long & short).</p> <p>Provides feedback/assistance to engage all students; Activities build various skills.</p>
<p>Working in Small Groups and Community</p> <p><i>Components:</i> Small group may</p>	<p>Does not develop an appropriate plan for effective small group instruction, classroom program or initiative (e.g. heterogeneous and homogeneous).</p>	<p>Does not develop an appropriate plan for effective small group instruction, classroom program or initiative.</p> <p>Monitors progress of students</p>	<p>Develops an appropriate plan for the delivery of lessons, classroom program, or initiative that is effective and appropriate for small groups and is responsive to classroom community.</p>	<p>Develops and delivers lesson, classroom program, or initiative using effective approach that is responsive to all needs, including all components.</p>

<p><i>include but not limited to; DEI, SEL/wellness, programs/support, enrichment, intervention, extracurricular, community building (e.g. restorative) and outreach</i></p> <p>CAEP 4 f. RIPTS 4.1, 6.2, 6.4, 6.5</p>	<p>Does not appropriately monitor progress of small groups and components (<i>listed on left</i>).</p>	<p>in small groups and components but does not use information appropriately.</p>	<p>Monitors progress of small groups and other components; Uses information to adjust and address collective learning needs.</p>	<p>Monitors student progress; Uses information appropriately to adjust instruction;</p> <p>Addresses collective and individual needs.</p>
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<p>Preparation for Professional Learning Project & Responsibilities</p> <p>(TASK B)</p> <p>CAEP:5 a, 5 b, 5c</p> <p>RIPTS 10.2, 10.3, 11.4, 11.5</p>	<p>Does not develop an appropriate professional learning presentation and deliver evidence of the learning and responsibilities of a professional plan (Task B).</p> <p>Does not appropriately identify a professional growth goal and share a plan to prepare, research, and implement Task B during the student teaching semester.</p>	<p>Minimally develops an appropriate professional plan and presentation and delivers some evidence of the learning and responsibilities of a professional plan (Task B) during student teaching.</p> <p>Shares an initial plan to prepare, research, and implement Task B during student teaching but does not outline the planned goals appropriately or in detail.</p>	<p>Develops and delivers a professional and appropriate plan for exploration of the learning responsibilities of a professional plan (Task B) during student teaching.</p> <p>Outlines a plan to consistently prepare, research, monitor and implement Task B.</p> <p>Shares how professional learning outcomes will impact student learning, or other school needs (e.g. SEL, community, etc.).</p>	<p>Develops and delivers an appropriate and detailed plan for exploring and achieving professional plan (Task B) during student teaching that may engage mentor further, or other stakeholders.</p> <p>Shares how professional learning outcomes will impact student learning, <u>and</u> other school needs (e.g. SEL, community, etc.).</p> <p>Discussion may include how professional goal(s)/outcomes may be communicated to stakeholders to solicit feedback on teacher candidate practice, or how professional learning contributes to improving teaching and learning in classrooms/schoolwide.</p>
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Appendix K: Program Assessment: Pedagogical & Professional Knowledge, Skills, and Dispositions

Overview

Student Teaching Evaluation (Midterm and Final)

Teacher Candidates will be assessed formally on their performance by their School-Based Clinical Educator and University Clinical Educator during their work in K-12 schools. A Midterm and Final Evaluation will be completed in EDU 451/450.

To prepare Teacher Candidates for the required evaluations they will encounter as a first-year teacher, the Mid and Final Evaluation will be assessed with a modified Rhode Island Department of Education (RIDE) Teacher Professional Responsibilities Rubric. While the rubric included is mostly the exact rubric that is used in the Rhode Island Model Evaluation and Support System (Edition IV), it would be unlikely for a novice Teacher Candidate to score a 4 (Exceeds) on any given rubric criterion. It would be expected that the candidate would not score above a 3 (Met), but acknowledge that on a rare occasion a candidate may demonstrate exceptional abilities in teaching which could warrant a score of a 4 (exceeds) on the tool. The program will not be using the scoring system as specified in the RIDE Evaluation System, since the tool has been modified.

Both the School-Based Clinical Educator and University Clinical Educator will complete the evaluations independently of one another. If a Teacher Candidate does not meet the scores required for continuing on/completing the program at Midterm by either clinical educator, a three-way meeting will take between the School-Based Clinical Educator, University Clinical Educator and the Teacher Candidate to either develop a formal plan for remediation. This plan will be monitored by the University Clinical Educator closely for the duration of the time in the program.

There is nothing that the Teacher Candidate needs to upload on to Taskstream for this assessment.

PROFESSIONAL STANDARDS ALIGNMENT

These assessments are aligned to the professional teacher standards by licensure area and the Rhode Island Professional Teaching Standards (RIPTS) (2007). These standards are indicated on the rubrics.

**Program Assessment Rubric:
Teaching: Pedagogical & Professional Knowledge, Skills, and Dispositions**

Rhode Island Department of Education (RIDE) Teacher Evaluation Tool (Modified)

Criterion	Performance Indicators			
	Beginning Candidate 1 – Does Not Meet Expectations	Developing Candidate 2 – Approaches Expectations	Competent Candidate (meets goal) 3 – Meets Expectations	Accomplished Candidate 4 – Exceeds Expectations
PR1. Understands and participates in school/district-based initiatives and activities RIPTS: 1.4, 7.3, 10.4 CAEP: 5	The teacher does not participate in district or school initiatives and activities or does not demonstrate awareness of initiatives. The teacher avoids participating in activities or initiatives and does not demonstrate supportive behavior toward the work of their colleagues and is unable/does not communicate involvement in activities to develop professional learning.	The teacher inconsistently or minimally participates in district and school initiatives and/or activities inside and outside of the classroom. The teacher is aware of some of the initiatives and activities led by their colleagues and sometimes supports such efforts and communicates minimal involvement in activities to develop professional learning.	The teacher actively participates in district and school initiatives and/or activities inside and outside of the classroom and occasionally supports the development and management of such efforts. The teacher is aware of and supports the initiatives and activities led by their colleagues and is able to communicate involvement in activities to develop professional learning.	The teacher plays a leading role in the development or management of district and school initiatives and/or activities inside and outside of the classroom. The teacher supports the initiatives and activities led by their colleagues and is able to communicate involvement in activities to develop professional learning.
PR2. Solicits, maintains records of, and communicates appropriate	The teacher does not have a system for collecting and maintaining information about	The teacher has a system for collecting and maintaining information about student progress but	The teacher has a system for collecting and maintaining information about student progress and keeps accurate, up-to-	The teacher has a system for collecting information about academic and non-academic student progress that requires students to

<p>information about students' behavior, learning needs, and academic progress</p> <p>RIPTS: 7.2, 9.4, 9.6, 10.1, 11.4</p> <p>CAEP: 1, 3, 4</p>	<p>student progress. The teacher may assume information about student performance without seeking actual records. The teacher does not communicate with parents or colleagues. Each student and their family do not have a basic understanding of how the student is performing.</p>	<p>does not update records consistently. The teacher inconsistently coordinates colleagues, infrequently solicits appropriate information from parents, or infrequently uses this information to inform instruction. Each student and their family have a basic understanding of how the student is performing.</p>	<p>date records. The teacher regularly coordinates with colleagues, solicits appropriate information from parents, and uses this information to inform instruction. Each student and their family understand how the student is performing.</p>	<p>monitor their performance and progress toward goals. All data and records are accurate, up-to-date, and reflect input from a variety of sources, as necessary. The teacher consistently communicates with colleagues, parents, and students to gather and share information. The teacher uses data to tailor instructional materials to individual student and family needs. The teacher ensures that each student and their family understand how the student is performing.</p>
<p>PR3. Acts on the belief that all students can learn and advocates for students' best interests</p> <p>RIPTS: 1.3, 10.2, 10.3, 11.1</p> <p>CAEP: 1, 3, 4</p>	<p>The teacher does not expect all students to make progress and does not take responsibility for a lack of student growth. Students with non-academic needs are not identified or they are not effectively assisted by the school or additional services. The teacher may believe some groups of students or individual students are unable to learn course material. The</p>	<p>The teacher is focused on ensuring all students make some progress. The teacher generally holds himself or herself accountable for all students' learning and development but may occasionally make excuses. The teacher identifies students with non-academic needs and alerts appropriate agencies and support professionals but does not always follow up on progress of such</p>	<p>The teacher is focused on ensuring all students achieve their maximum potential. The teacher holds himself or herself accountable for all students' learning and development. The teacher identifies students with non-academic needs and works proactively to ensure students receive appropriate assistance from the school or additional services that meet student needs. The teacher sets high academic goals for all students.</p>	<p>The teacher challenges the school community to continuously increase academic learning and proficiency for all students. The teacher holds himself or herself accountable for all students' learning and development. The teacher ensures students with non-academic needs are identified and fully served through school or additional services. The teacher sets high academic goals and students achieve them.</p>

	teacher does not set goals or sets low academic goals for students.	services. The teacher sets academic goals for all students, but goals are of varying rigor.		
PR4. Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions. RIPTS: 11.4 CAEP: 3, 5	The teacher's interactions with other adults are generally negative. The teacher is not respected by others because they are unsupportive of other colleagues. Colleagues and community members do not feel comfortable speaking with the teacher.	The teacher's interactions with other adults are usually positive. The teacher is somewhat respected by some colleagues and is somewhat supportive of other staff members. Some community members and colleagues feel comfortable speaking with the teacher.	The teacher's interactions with other adults reflect a commitment to positivity. The teacher is respected by many colleagues and is supportive of colleagues. Community members and colleagues feel comfortable speaking with the teacher.	The teacher's interactions with other adults reflect a commitment to positivity and a high degree of respect. The teacher is admired by their colleagues and community members interact with them in a positive and respectful manner. The teacher models strong leadership behaviors for community members and colleagues.
PR5. Acts ethically and with integrity while following all school, district, and state policies. RIPTS: 1.1, 1.2, 6.1, 6.2, 6.3, 7.1,	The teacher acts unethically, does not follow district/school/state policies, or interacts with students, colleagues, parents, and others in an unprofessional or inappropriate manner.	The teacher acts ethically in all situations. The teacher attempts to develop an understanding of school and district policies but occasionally may misinterpret or not follow a policy. The teacher generally interacts with students,	The teacher acts ethically and with integrity in all situations. The teacher consistently complies with school and district policies. The teacher interacts with students, colleagues, parents, and others in a professional manner that is fair and equitable.	Other educators look to the teacher as a role model who makes a concerted effort to challenge negative attitudes or practices and ensures that all students, particularly those who are traditionally underserved, are respected in the school. He or she complies fully with school or district policies and takes a

7.2, 10.3, 11.1, 11.5 CAEP: 4, 5		colleagues, parents, and others in a professional manner that is fair and equitable.		leadership role with colleagues to ensure that such decisions are based on professional standards The teacher interacts with students, colleagues, parents, and others in an ethical and professional manner that is fair and equitable.
PR6. Engages meaningfully in school and district professional learning opportunities and gives assistance to and seeks assistance from other educators in order to improve student learning. PR.7 Candidate aims at improving teacher practice. RIPTS:	The teacher does not or only occasionally attends school or district professional learning opportunities. The teacher often works in isolation and/or with limited collaboration even when colleagues have reached out to include him/her in learning opportunities. The teacher expresses negativity about professional learning opportunities without offering feedback for how opportunities could improve. Candidate does not clearly develop and/or articulate action steps of professional	The teacher inconsistently engages in district and school professional learning opportunities, at times participating in the activity and at other times not participating actively. The teacher inconsistently collaborates with colleagues and infrequently uses them as a professional resource despite opportunities for collaboration. The teacher at times expresses negativity about the role of professional learning in improving practice. Candidate provides little clarity on steps	The teacher actively and fully engages in district and school professional learning opportunities. The teacher regularly collaborates with colleagues and uses them as a professional resource when possible. The teacher expresses positive views about the role of professional learning in improving practice and offers feedback for how to improve professional learning opportunities. Candidate develops and/or articulates a clear action plan(s) for their professional learning goal(s) (e.g. Task B). Candidate self-monitors progress toward achieving professional goal(s), as presented to the Eligibility	The teacher makes the most of all school and district professional learning opportunities, as well those that are independent, by frequently taking on a leadership role. The teacher regularly works with colleagues to facilitate professional learning and help others improve their practice. The teacher is a reflective practitioner and is committed to continuous growth and learning. Through action and leadership, the teacher emphasizes the importance of ongoing professional learning in improving practice and continually works to improve the quality of professional learning opportunities.

7.1, 10.1, 10.2, 10.3, 10.4, 11.4, 11.5 CAEP: 5	learning goals (e.g. Task B).	toward developing and/or articulating clear action steps of professional learning goals (e.g. Task B).	to Student Teaching presentation committee.	Candidate consistently provides evidence of clear action plan(s), adjusts as needed for their professional learning goal(s) (e.g. Task B), as presented to the Eligibility to Student Teaching presentation committee.
PR8. Plans effectively based on accurate knowledge of how children learn and develop. RIPTS: 3.1, 3.2, 3.3 CAEP: 1, 3, 4	Lesson and unit plans do not address standards. Plan objectives do not include student-centered learning objectives. Information and activities do not follow a logical pattern.	Plans do not consistently address standards or address standards that are not the most important for that grade or content. Plans sometimes have specific learning objectives that are student-centered and outcome-based. The sequence of information and activities sometimes enables students to build on their prior knowledge. Plans do not always include age appropriate lessons and activities that support the specific learning objectives.	Plans consistently include specific learning objectives that are student-centered, outcome-based, and mapped back to priority standards. The sequence of information and activities enables students to build on their prior knowledge. Plans consistently are sequentially organized and anticipate the next lesson. Plans include age appropriate lessons and activities that support the specific learning objectives.	Plans include specific learning objectives that are student-centered, outcome-based, and mapped back to priority learning standards. The sequence of information and activities enables students to build on their prior knowledge. Plans reflect the cognitive, social-emotional, and personal needs of both individuals and groups of students. Plans identify areas in which students may struggle and include strategies for addressing those areas.
PR9. Uses data appropriately to plan instruction for a diverse group of learners. RIPTS:	The teacher demonstrates no knowledge of students' backgrounds, cultures, skills, language proficiency, and special needs or does not effectively seek such an understanding. The	The teacher demonstrates little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs. The teacher gathers information from only a few sources and uses	The teacher demonstrates knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs. The teacher gathers information from several sources and uses this information to craft plans that support the	The teacher actively seeks and demonstrates knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs. The teacher gathers information from a variety of sources and uses this

4.1, 4.2, 4.3, 4.4 CAEP: 1, 3, 4	teacher's plans do not demonstrate knowledge of students' abilities or individual needs. The teacher does not account for or adequately plan to address students' needed modifications or accommodations in lessons.	this information inconsistently to support the learning of all students. The teacher attempts to plan for and integrate required modifications and accommodations into lessons, but the execution may be ineffective or inconsistent.	learning of all students. The teacher plans for and effectively integrates all required modifications and accommodations into lessons.	information deliberately when planning for and assessing student learning. The teacher's plans account for accommodations and modifications for individual students. The teacher consults specialists on the best ways to address the needs of students requiring additional support.
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Teaching: Pedagogical & Professional Knowledge, Skills, and Dispositions

Pedagogical and professional knowledge, skills, and dispositions are scored twice during the Student Teaching semester by both the UCE and SCE. Evaluations will be given once at Mid-term and again at the Final.

Scoring Criteria and Recommendation for Licensure (on Taskstream):

For Final – Teacher Candidate must achieve “meets expectations” (3) in all rubric elements in order to be recommended for certification.

For Midterm – For Midterm – Teacher Candidate must achieve “meets expectations” (3) in at least 6 rubric elements.

Meets Standards Score Range: 24-17*

Does Not Meet Standards Score Range: 16 and lower

*Teacher Candidates that earn lower than 17 points may enter a student support protocol. UCEs and SCEs may report on limited growth and/or ratings at Mid-term.

*Teacher Candidates will problem solve with university and school-based clinical educators for improving in areas below “meets expectations.”

Appendix L: Program Assessment - Professional Learning Presentation in Seminar

**Program Assessment Rubric:
Professional Learning (Student Teaching Presentation)**

	Beginning Candidate 1 – Does Not Meet Expectations	Developing Candidate 2 – Approaches Expectations	Competent Candidate (meets goal) 3 – Meets Expectations	Accomplished Candidate 4 – Exceeds Expectations
Planning, Collaboration & Implementation RIPTS: 7.1, 7.3	<p>Candidate does not demonstrate ability to collaborate with others in planning or implementing class activities that reflect need/interest in clinical setting.</p> <p>Candidate does not demonstrate ability to collaborate with others in planning or implementing learning goal(s) theory, and practices such as classroom accommodations or modifications to meet individual</p>	<p>Candidate collaborates with classroom host teacher, or specialist teachers, or other grade level teachers, in planning or implementing class activities that reflect need/interest in clinical setting.</p> <p>Candidate collaborates with classroom host teacher, or specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan and learning goal(s) theory, and practices such as classroom accommodations or modifications to meet individual student's</p>	<p>Candidate collaborates with classroom host teacher, or specialist teachers, or other grade level teachers, in planning and implementing class activities that reflect need/interest in clinical setting.</p> <p>Candidate collaborates with classroom host teacher, or specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan and implement learning goal(s) theory, and practices such as classroom accommodations or modifications to meet</p>	<p>Candidate collaborates with classroom host teacher, and specialist teachers, or other grade level teachers in planning, implementing, and evaluating class activities that reflect need/interest in clinical setting.</p> <p>Candidate collaborates with classroom host teacher, and specialist teachers, or related school professionals, or external resources including professionals and community agencies to plan, implement, and evaluate the impact/outcomes of learning goal(s) theory, and practices such as classroom accommodations or modifications to meet individual student's learning and developmental needs.</p>

	student's learning and developmental needs.	learning and developmental needs.	individual student's learning and developmental needs.	
Quality of Research and Self-Reflection RIPTS: 10.3, 11.5	<p>Candidate demonstrates little or no evidence of using quality research to ground instructional practices or using self-reflection as a basis for their professional development.</p> <p>Candidate does not demonstrate ethical professional conduct.</p>	<p>Candidate uses self-reflection and may consider or present quality research for their professional development needs and to ground instructional practices.</p> <p>Candidate demonstrates knowledge professional ethics, associated professional standards, but does not use this knowledge to guide professional development activities.</p>	<p>Candidate uses self-reflection based upon assessments of student learning, grounds plan in quality and diverse research to select and participate in professional learning activities that are aligned with professional standards, education research and best practices.</p> <p>Candidate uses knowledge of professional ethics and associated professional standards to guide their professional development and activities.</p>	<p>Candidate uses self-reflection based upon assessments of student learning, quality and diverse research to develop and implement a professional learning activity plan aligned with professional standards, evolving and current research and best practices; and uses on-going structured reflection to monitor plan's impact on their own teaching and students learning and development.</p> <p>Candidate demonstrates knowledge of professional ethics and associated professional standards that guide their practice. They examine ethical issues and societal concerns about program quality and teaching practices and use it to inform their professional learning activities.</p>
Professionalism and Impact of Research RIPTS: 10.1, 10.2, 10.3, 10.4, 11.1	<p>There is little or no evidence that the candidate attends activities focused on enhancing student learning</p>	<p>Candidate attends activities focused on enhancing student learning and development and describes how they</p>	<p>Candidate attends in person or by using technology, professional conferences, workshops, or other activities focused on</p>	<p>Candidate joins and attends local, state, or national professional organizations in person or using technology, professional conferences, workshops, or other activities</p>

	<p>and development or that the candidate participates in collaborative professional learning in person and/or remotely.</p>	<p>might utilize the information to contribute to student learning and development.</p> <p>The candidate participates in collaborative professional learning in person and/or remotely, using technology or documents.</p>	<p>enhancing student learning and development and describes how the information might be utilized to contribute to student learning and development.</p> <p>Candidate consistently participates by contributing to collaborative professional learning goal(s), in person and/or remotely, using technology and documents.</p> <p>Designs a professional presentation that uses technology, contextual data, and/or other documents to articulate how new learning can be used to enhance student learning and contribute to professional opportunities and continuous research.</p>	<p>focused on enhancing student learning and development and describes and describe how the information was used and how it affected student learning and development.</p> <p>Candidate consistently participates by contributing to collaborative professional learning, including using technology, documents, and contextual data.</p> <p>Articulates how professional learning goal(s) were implemented and how the plan affected student learning and way(s) it contributed to professional opportunities during clinical placement and discussed impact on future work and research.</p>
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<p>Scoring Criteria and Recommendation for Licensure (on Taskstream):</p> <p>Teacher Candidate must achieve “meets expectations” (3) in at least 2 rubric elements.</p> <p>Meets Standards Score Range: 9-6*</p> <p>Does Not Meet Standards Score Range: 5 and lower</p>
<p>*Teacher Candidates that earn lower than 7 points may enter a student support protocol. UCEs and SCEs may report on limited growth and/or ratings at Mid-term.</p>

Program Assessment Rubric: Professional Learning Overview

Revisiting your Eligibility Presentation:

During your Eligibility Presentation you selected an area of teaching and learning you want to learn more about. In collaboration with your classroom mentor, you determined an actual, authentic need in your class which would improve student outcomes. You then determined how you could address this goal through professional learning (through research, webinars, PD opportunities, books, online resources, etc). Finally, during your student teaching seminars in the spring, you will present this learning to your peers as a form of collaborative professional learning.

For your Spring Presentation:

The spring presentations (during student teaching seminar) provide each student with the opportunity to teach their peers about how to address a professional need, and what they learned that could benefit fellow teachers. Using this model, each team member will present to their peers what they learned about their topic, as a form of collegial professional development.

- Explain what your PD focus was and WHY: Explain to your peers how you selected the topic you did. What need did you identify based on your collaboration with colleagues, mentors, and other school personnel? (CAEP 5a)
- Explain what you did to reach your professional goal: Reflecting on this need, you designed and implement professional learning activities based on ongoing analysis of student learning. Explain to your peers what you did. Attend PD? Watch webinars? Conduct research? Speak with other professionals? Read journals/books? (CAEP 5b)
- Explain what you learned: In order to share what you learned with your peers, summarize that most important realizations

you had. What did you learn that would help you address your original goal? What is important about this topic that would be useful for your peers? You will teach this section using solid content knowledge and good pedagogy. Think about what makes for good teaching and then use this in your presentation. You are free to use your time as you wish, as long as you address the above components, and demonstrate that you understand appropriate pedagogy. (CAEP 5c).

AN EXAMPLE:

To review:

You and your host teacher are concerned about a student who is new to English. He just arrived in the US from Iraq three years ago. He is doing great in math and has many friends, but you are interested in what you can do to help him understand his reading better and feel more successful in writing. You are looking for techniques and strategies to help differentiate his language arts lessons more.

Plan of Action: To address this goal, you looked at professional resources that you would read/watch in order to learn more about literacy practices for Els. You have identified the following four resources:

5. Article: Using Sheltered English to Support English Learners:
<http://www.cal.org/resource-center/briefs/using-sheltered-instruction>
6. Book: Teaching Reading to English Language Learners: Differentiated Literacies
by Socorro G. Herrera
7. Website: <https://www.colorincolorado.org/>
8. Webinar: at learner.org – Teaching English Language Learners

Now, for your presentation, you will teach what you learned to your peers. Looking across all these resources, what did you find that would best help you address this student's learning? You will use your 20 minutes to teach the rest of your seminar group. A potential overview of how you could use your time:

1. Looking at an example of your student of concern's writing. Together, discuss which issues that you are seeing.
2. Mini Power Point/Prezi explaining strategies and techniques you learned that would help you address his needs.
3. Lesson re-work. Look at a lesson plan that you will be teaching soon. As a group, brainstorm what you could do to modify the lesson to meet his needs.
4. Provide a handout of these resources and other resources you may have encountered while working on this project. Then you can share the wealth with your peers!

Resources for Professional Development:

For this project, we want students to locate professional, accurate, reliable resources that will help them learn more about their fields. This list is designed to be a jumping off spot. You are not required to use these sources. You may select ones that you find yourself or are recommended by your cooperating teacher or professors. Appropriate sources include:

- Teacher workshops, conferences, trainings, professional development sessions (in person)

- Professional or academic journals: see the library website for this. Limit your search to peer-reviewed journals.
- Books written for teachers
- Professional or research-based websites
- Webinars or online trainings
- Online video resources

Professional Organizations:

National Council for the Social Studies: www.socialstudies.org

National Council of Teachers of Mathematics: www.nctm.org

International Literacy Association: www.literacyworldwide.org

National Science Teaching Association: www.nsta.org

National Council of Teachers of English: www2.ncte.org

National Education Association: www.nea.org

American Educational Research Association: www.aera.net

National Association for Bilingual Education: www.nabe.org

Council for Exceptional Children: www.cec.sped.org

National Clearinghouse for English Language Acquisition: www.ncela.net

National Association of Special Education Teachers: www.naset.org

Reliable Book Publishers in Education:

Harvard Educational Press

SAGE

ASCD

Heinemann

Teachers College Press

Springer

Other resources for materials/webinar/research:

What works clearinghouse: ies.ed.gov/ncee/wwc/

Annenberg Institute/The Learner video series: <http://learner.org/resources/browse.html>

ASCD: ascd.org

OER commons (open educational resources): oercommons.org

Teacher channel: teacherchannel.org

Read write think (literacy resources): www.readwritethink.org
Education KQED (hub for teaching about media/media literacy): ww2.kqed.org/education
PBS teacher resources: ri.pbslearningmedia.org/
Khan Academy: khanacademy.org
PBLworks (project based learning resources): pblworks.org
Rethinking schools (equity focused): rethinkingschools.org
Teaching tolerance (equity focused): teachingtolerance.org
Glsen (LGBTQ focused): www.glsen.org

State/Government Resources:

RI Department of Education: ride.ri.gov
MA Department of Education: doe.mass.edu
Department of Education: ed.gov

Appendix M: Co-teaching in Clinical Experiences Resources

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.

- School-Based 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, School-Based 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 School-Based 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 School-Based Clinical Educator and Teacher Candidate preferences.
- Early in the experience, the School-Based 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 School-Based Clinical Educator 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><u>Example:</u> 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><u>Example:</u> 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><u>Example:</u> 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><u>Example:</u> 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><u>Example:</u> 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><u>Example:</u> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with their group, the students predict by connecting the items pulled out of the bag with the story.</p>
Team Teaching	<p>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.</p> <p><u>Example:</u> Both instructors can share the reading of a story or text so that the students are hearing two voices.</p>

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

Teacher Actions During Co-Teaching

If one teacher is leading instruction...	The other can be doing this...
	Observing for: student understanding and/or questions (through body language, facial expressions, etc.); specific types of questions asked by instructing teacher; specific student interactions and behaviors; teacher movement; specific teacher behaviors; specific student or group behaviors;
	Charting: where questions are directed within the classroom; gender of responders; on-task/off task behavior; teacher wait time; specific teacher behaviors or movements; specific student or group behaviors
	Circulating: checking for comprehension; using proximity control for behavior management; checking for comprehension; providing one-on-one support as needed
	Collecting and reviewing last night's homework
	Introducing a social or study skill
	Reviewing directions; modeling first problem on the assignment
	Writing down instructions on board

	Repeating or clarifying any difficult concepts
	Passing out papers
	Giving instructions orally
	Facilitating a silent activity
	Introducing a new concept to whole group
	Asking clarifying questions

The focus of Co-Teaching is to find ways to keep both teachers actively engaged with students.

If one teacher is...	The other can be doing this...
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Explaining a new concept through discussion	Introducing a new concept through role play or modeling;
Provide enriching or extended activities on a concept already discussed in class	Re-teach or review and old concept with students who didn't understand it
Provide enriching or extended activities related to items on a test	Re-teach or review those concepts or questions that were missed on an exam with those students who missed those questions on the exam
Predicting what will happen next (in book or text) by brainstorming	Predicting what will happen next (in a book or text) by showing objects that have already been introduced in the story and using them to predict what happens next
with a group of students using the overhead	

Re-teaching or pre-teaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group
Lecturing	Modeling note taking on the board/overhead
Running last minute copies or errands	Reviewing homework; providing a study or test-taking strategy
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate
Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class	Checking of understanding (reviewing a chapter, etc.) by leading a discussion with half of the class
Facilitating a station or group	Facilitating a station or group

Above adopted from Derry Township School District (2019) and from TQE Strategies (2005), and adaptations from Murawski & Dieker (2004)

Appendix N: RWU Lesson Plan Format & Post-Teaching Reflection Questions

Assignment Description

Teacher Candidates will be writing lesson plans in several courses and will be expected to teach the lessons during their clinical placements. The following lesson plan format will be used in all plans and teaching. Each Teacher Candidate will engage in **2 Initial Teaching Rounds** and be observed by their School-Based Clinical Educator and University Clinical Educator. Following each initial round, the UCE will determine a best score based on the Ability to Plan and Teach rubric (Appendix H).

The Teacher Candidate will also receive feedback from their UCE and SCE on lessons in the form of a three-way conference following each lesson. Discussion and feedback will be based on an evaluation rubric and scoring guidance (see Appendix H).

Below is the lesson plan format that will be required of Teacher Candidates completing each of the lesson plans in the program. Lesson plans are to be submitted to both observers one week prior to the lesson. Teacher Candidates are responsible for responding to and modifying their lesson plan based on conference feedback within 3-5 days following their lesson.

RWU Lesson Plan Format

Please note, each section of the lesson plan format below can be found on Taskstream under the lesson plan development tool. Use the additional reflection questions and guidance (include below) to develop your lesson and for annotations following your lesson.

VITAL INFORMATION

Author.

Include names of all creators of this activity. Your name will appear automatically.

Subject(s)

Select all that apply, or enter alternative subject in the “other” field.

Topic/Unit of Study & Time Allotment

To what topic or unit does this lesson belong? Be as succinct as possible (e.g. The Civil War, Density, Short Stories, The Post Office, etc.)

Grade/Level

Select all that apply, or enter alternative grade or level in the “other” field.

Objective

Describe the purpose of the learning experience. What will students know and be able to do as a result of this activity? This objective should relate closely to the standards and benchmarks you select.

Reflection Questions:

- What is the Essential Question(s)? What should students know, understand, or be able to do (KUD's)?

Summary

Provide a brief overview of your activity.

IMPLEMENTATION

Learning Context

How does this activity fit into the general context of what you're teaching? Describe the larger unit, and/or consider the activities that came before and the activities that come after.

Reflection Questions:

- Have a discussion with your professors, University Clinical Educator, and School-Based Clinical Educator about the forms/format/curriculum responsibilities he/she uses for long/short term planning.
- Be prepared to discuss the differences and the importance of each kind of planning below for the context of your lesson. How did you consider long/short term planning to develop this lesson?

Procedure

Provide a detailed explanation of how students will complete this activity. Consider interaction students will have with each other, with class material, and with you.

Reflection Questions:

- If applicable, how do classroom rituals and routines already in place promote CASEL standards, behavioral management, and/or community building structures?

Differentiated Instruction and Equitable Access to Instruction

How will you help these students meet or exceed the standard(s) addressed in your lesson?

Reflection Questions:

- How does this lesson accommodate different developmental levels of students? Reading levels? Behavioral and/or social emotional needs?
 - Refer to an evidence-based instructional improvement checklist when selecting appropriate interventions/strategies for students with identified behavior (e.g. and/or academic access concerns).

- For example, for each student with an IEP (or behavioral, social emotional support plan), discuss what accommodations and/or modifications will be needed.
- How does this lesson accommodate individual differences in approaches to learning (i.e. UDL, CASEL), create connections between the subject matter and student experiences, and/or include provisions for students with particular learning differences or needs? Consider the routines and rituals that you or the Clinical has established that is supporting the development of a positive learning community in your classroom.
- What enrichment opportunities will be provided? Enrichment activities are those that will help engage students who are able to complete the work before the rest of the class. You might want to think about enrichment activities as extra ways to engage students who are able to grasp the work easily (or might be considered gifted and talented).

Sample Student Products

Note: Before attaching sample student products, please take care to remove students' last names and other identifying information, in order to protect student anonymity.

Reflection Questions:

- If you think you will just “observe” the students, you still must create a systematic system of collecting this observational data to show that students have met that objective. Identify what proficiency would look like. How will you know? What will you hear and/or see a student demonstrate to determine proficiency. Remember, this may look different for various groups within your classroom.
- For modifications, provide a copy of all work from students with an IEP. If there are no students with an IEP in your classroom, include the work from a student who met the objective and a student who did not meet the objective. Make sure all identifying information is removed (name, etc).
- You may use the classroom data collection tool available to you from RWU or your school placement.

Grouping and Physical Environment/Classroom Space

The envisioned activity requires the students to work:

Students will work in groups of:

Reflection Questions:

- What student grouping will be used? (e.g. homogenous, heterogeneous, pairs, small groups, etc.). Why did you configure the groups this way?
- What changes will you need to make in the classroom due to instruction, materials, safety, or any other environmental factors, if any?

Time Allotment

Author's Comments & Reflections

Reflect on the strengths and ways to improve this lesson. This section should be completed AFTER the lesson is taught.

Reflection Questions

Following your lesson:

1. Identify 2-3 areas for improvement based on your rubric feedback.
2. Review assessment data from the list of your students. What major areas of need?

MATERIALS AND RESOURCES

Instructional Resources

Good handouts introduce students to an activity, motivate them, and enable them to take active control of their own learning process. Once you have created these student materials (in the form of a document or a web page) upload the file or link the web page here.

Reflection Questions:

- Include copies of visuals, if applicable. (For example, if you say students will complete a graphic organizer, then you need to create it and attach it to the lesson plan; if they will view a PowerPoint, then create it and attach it to the lesson plan).
 - What modified work will students with IEPs (or social emotional /behavioral accommodations) need to be successful in the lesson?

Resources

Identify the resources you and your students will be using in the classroom for this lesson. Under Materials and Resources, list such things as texts, other printed materials, graphics, videos, VCRs, etc.

A special section is provided for computer-based resources to allow you to describe computer use in the greatest detail.

Reflection Questions:

- What materials, texts, manipulatives, and/or visuals will you need for this lesson?
- What technological resources will you need?
- What technology will students use? (including adaptive technology)

STANDARDS & ASSESSMENT

Standards

To add standards, choose a regional or target set to select standards from. Click 'Go', then proceed to the lowest level of your chosen standards set and check the checkboxes next to desired selections.

Reflection Questions:

- What standard(s) is your lesson addressing? (Use (Use Common Core State Standards for ELA/Literacy & Mathematics (CCSS), Next Generation Science Standards, RI Social Studies Grade Span Equivalents (GSEs) and/or CASEL Social/Emotional Learning Standards.
 - What will students know and be able to do as a result of this lesson? Write student learning outcomes for your lesson.
 - Be sure to cite the CCSS for communication/language/literacy for content areas that are utilizing these skills.

Assessment/Rubrics.

You can include assessment information in several ways. From the Rubrics tab, attach rubrics created in the Taskstream Rubric Wizard; from the Attachment tab, upload files from your computer; from the Web Links tab, link to assessments or rubrics on the Web.

Reflection Questions:

- How will you determine what the students know and are able to do during and as a result of the lesson? Your assessment **MUST** be directly related to the objectives you stated (e.g. essential questions) in the first section of this lesson plan. If you think you will just “observe” the students, you still must create a systematic system of collecting this observational data to show that students have met that objective.
- For modifications, provide a copy of all work from students who are English learners (ELs), have Individualized Education Programs (IEPs), or students with other accommodations. If there are no students who are ELs, have IEPs, or receive other accommodations in your classroom, include the work from a student who met the objective **and** a student who did not meet the objective. Make sure all identifying information is removed (name, etc.).
- You may use the data collection tool available to you from RWU or the school placement to present results, or create a chart/graphic of your own.

<p>Post Teaching Questions</p> <p>(Use as a guide for your reflective annotations. Include timestamps from videotaped lessons for reference and evidence.)</p>	<ol style="list-style-type: none"> 1. What went well during the lesson? Include a timestamp to reference highlights of your lesson. (e.g. “During the ‘hook’ of my lesson (00:56) all students were visually engaged because all the students had their heads raised and eyes were...”) 2. Were students actively involved throughout the lesson? 3. How did you plan this lesson? What specific objective did you plan to assess? How did you plan to measure proficiency? 4. What student data did you use to inform the lesson you planned? 5. Discuss how you collaborated to plan and implement this lesson plan (if applicable). 6. What aspects of the lesson would you change if we were to teach it again? Identify a point in your video playback (include a timestamp) you would do again. What specific aspect of the evaluation rubric is an area of growth? What action can you take to develop this area? 7. How was the pace of the lesson? What would you change about it? 8. Did the students meet the objective/s? (Provide a percentage of who met the lesson objective/s). Talk about this in general and for students with IEPs, ELs, etc. if they had modified objectives. Provide specific evidence for every student with an IEP, EL, or an identified group (e.g. literacy leveled group) to indicate whether they met the objective/s. 9. Were individual students’ needs met? (Must be based on data collected). Reflect on identified student(s), group, list, etc. 10. What will be your next steps (next lesson, intervention, etc.) based on the assessment data collected in this lesson? Be sure there is an explicit connection to your next step and the data you collected. Refer to an evidence-based instructional improvement checklist when selecting appropriate interventions/strategies for students with identified behavior (e.g. and/or academic access concerns).
	<p><i>*RWU Lesson Plan Format has been adapted from Taskstream (2019).</i></p>

Appendix O: Setting up Your Clinical Educator Taskstream Account

Setting up your Clinical Educator TaskStream account

TaskStream will be used for the RIDE required **assessment portfolios** as well as for grading the assignments for Practicum and Student Teaching. All clinical educators will receive a free TaskStream account.

To set up your **new account**, go to <https://www.watermarkinsights.com> and click on "Login/Sign up" in the upper right and **choose the TaskStream** option.



Click "**Create/Renew Account**" on the next screen.

You will see a screen as shown below.

1. Choose Create a new TaskStream subscription
2. Choose Option 2 – enter a key code. Your code is **XGMN8F-KCZVMV**
3. Follow the screen prompts to set up your account. Please **choose Roger Williams** if asked for your university and answer "**Yes**" to the **productivity pack** (it's free!).

Step 1 - Activate Subscription

First select the type of subscription

☐ Create a new Taskstream subscription

☐ Renew my Taskstream subscription

☐ Convert my guest account to paid subscription

Then select a subscription option

Option 1: Credit card purchase (I do not have a key code)

You will need a credit card to purchase/renew a subscription.

[Continue](#)

Option 2: I have a Taskstream key code

Enter your Taskstream key code

[Continue](#)

A key code activates an account that is associated with a unique organization, program, or textbook.

Note: You will need to obtain a Taskstream keycode from your organization

Record info here so you don't forget!

User Name _____

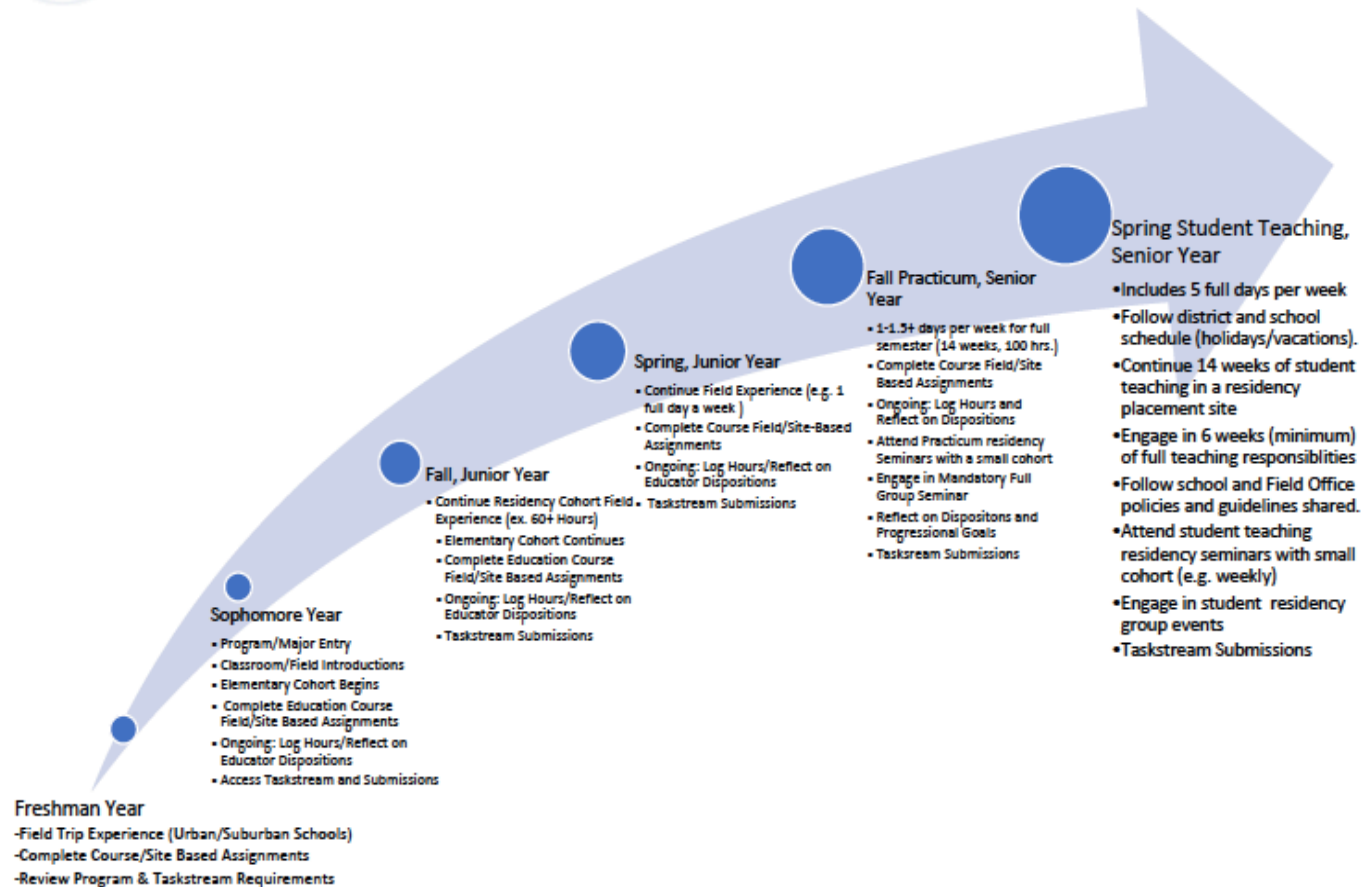
Password _____

Email Used _____

Appendix P: RWU Education Department Field Experience Overview

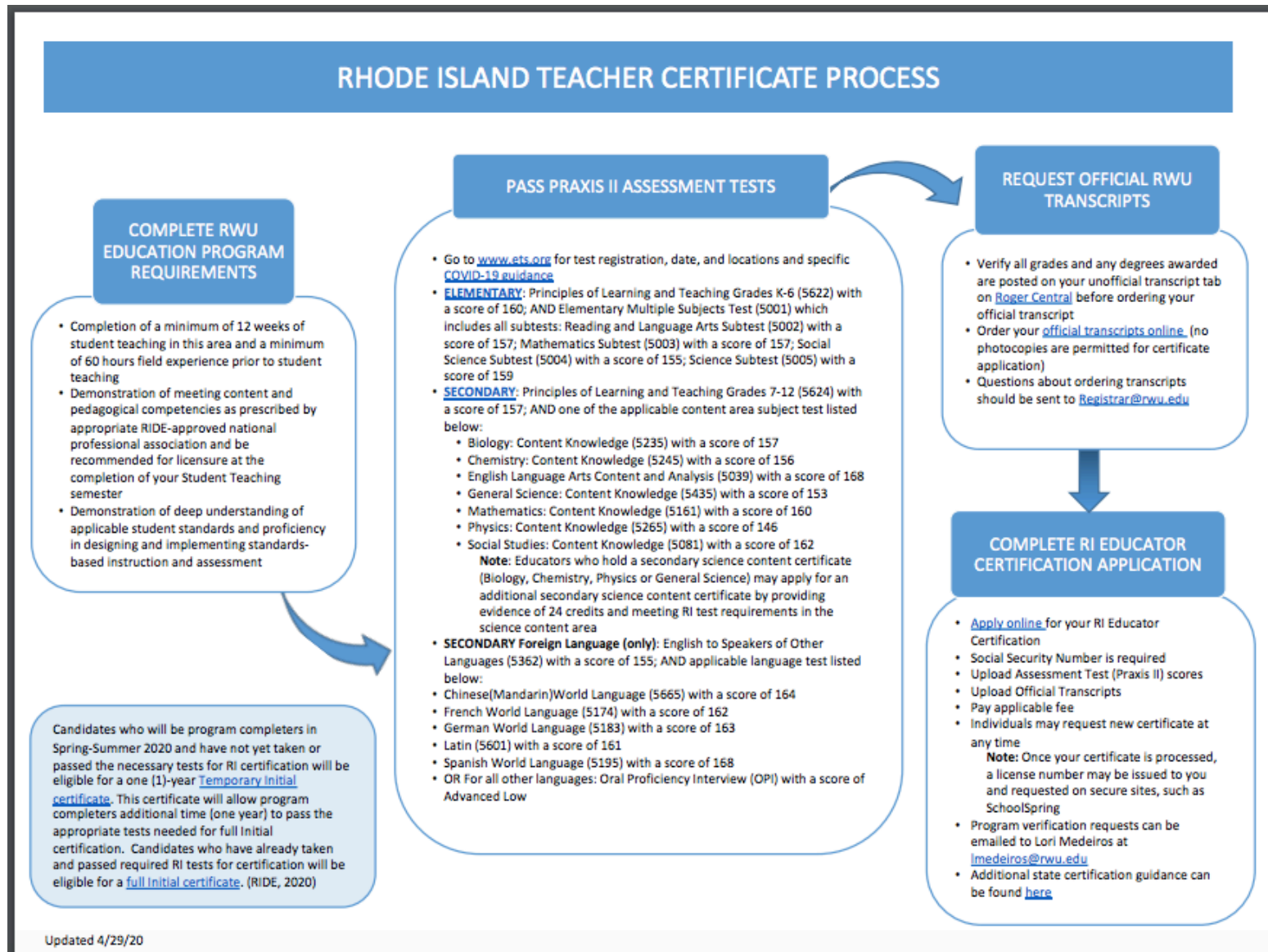


Roger Williams University - Department of Education Field Experience Overview: A Teacher Candidate Trajectory



Modified from the RIDE (2020) Residency Model

Appendix Q: RI Teacher Certificate Process for RWU Teacher Candidates



Appendix R: Our Work During COVID-19: Strengthening EPP and School Partnerships

EDUCATOR PREPARATION BRINGS VALUE TO RI SCHOOLS AND CLASSROOMS

RI'S ED PREP PROGRAMS (EPPs) ARE HERE AS PARTNERS AS YOU CREATE YOUR COVID-19 REOPENING PLANS FOR FALL 2020

REOPENING RI



Full In-Person

"The student teacher brought a lot to the table. It's not only a huge help, but there's a lot to be gained from the experience...having a student teacher has definitely been a bonus and an advantage."

-RI Educator

PK-12 students need more support right now, not less, and EPP educator candidates can help provide some of that support.

Our candidates support student learning by:

- ◆ Being self-directed and knowledgeable resources, thus becoming skilled partners in the classroom and school community.
- ◆ Monitoring and addressing students' academic, social, and emotional needs through a personalized approach, including individual and small group supports.
- ◆ Checking in with students and families around particular issues, and providing interventions and support as needed.
- ◆ Contributing to the culture of professional learning by bringing new ideas, practices, and resources into the classroom.



I am blown away by her enthusiasm and willingness to fully engage with all aspects of distance learning from planning and executing video lessons, correcting online work, answering tech questions for families and even running Google meets! She is truly one of a kind."

-RI Educator

When RI pivoted to distance learning this spring, educator candidates worked side-by-side with PK-12 educators to support and teach students.

Our candidates supported student learning by:

- ♦ Adapting district curriculum to the digital environment, generating content and video lessons using a variety of digital platforms.
- ♦ Providing digital instruction, assessment, and feedback directly to students in multiple group sizes, from whole-class to individuals.
- ♦ Establishing new ways of working together in the digital classroom environment to support student learning, community norms, and social-emotional health and well-being.
- ♦ Searching for creative and innovative solutions to issues that arise in the distance learning classroom and larger school community.



"We are extremely proud to have her as a member of our school family. She is a consummate professional and always leads by example. I hope to continue the partnership and I look forward to working with you in the future."

—RI Principal

PK-12 and EPP partnerships are crucial to RI's future educator pipeline and to supporting students and schools.

A mutually beneficial PK-12/EPP partnership can lead to:

- ◆ A world-class teaching force that meets the needs of our students and supports a healthy future for Rhode Island, today and in years to come.
- ◆ Strong 21st century learning environments that bring the best of high quality practices and culturally responsive-sustaining education, with a focus on student well-being.
- ◆ A unified effort to support and extend professional learning, both for pre-service and in-service educators, using the mentoring and coaching experiences of clinical educators as resources to improve student outcomes.
- ◆ Increasingly diverse and passionate individuals who want to become educators, who are supported in a variety of learning pathways with authentic experiences in RI schools to be fully prepared for the critical work ahead.

WORKING TOGETHER, EPPs AND PK-12 CAN CHART A POWERFUL FUTURE FOR RI STUDENTS BY ENSURING A TALENTED AND COMMITTED TEACHING FORCE FOR OUR STATE. WE WELCOME OPPORTUNITIES TO CONTINUE TO ENGAGE IN THIS SHARED CRITICAL MISSION IN THE DAYS, WEEKS, AND MONTHS AHEAD.

This document was created in collaboration with RI EPPs and RIDE



RIDE

Rhode Island
Department
Of Education