Roger Williams University

Clinical Educator Handbook

2016 - 2017

Roger Williams University
School of Education

School of Education
Field Experiences

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Welcome to the New Terminology used throughout the Handbook

The Rhode Island Department of Education has adopted new accreditation standards for Educator Preparation Programs within Institutions of Higher Education. The term Clinical Educator is used in reference to the faculty member of the host school and university faculty member that supervise and mentor students. The term Teacher Candidate is used in reference to the student with whom the clinical educators are working.

The term *Cooperating Teacher* has been replaced with **Clinical Educator (CE).**

The term *Clinical Supervisor* has been replaced with **Roger Williams University Clinical Educator (RWU CE).**

The terms *Practicum Student* and *Student Teacher* has been replaced with **Teacher Candidate**.

Role of the Clinical Educator

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

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

General Expectations and Responsibilities

Professional Responsibilities

- Develop knowledge as a mentor and clinical educator.
- Attend the yearly Co-teaching Workshop conducted by Roger Williams University
- Complete evaluation forms for each teacher candidate, as well as mailing or submitting forms and confidential documents to the RWU Clinical Educator.
- Become familiar with the student's seminar assignments for Practicum and Student Teaching so as to assist the teacher candidate in achieving the goals of the classes.

Assist the Teacher Candidate to Become Part of the School Community

- Supply the teacher candidate with materials necessary to instruct in various curriculum areas. This should include but not be limited to instructional manuals, pacing guides, and curriculum guides.
- Provide the teacher candidate with his/her own work space (preferably a teacher's desk) and a safe place to store their personal belongings
- Introduce the teacher candidate to faculty members including support and resource staff available in the school.
- Introduce the teacher candidate to the classroom management system(s) that are in place and explain how they fit into the larger school behavioral expectations.

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

Co-teaching Responsibilities

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

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

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

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

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

- Provide opportunities to model and articulate teaching practices.

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

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

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

Assist the Teacher Candidate to Develop Professional Teaching Skills

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

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

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

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

Practicum Requirements of Teacher Candidates

During Practicum, the Teacher Candidate (TC) will be expected to complete the following requirements:

- Complete a minimum of 100 hours of school-based experience.
    - Classroom participation, planning sessions with a classroom teacher, observations in the classroom, faculty meetings, team meetings, and school committee meetings are all examples of school based experiences.
    - The time the Teacher Candidate spends working on lessons, correcting assignments, and researching lesson plan content when outside of the classroom will not be counted.

- Maintain a Practicum Log documenting the hours spent in the Practicum setting. The Clinical Educator will be asked to sign the log to verify the time spent at the school.

- Attend regularly scheduled seminar sessions with their Clinical Educator from Roger Williams University. Seminar dates are set at the beginning of the semester and may require the TCs attendance back on campus for 4:00 pm.

- Keep a weekly, dated reflective journal

- Co-plan and co-teach 2 Lessons with the Clinical Educator. One of the lessons may be co-taught with the teacher candidate's RWU Clinical Educator. The Clinical Educator will observe and evaluate the TCs performance. A three-way conference between the Clinical Educator, RWU Clinical Educator, and Teacher Candidate will be held post-lesson.

- Co-plan with the Clinical Educator and RWU Clinical Educator and solo-teach at least 1 Lesson. The RWU Clinical Educator will observe and evaluate the TCs performance. A three-way conference between the Clinical Educator, RWU Clinical Educator, and Teacher Candidate will be held post-lesson.

- One of their lessons must be videotaped and reviewed by the RWU Clinical Educator.

- Complete at least one Collaborative Assessment Log (CAL) with the Clinical Educator and RWU Clinical Educator. The CAL is used during post-lesson review and also as a tool for facilitating discussion and recording decisions.

- Complete 2 Individual Learning Plans: one at the midterm and one during the final portion of the Practicum Experience. The Individual Learning Plans assist the Teacher Candidate in setting goals.

- Complete a Contextual Factors Report

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

  The TC will also need to work with the clinical educator to gather data to develop knowledge of classroom factors and characteristics of the students. They will address physical features, availability of technology equipment and resources and the extent of parental involvement. The TC might ask to discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement. They will also address student characteristics that must be considered in the design of instruction and assessment of learning including factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. Also, they will analyze student's skills and prior learning that may influence the development of learning goals, instruction and assessment.

  The TC will address the implications for instructional planning and assessment based on the contextual factors they have presented. The TC will address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment.

- Complete a First Six Weeks of School Project

  The Teacher Candidate will address the aspects of classroom life considered in preparing for the first six weeks of school. The TC will ask the Clinical Educator to meet to discuss how she/he creates a positive learning environment during the first six weeks of school.

- Complete a Short and Long Term Planning Report

  The Teacher Candidate will determine what format will be used for weekly planning. The TC will ask the Clinical Educator to share her/his record-keeping strategies.

  The TC will also meet with the Clinical Educator to discuss long-term planning. The TC will ask if there is a scope and sequence, a compilation of GLE's and Common Core Standards, and to see how any guide books that are used address long-term planning.

- Complete a **District Initiative:** a description of the chosen professional initiative for Student Teaching.

  The Teacher Candidate will meet with the Clinical Educator early in the semester to determine what opportunities the TC will have to participate in a school or district-based initiative.

Student Teaching Requirements of Teacher Candidates

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 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 Clinical Educator and RWU Clinical Educator.

    - Participate in all school-related functions that 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).

    - Observe their assigned school district's holiday and school break schedule.

- Attend regularly scheduled seminar sessions with a Clinical Educator from Roger Williams University.

- Design and implement at least **3 Lesson Plans**

    - The RWU Clinical Educator will observe and evaluate the performances.

    - One lesson will be videotaped.

- Plan and implement an **Analysis of a Teaching Event Project**

  In the teaching event, the Teacher Candidate will show the strategies used to make learning accessible to her/his students. The TC will explain the thinking underlying her/his teaching decisions and analyze the strategies used to connect students with the content being taught. The TC will examine the effects of instructional design and teaching practices on student learning.

- Keep a weekly reflective journal

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

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

Co-teaching in Clinical Experiences

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

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

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

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

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

- Copyright 2009, St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education

CO-TEACHING STRATEGIES & EXAMPLES

Strategy	Definition/Example
One Teach, One Observe	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. **Example:** One teacher can observe students for their understanding of directions while the other leads.
One Teach, One Assist	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. ***Example***: While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties.
Station Teaching	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. ***Example:*** One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.
Parallel Teaching	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. ***Example***: Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.
Supplemental Teaching	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. ***Example***: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.
Alternative (Differentiated)	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. ***Example***: 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 his/her group, the students predict by connecting the items pulled out of the bag with the story.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions. ***Example:*** Both instructors can share the reading of a story or text so that the students are hearing two voices.

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

Teacher Actions During Co-Teaching

TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)

Co-Teaching is an Attitude… an attitude of sharing the classroom and students
Co-Teachers must always be thinking – We're Both 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
	Taking roll
	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

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 with a group of students using the overhead	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
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

The main focus of *Co-Teaching* is to find ways to keep both teachers actively engaged with students and their learning.

Co-Teaching Planning Template

Co-Teaching Model	
Topic/Standard(s)	
Subject	
Objective	

Teacher 1	**Teacher 2**

Considerations:
How will you determine groups?

Clinical Educator/Teacher Candidate Guide for Transitions of Elementary Majors

SUGGESTED TIME BLOCKS	SUGGESTED ACTIVITIES
Weeks 1 and 2	• **Observe clinical educator and others (teaching style, behavioral technique)** • **Assist in non-academic activities (attendance, supervision, dismissals)** • **Coach students (group, independent work) Participate in dual planning with cooperating teacher** • **Review class rules, school policies, school calendar and meet with principal**
Weeks 3 and 4	• **Continue to participate in dual planning with clinical educator** • **Direct small group instructional activities** • **Teach one subject (math, science, or social studies)**
Weeks 5 and 6	• **Assume some non-instructional duties (attendance, supervision, dismissals)** • **Teach at least two content areas (math, science, or social studies)**
Weeks 7 and 8	• **Clinical Educator with the support of the RWU Clinical Educator completes mid-term evaluation of teacher** • **Plan and teach math, science, social studies, and 1-2 reading/language arts groups** • **Assume additional non-teaching duties**
Weeks 9 through 13	• **Assume full teaching responsibility including all reading/language arts instruction** • **Assume all non-teaching duties**
Week 14	• **Clinical Educator transitions back to full teaching responsibility** • **Clinical Educator and Teacher Candidate with support from the RWU Clinical Educator will complete final evaluation of the Teacher Candidate**
*** The Clinical Educator has the discretion to modify the above sequence in consultation with the RWU Clinical Educator and Teacher Candidate**	

Clinical Educator/ Teacher Candidate Guide for Transitions of Secondary Majors

SUGGESTED TIME BLOCKS	SUGGESTED ACTIVITIES
Weeks 1 and 2	• **Observe Clinical Educator and others in the department (classroom management strategies, instructional techniques)** • **Experience non-academic responsibilities as introduced during Practicum (attendance, student supervision)** • **Participate in dual planning with Clinical Educator** • **Continue to review school routines and policies such as; parent/student/teacher handbooks** • **Meet with department chair**
Weeks 3 and 4	• **Continue to participate in dual planning with Clinical Educator** • **Direct small group instructional activities** • **Prepare and teach one course with one prep**
Weeks 5 and 6	• **Prepare and teach at least two courses** • **Continue to frequently conference with the Clinical Educator throughout the assignment**
Weeks 7 through 13	• **Clinical Educator with the support of the RWU Clinical Educator completes mid-term evaluation of Teacher Candidate** • **Assume additional non-teaching duties** • **Prepare for and teach at least three courses with at least two different preps**
Week 14	• **Clinical Educator transitions back to full teaching responsibility** • **Clinical Educator and Teacher Candidate with the support of the RWU Clinical Educator will complete the final evaluation of Teacher Candidate**
*** The Clinical Educator has the discretion to modify the above sequence in consultation with the RWU Clinical Educator and Teacher Candidate**	

PROFESSIONAL TEACHING COMPETENCIES

Professional Teaching Competencies	Indicators	Related RIPTS
Competency Area 1: *Engaging and Supporting All Students in Learning*	• Connecting students' prior knowledge, life experience, and interests with learning goals. • Using a variety of instructional strategies and resources to respond to students' diverse needs. • Facilitating learning experiences that promote autonomy, interaction, and choice. • Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful. • Promoting self-directed reflective learning for all students.	RIPTS 3 RIPTS 4 RIPTS 8 RIPTS 5 RIPTS 6
Competency Area 2: *Creating and Maintaining an Effective Environment for Student Learning*	• Creating a physical environment that engages the students. • Establishing a climate that promotes fairness and respect. • Promoting social development and group responsibility. • Establishing and maintaining standards for student behavior. • Planning and implementing classroom procedures and routines that support student learning. • Using instructional time effectively.	RIPTS 6 RIPTS 4 RIPTS 6 RIPTS 6 RIPTS 6 RIPTS 6
Competency Area 3: *Understanding and Organizing Subject Matter for Student Learning*	• Demonstrating knowledge of subject matter content and student development. • Organizing curriculum to support student understanding of subject matter. • Interrelating ideas and information within and across subject matter areas. • Developing student understanding through instructional strategies that are appropriate to the subject matter. • Using materials, resources, and technologies to make subject matter accessible.	RIPTS 1, 2 RIPTS 1, 2 RIPTS 1, 2 RIPTS 1, 2 RIPTS 1, 2
Competency Area 4: *Planning Instruction and Designing Learning Experiences for all Students*	• Drawing on and valuing students' backgrounds, interests, and developmental learning needs. • Establishing and articulating goals for student teaching. • Developing and sequencing instructional activities and materials for student learning. • Designing short-term and long-term plans to foster student learning. • Modifying instructional plans to adjust for student needs.	RIPTS 3, 4 RIPTS 2 RIPTS 2 RIPTS 2, 5 RIPTS 4

Competency Area 5: *Assessing Student Learning*	• Establishing and communicating learning goals for all students. • Collecting and using multiple sources of information to assess student learning. • Involving and guiding all students in assessing their own learning. • Using results of assessments to guide instruction • Communicating with students, families, and other audiences about student progress.	RIPTS 8 RIPTS 9 RIPTS 6, 9 RIPTS 9 RIPTS 7, 8, 9
Competency Area 6: *Developing as a Professional Educator*	• Reflecting on teaching practice and planning professional development. • Establishing professional goals and pursuing opportunities to grow professionally. • Working with communities to improve professional practice. • Working with families to improve professional practice. • Working with colleagues to improve professional practice. • Balancing professional responsibilities and maintaining motivation.	RIPTS 10 RIPTS 10, 11 RIPTS 7 RIPTS 7 RIPTS 7 RIPTS 10, 11

Roger Williams University
School of Education
Collaborative Assessment Log

Date: _____

Teacher Candidate: _____

Clinical Educator: _____

RWU Clinical Educator: _____

District: _____ School: _____ Grade Level: _____

What's Working:
Current Focus, Challenges, and Concerns:
Teacher Candidate's Next Steps:
Clinical Educator's Next Steps:

Modified from Foundations in Mentoring – New Teacher Center at U. of CA Santa Cruz

Next meeting date: _____ Teacher Candidate Signature & Date

Practicum Classroom Observation Evaluation

Teacher Candidate: Date:
Field/Grade Level: Clinical Educator:
School: District:
Observer: Observation #: _____/3
Lesson / Subject Topic:

THIS DOCUMENT IS TO BE USED IN CONJUNCTION WITH BOTH THE COLLABORATIVE ASSESSMENT LOG (NARRATIVE NOTES USED AFTER PLANNING AND/OR DEBRIEFING) AND THE CONTINUUM OF TEACHER DEVELOPMENT (PLACEMENT ALONG CONTINUUM AFTER OBSERVATION).

PLEASE NOTE THE INDICATORS THAT NEED FURTHER DEVELOPMENT.

Engaging and Supporting All Students Learning (RIPTS 3, 4, 6, 8)

Developing 2	Emerging 1	Unsatisfactory 0
The teacher demonstrates some of the indicators successfully.	The teacher demonstrates at least one of the indicators.	The teacher has not demonstrated evidence of the indicators below.

*** Using a variety of instructional strategies and resources to respond to students' needs and connect to their prior knowledge, life experience, and interests. (RIPTS 3, 4)**
*** Facilitating learning experiences that promote autonomy, interaction, and choice. (RIPTS 8)**
*** Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful. (RIPTS 6)**
*** Promoting self-directed, reflective learning for all students. (RIPTS 6)**

Creating and Maintaining an Effective Environment for Student Learning (RIPTS 4, 6)

Developing 2	Emerging 1	Unsatisfactory 0
The teacher demonstrates some of the indicators successfully.	The teacher demonstrates at least one of the indicators.	The teacher has not demonstrated evidence of the indicators below.

*** Creating a physical environment that engages all students. (RIPTS 6,8)**
*** Establishing a climate that promotes fairness and respect. (RIPTS 4, 6)**
*** Promoting social development and group responsibility (RIPTS 6)**
*** Planning and implementing classroom procedures and routines that support student learning and establish standards for student behavior. (RIPTS 6)**
*** Using instructional time effectively. (RIPTS 3, 6)**

Understanding and Organizing Subject Matter for Student Learning (RIPTS 1, 2)

Developing 2	Emerging 1	Unsatisfactory 0
The teacher demonstrates some of the indicators successfully.	The teacher demonstrates at least one of the indicators.	The teacher has not demonstrated evidence of the indicators below.

*** Demonstrating knowledge of subject matter content and student development.**
(RIPTS 1, 2, 3)
*** Organizing and planning curriculum to support student understanding of subject matter while effectively integrating ideas and information within and across subject matter areas.**
(RIPTS 1, 2)
*** Developing student understanding through instructional strategies that are appropriate to the subject matter.**
(RIPTS 1, 2, 5)
*** Using materials, resources, and technologies to make subject matter accessible to students.**
(RIPTS 1,2, 4)

Planning Instruction and Designing Learning Experiences for all Students (RIPTS 2, 3, 4, 5)

Developing 2	Emerging 1	Unsatisfactory 0
The teacher demonstrates some of the indicators successfully.	The teacher demonstrates at least one of the indicators.	The teacher has not demonstrated evidence of the indicators below.

*** Drawing on and valuing students' backgrounds, interests, and developmental learning needs. Modifying instructional plans to adjust for student needs. (RIPTS 3,4)**
*** Establishing and articulating goals for student learning. (RIPTS 2)**
Developing and sequencing instructional activities and materials for student learning. (RIPTS 2)

Assessing Student Learning (RIPTS 6, 7, 8, 9)

Developing 2	Emerging 1	Unsatisfactory 0
The teacher demonstrates some of the indicators successfully.	**The teacher demonstrates at least one of the indicators.**	**The teacher has not demonstrated evidence of the indicators below.**

*** Establishing and communicating learning goals for all students.**
*** Collecting and using multiple sources of information to assess student learning. (RIPTS 9)**
***Involving and guiding all students in assessing their own learning (RIPTS 6, 9)**

TOTAL SCORE: _____/10

_____ _____
Signature of Observer Date

_____ _____
Signature of Teacher Candidate Date

Roger Williams University
School of Education
Clinical Educator Final Practicum Feedback Assessment

Date: _____

Teacher Candidate: _____

Clinical Educator: _____

RWU Clinical Educator: _____

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

Directions: Please assess the candidate's performance during the practicum experience. Include anecdotal evidence, strengths, and recommendations for growth in each of the Six Teacher Competency Areas which are aligned to the Rhode Island Professional Teacher Standards (RIPTS).

Goals for each competency on the Continuum are shown by an arrow and the acceptable range is shown as a yellow bar. Please mark the candidate's position on the continuum graphic. Tally the scores from each competency and indicate the total score below.

TOTAL SCORE: _____/12

Signatures/Dates:

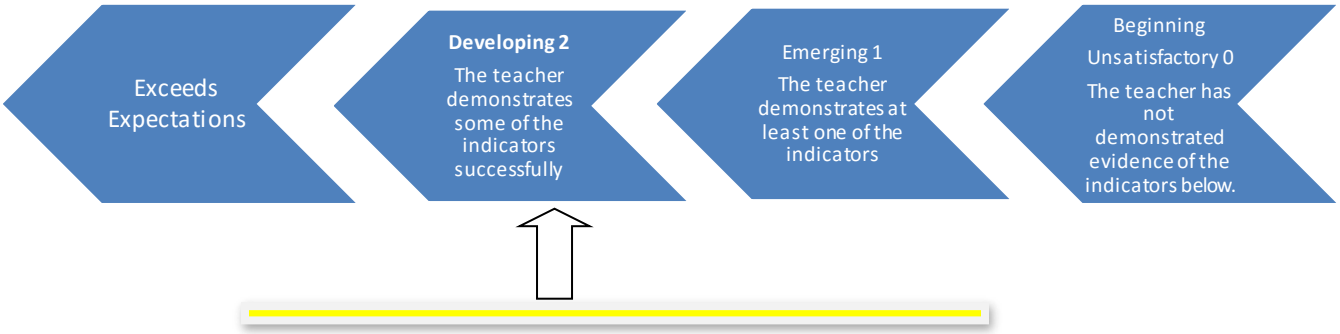
_____

Teacher Candidate Date

_____

Clinical Educator Date

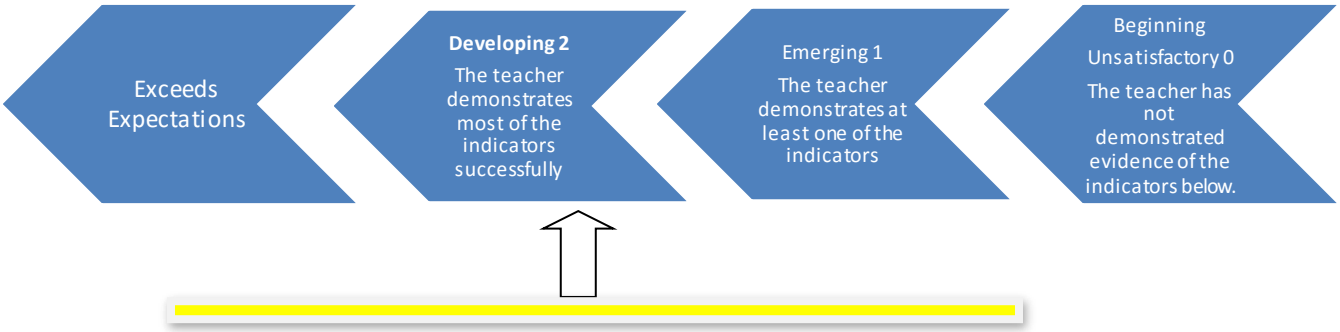
Engaging and Supporting All Students Learning (RIPTS 3, 4, 6, 8) The TC builds on students' prior knowledge, life experience, and interests to achieve learning goals for all students. The TC uses different instructional strategies and resources that respond to students' diverse needs. The TC facilitates learning experiences for all students in environments that promote interaction. The TC actively engages ALL students in problem solving and critical thinking within subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful.



I. Engaging and Supporting All Students Learning (RIPTS 3, 4, 6, 8)
Evidence:
Strengths:
Recommendations for Growth:

Creating and Maintaining an Effective Environment for Student Learning (RIPTS 4, 6)

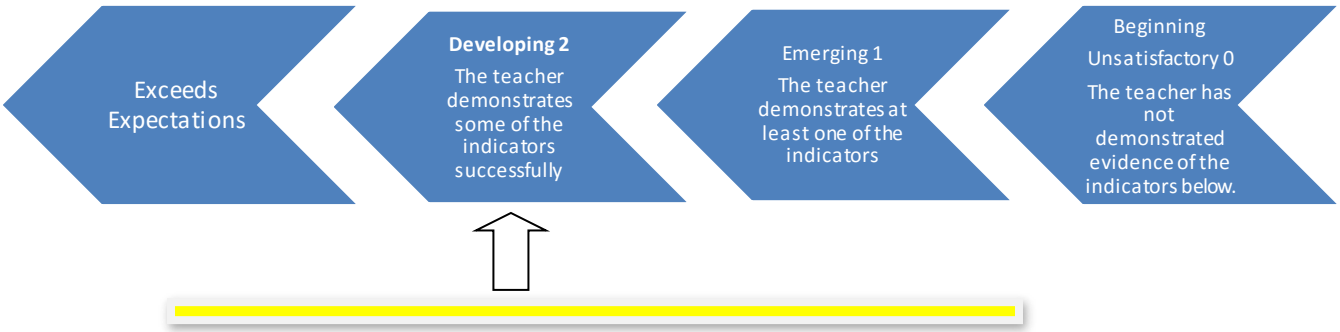
The TC adjusts the physical environments in order to engage ALL students in purposeful learning activities, and encourages constructive interactions among students. The TC maintains safe learning environments in which all students are treated fairly and respectfully. The TC involves all students in making decisions and in working independently and collaboratively. The TC is learning to establish expectations for student behavior in ways that are clearly understood and consistently maintained. The TC makes effective use of instructional time as he/she implements class procedures and routines.



II. Creating and Maintaining an Effective Environment for Student Learning (RIPTS 4, 6)
Evidence:
Strengths:
Recommendations for Growth:

Understanding and Organizing Subject Matter for Student Learning (RIPTS 1, 2)

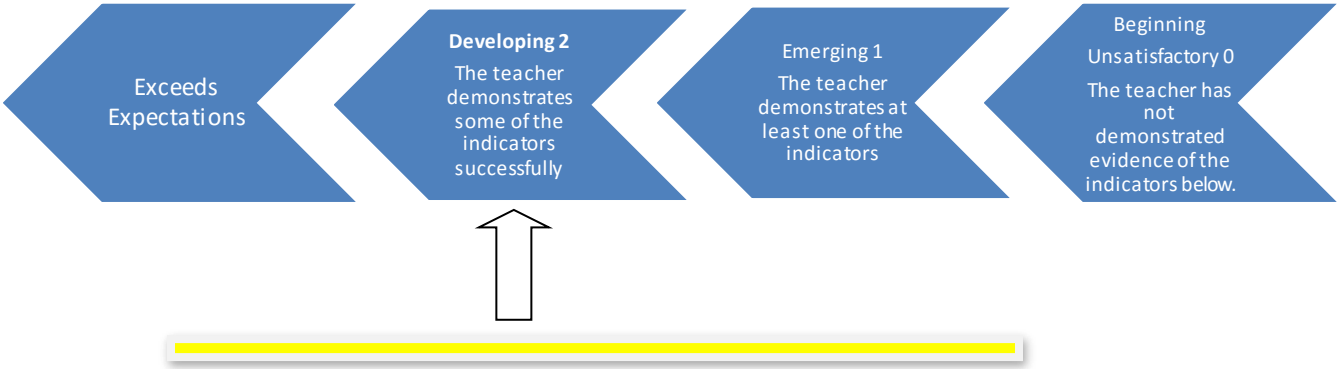
The TC exhibits working knowledge of subject matter and student development. The TC's organizes curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. The TC interrelates ideas and information within and across curricular areas to extend students' understanding. The TC uses his/her knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.



III. Understanding and Organizing Subject Matter for Student Learning (RIPTS 1, 2)
Evidence:
Strengths:
Recommendations for Growth:

Planning Instruction and Designing Learning Experiences for all Students (RIPTS 2, 3, 4, 5)

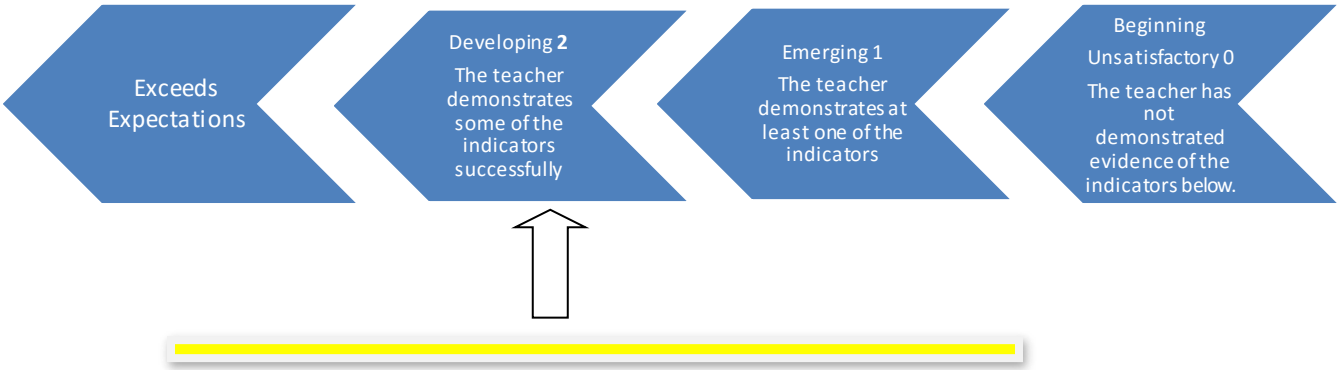
The TC plans instruction that draws on and values students' backgrounds, prior knowledge, and interests. The TC establishes clear learning goals for all students based on student experience, language, development, and home and school expectations. The TC sequences curriculum and designs long-term and short-range plans effectively. The TC uses instructional activities that promote learning goals and connect with student experiences and interests.



IV. Planning Instruction and Designing Learning Experiences for All Students (RIPTS 2, 3, 4, 5)
Evidence:
Strengths:
Recommendations for Growth:

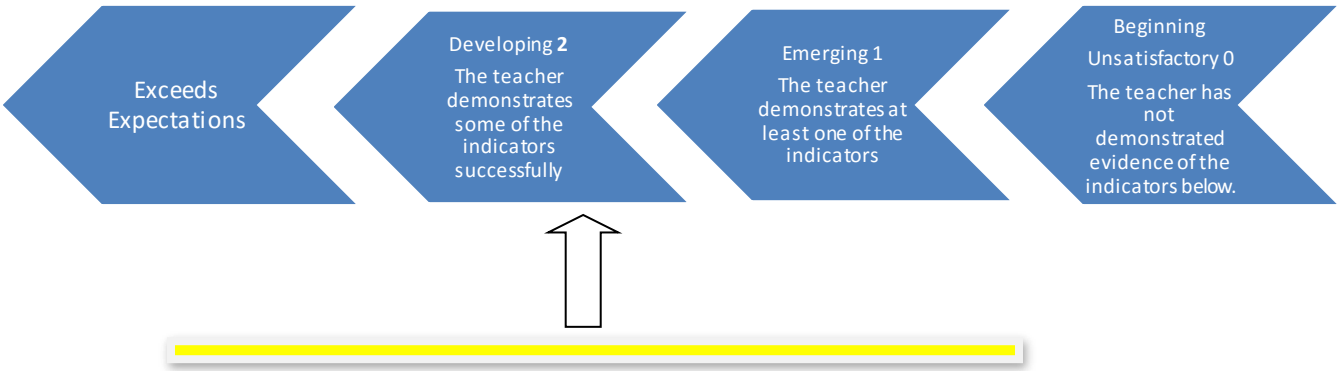
Assessing Student Learning (RIPTS 6, 7, 8, 9)

The TC establishes and clearly communicates learning goals for all students. The TC understands the need to collect information about student performance from a variety of sources. The TC understands the need to use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for ALL students. The TC exchanges information with the CT about student learning in order to improve understanding and encourage academic progress.



V. Assessing Student Learning (RIPTS 7, 8, 9)
Evidence:
Strengths:
Recommendations for Growth:

Developing as a Professional Educator (RIPTS 7, 10, 11) The TC reflects on his/her teaching practice and actively engages in planning for professional development. The TC establishes professional learning goals, pursues opportunities to develop professional knowledge and skill, and participates in the school's professional community. The TC has learned about the local community to improve his/her professional practice. The TC has made concrete steps in communicating effectively with families and involving them in student learning and the school community. The TC works collegially with all school staff. The TC balances his/her professional responsibilities and maintains motivation and commitment to all students. (RIPTS 7, 10, 11)



• Developing as a Professional (RIPTS 7, 10, 11)
Evidence:
Strengths:
Recommendations for Growth:

Student Teaching Classroom Observation Evaluation

Teacher Candidate: Date:
Field/Grade Level: Clinical Educator:
School: District:
Observer: Observation #: _____/3
Lesson / Subject Topic:

THIS DOCUMENT IS TO BE USED IN CONJUNCTION WITH BOTH THE COLLABORATIVE ASSESSMENT LOG (NARRATIVE NOTES USED AFTER PLANNING AND/OR DEBRIEFING) AND THE CONTINUUM OF TEACHER DEVELOPMENT (PLACEMENT ALONG CONTINUUM AFTER OBSERVATION).

PLEASE NOTE THE INDICATORS THAT NEED FURTHER DEVELOPMENT.

Engaging and Supporting All Students Learning (RIPTS 3, 4, 6, 8)

Proficient 2	Developing 1	Unsatisfactory 0
The teacher demonstrates most of the indicators successfully.	The teacher demonstrates some of the indicators.	The teacher has not demonstrated evidence of the indicators below.

*** Using a variety of instructional strategies and resources to respond to students' needs and connect to their prior knowledge, life experience, and interests. (RIPTS 3, 4)**
*** Facilitating learning experiences that promote autonomy, interaction, and choice. (RIPTS 8)**
*** Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful. (RIPTS 6)**
*** Promoting self directed, reflective learning for all students. (RIPTS 6)**

Creating and Maintaining an Effective Environment for Student Learning (RIPTS 4, 6)

Proficient 2	Developing 1	Unsatisfactory 0
The teacher demonstrates most of the indicators successfully.	The teacher demonstrates some of the indicators.	The teacher has not demonstrated evidence of the indicators below.

*** Creating a physical environment that engages all students. (RIPTS 6,8)**
*** Establishing a climate that promotes fairness and respect. (RIPTS 4, 6)**
*** Promoting social development and group responsibility (RIPTS 6)**
*** Planning and implementing classroom procedures and routines that support student learning and establish standards for student behavior. (RIPTS 6)**
*** Using instructional time effectively. (RIPTS 3, 6)**

Understanding and Organizing Subject Matter for Student Learning (RIPTS 1, 2)

Proficient 2	Developing 1	Unsatisfactory 0
The teacher demonstrates most of the indicators successfully.	**The teacher demonstrates some of the indicators.**	**The teacher has not demonstrated evidence of the indicators below.**

*** Demonstrating knowledge of subject matter content and student development.**
(RIPTS 1, 2, 3)
*** Organizing and planning curriculum to support student understanding of subject matter while effectively integrating ideas and information within and across subject matter areas.**
(RIPTS 1, 2)
*** Developing student understanding through instructional strategies that are appropriate to the subject matter.**
(RIPTS 1, 2, 5)
*** Using materials, resources, and technologies to make subject matter accessible to students.**
(RIPTS 1,2, 4)

Planning Instruction and Designing Learning Experiences for all Students (RIPTS 2, 3, 4, 5)

Proficient 2	Developing 1	Unsatisfactory 0
The teacher demonstrates most of the indicators successfully.	**The teacher demonstrates some of the indicators.**	**The teacher has not demonstrated evidence of the indicators below.**

***Drawing on and valuing students' backgrounds, interests, and developmental learning needs. Modifying instructional plans to adjust for student needs. (RIPTS 3,4)**
***Establishing and articulating goals for student learning. (RIPTS 2)**
***Developing and sequencing Instructional activities and materials for student learning. (RIPTS 2)**

Assessing Student Learning (RIPTS 6, 7, 8, 9)

Proficient 2	Developing 1	Unsatisfactory 0
The teacher demonstrates most of the indicators successfully.	**The teacher demonstrates some of the indicators.**	**The teacher has not demonstrated evidence of the indicators below.**

*** Establishing and communicating learning goals for all students.**
*** Collecting and using multiple sources of information to assess student learning. (RIPTS 9)**
***Involving and guiding all students in assessing their own learning (RIPTS 6, 9)**

TOTAL SCORE: _____/10

_____ _____
Signature of Observer Date

_____ _____
Signature of Teacher Candidate Date

Roger Williams University
School of Education
Clinical Educator Final Student Teaching Feedback Assessment

Date: _____

Teacher Candidate: _____

Clinical Educator: _____

RWU Clinical Educator:

_____

District: _____ School: _____ Grade Level: _____

Directions: Please assess the candidate's performance during the student teaching experience. Include anecdotal evidence, strengths, and recommendations for growth in each of the Six Teacher Competency Areas which are aligned to the Rhode Island Professional Teacher Standards (RIPTS).

Goals for each competency on the Continuum are shown by an arrow and the acceptable range is shown as a yellow bar. Please mark the candidate's position on the continuum graphic. Tally the scores from each competency and indicate the total score below.

TOTAL SCORE: _____/12

Signatures/Dates:

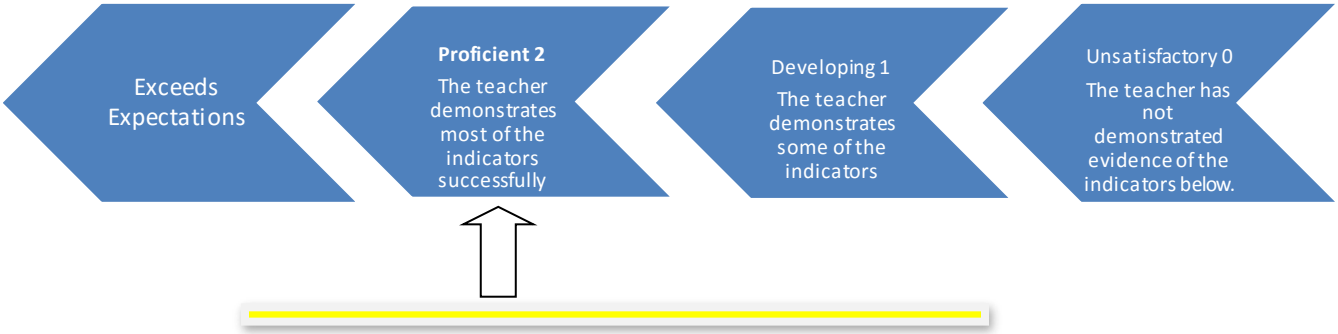
_____

Teacher Candidate Date

_____

Clinical Educator Date

Engaging and Supporting All Students Learning (RIPTS 3, 4, 6, 8) The TC builds on students' prior knowledge, life experience, and interests to achieve learning goals for all students. The TC uses different instructional strategies and resources that respond to students' diverse needs. The TC facilitates learning experiences for all students in environments that promote interaction. The TC actively engages ALL students in problem solving and critical thinking within subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful.



VI. Engaging and Supporting All Students Learning (RIPTS 3, 4, 6, 8)
Evidence:
Strengths:
Recommendations for Growth:

Creating and Maintaining an Effective Environment for Student Learning (RIPTS 4, 6)

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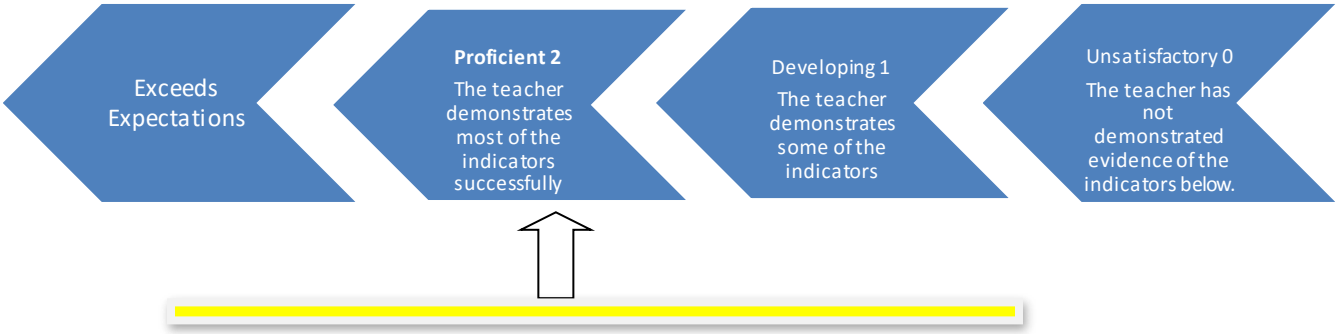

VII. Creating and Maintaining an Effective Environment for Student Learning (RIPTS 4, 6)
Evidence:
Strengths:
Recommendations for Growth:

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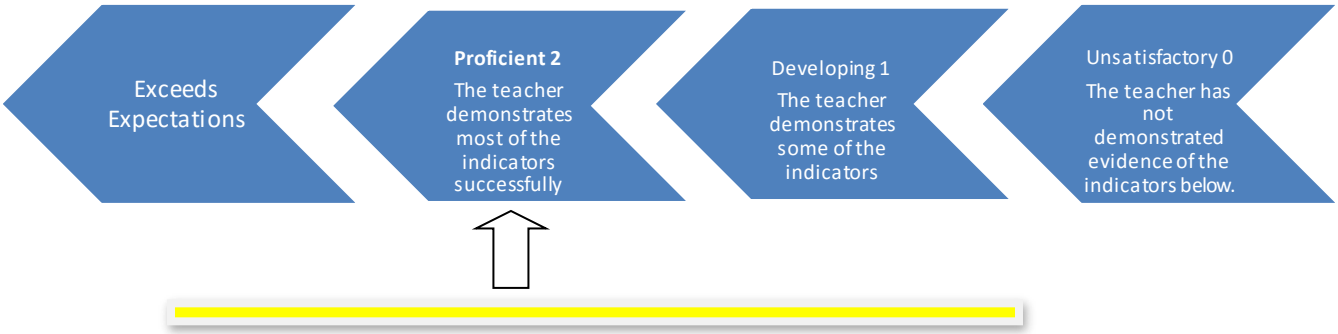

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Evidence:
Strengths:
Recommendations for Growth:

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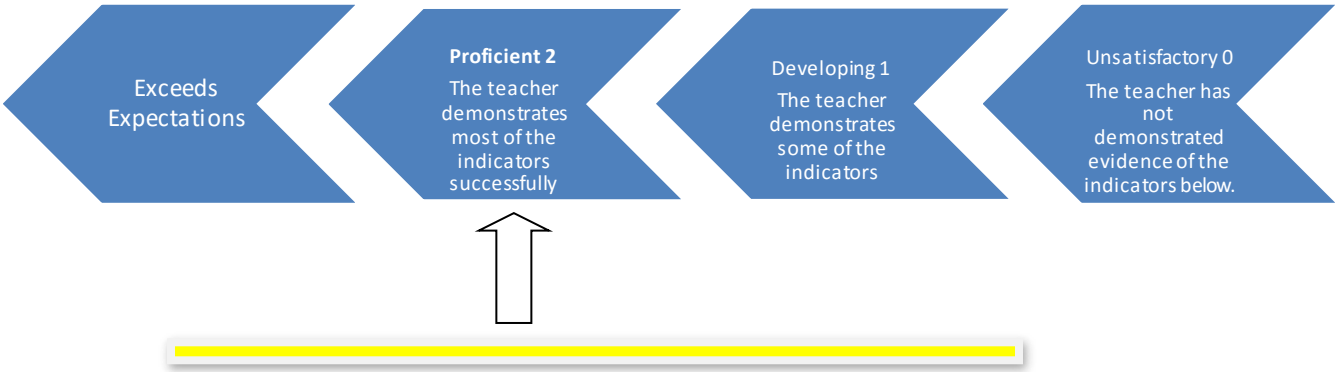

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Evidence:
Strengths:
Recommendations for Growth:

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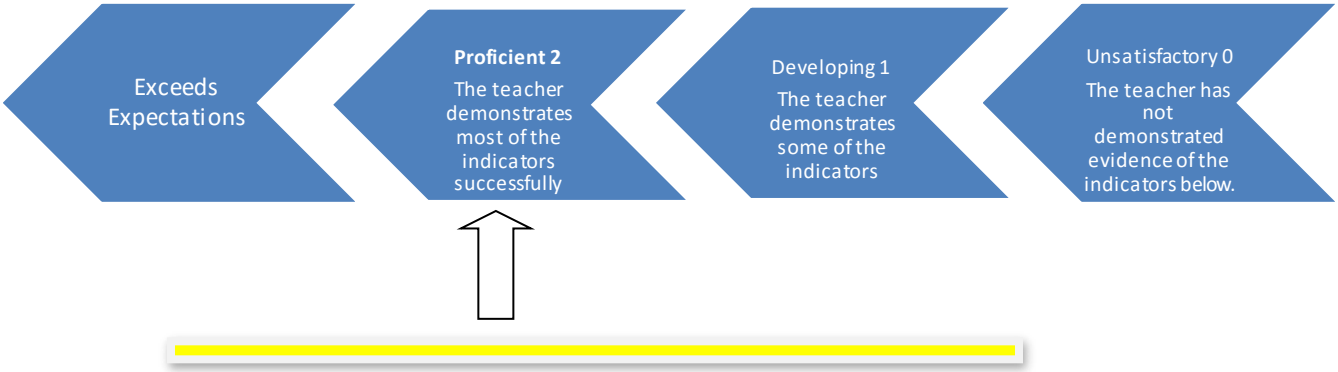

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Evidence:
Strengths:
Recommendations for Growth:

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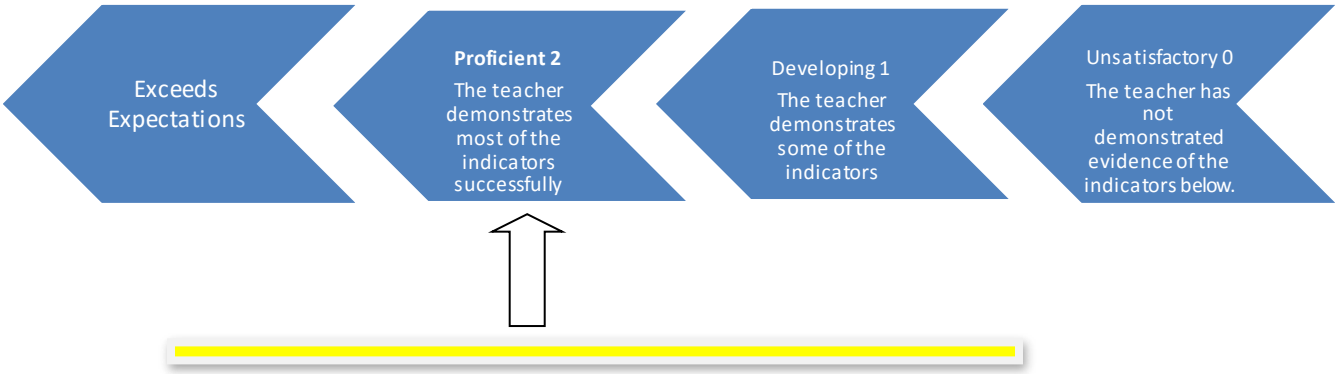

• Developing as a Professional (RIPTS 7, 10, 11)
Evidence:
Strengths:
Recommendations for Growth: