# Table of Contents

Overview of Field Experiences .................................................................................................................. 1  
Field Experience Guide Chart by Academic Year ..................................................................................... 2  
Policies of the Field Experience Office .................................................................................................. 3  
**Guide for Students** ................................................................................................................................. 6  
  Pre-Practicum Level I Field Experience Guide ....................................................................................... 7  
  Pre-Practicum Level II Field Experience Guide ....................................................................................... 9  
  Practicum Requirements ......................................................................................................................... 12  
  Practicum Assignment Information .......................................................................................................... 14  
  Expectations of a Roger Williams University Student Teacher ............................................................. 18  
  Student Teaching Requirements ............................................................................................................. 22  
  Student Teaching Assignment Information ............................................................................................. 24  
  Puerto Rico Student Teaching Study Abroad Information ..................................................................... 30  
**Guide for Cooperating Teachers** ........................................................................................................... 31  
  Role of the Cooperating Teacher ........................................................................................................... 32  
  Suggestions for Cooperating Teachers in Assisting Students during Practicum and Student Teaching ........................................................................................................ 35  
  Cooperating Teacher/Student Teacher Guide for Transitions (Elementary Majors) ............................. 36  
  Cooperating Teacher/Student Teacher Guide for Transitions (Secondary Majors) ............................. 37  
**Guide for Clinical Supervisors** ............................................................................................................ 38  
  Role of the Clinical Supervisor .............................................................................................................. 39  
**Responsibilities of the District Administration** .................................................................................... 43  
  Role of the Principal ............................................................................................................................... 44  
  Role of the Superintendent of Schools .................................................................................................. 45
Rhode Island Professional Teaching Standards and Professional Teaching Competencies...46

Completion of Field Experience Assignments & their relationship to the RIPTS and the Professional Teaching Competencies ........................................... 47

Rhode Island Professional Teaching Standards (RIPTS) ........................................... 47

Professional Teaching Competencies ..................................................................... 52

Appendices ............................................................................................................. 55

   Media Permission Form ...................................................................................... 56
   Case Study Parent Permission Form ................................................................. 57
   Pre-Practicum Level II Field Placement Application Instruction Sheet ........ 58
   Pre-Practicum Level II Field Placement Application ........................................ 59
   Directions for the Completion of the Practicum Application ............................ 60
   Practicum Application ......................................................................................... 61
   Directions for the Completion of the Student Teaching Application ............. 63
   Student Teaching Application ............................................................................. 64
   Practicum Presentation Scoring Sheet ............................................................... 66
   Background Criminal Investigation (BCI) Instruction Sheet ............................ 67
   Basic Skills Requirement for Admission to the RWU School of Education .......... 68
Overview of Field Experiences

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

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

Level I  
**Exploring the Profession**

Initial field experiences enable students to observe in a school and in a certified teacher’s classroom, and to analyze the interactions he or she has recorded. These field experiences are intended to be exploratory in nature, allowing the student to determine whether she or he wishes to pursue a career in the teaching profession. At the conclusion of Level I, students submit an electronic “Exploring the Profession” portfolio.

Level II  
**Preparing to Teach**

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

Level III  
**Performance in the Classroom**

In Level III, students complete a Practicum and the culminating Student Teaching experience. During Practicum, the student spends a Minimum of 100 hours observing, tutoring, and teaching students under the direction of a Cooperating Teacher. The Student Teaching experience involves spending 14 weeks in either an elementary classroom or in a secondary content classroom. In addition to the classroom experience, the student must enroll in a Student Teaching Seminar. To be recommended for certification/licensure, students must submit and pass the Level IIIB portfolio.
# Field Experience Guide Sheet by Academic Year

<table>
<thead>
<tr>
<th>Year of School</th>
<th>Level</th>
<th>Field Activities &amp; Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Level I</td>
<td><strong>Level I Group field experience</strong> that accompanies EDU 200 and EDU 202</td>
</tr>
<tr>
<td></td>
<td><em>Exploring the Profession</em></td>
<td><strong>BCI check</strong> during Freshman orientation and again in April when applying for a Level II pre-practicum placement ***&lt;br&gt;Apply for a <strong>Level II pre-practicum placement</strong> in April&lt;br&gt;Submit your Level I portfolio for review</td>
</tr>
<tr>
<td>Sophomore</td>
<td>Level II</td>
<td><strong>Complete the Field Experience(s)</strong> based on course requirements outlined in your syllabi&lt;br&gt;Apply for a <strong>Level II pre-practicum placement</strong> in April&lt;br&gt;Obtain a <strong>BCI check</strong> when you apply for your Level II pre-practicum placement (this will be the BCI to be used during your junior year field experiences)</td>
</tr>
<tr>
<td></td>
<td><em>Preparing to Teach</em></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>Level II</td>
<td><strong>Complete the Field Experience(s)</strong> based on course requirements outlined in your syllabi&lt;br&gt;<strong>Submit your Level II portfolio</strong> for review in February if you are planning to complete Practicum in the fall&lt;br&gt;Apply in January for your <strong>Fall Practicum placement</strong>&lt;br&gt;Obtain a <strong>BCI check</strong> when you apply for your Practicum placement (this will be the BCI to be used during your practicum and student teaching)&lt;br&gt;Attend Fall Practicum Orientation</td>
</tr>
<tr>
<td></td>
<td><em>Preparing to Teach</em></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>Level III</td>
<td><strong>Apply in September for Winter Intersession or Spring Practicum placement</strong>&lt;br&gt;<strong>Complete Practicum</strong> in the Fall, Winter Intersession or Spring semesters&lt;br&gt;<strong>Complete your Practicum Presentation</strong>**&lt;br&gt;Apply in September for Spring Student Teaching placement and certificate&lt;br&gt;<strong>Complete Student Teaching</strong> in the Fall or Spring semesters&lt;br&gt;Attend <strong>Student Teaching Orientation</strong>&lt;br&gt;Attend a <strong>career/licensure</strong> workshop held in conjunction with the RWU Career Center&lt;br&gt;Attend <strong>Career Day</strong> in May</td>
</tr>
<tr>
<td></td>
<td><em>Performance in the Classroom</em></td>
<td></td>
</tr>
</tbody>
</table>

* see page 8 of the handbook for a more complete description of the Level I Group Field Experience
** Each school year, students **MUST** undergo a criminal background check (BCI; Background Criminal Investigation) prior to entering their field experiences. Roger Williams University adheres to the law by requiring that all students of the School of Education submit to a Background Criminal Investigation (BCI) conducted through the Department of Attorney General, Bureau of Criminal Investigation.
*** see page 10 of the handbook for a more complete description of the Level II Pre-Practicum placement
**** see page 17 of the handbook for a more complete description of the Practicum Presentation
Policies of the Field Experience Office

1. The School of Education through the Field Experiences Office staff arranges field experience placements for all students at all levels.

2. The Field Experiences Office staff annually requests permission of school superintendents to place students in the local school districts for appropriate field experiences.

3. The Field Experiences Office staff and faculty of the School of Education frequently consult with school principals to identify cooperating teachers for practicum and student teaching assignments.

4. The Field Experiences Office staff collaborates with Faculty and Clinical Supervisors regarding student problems, student evaluations and other issues regarding the field experience.

Level II - Preparing to Teach

5. Throughout the Level II Coursework, the Field Experiences Office staff places students in local school districts as a method of introducing them to the various components and responsibilities of the teaching profession. Students fulfill the requirements of their courses through working with students and school personnel in their assigned locations.

Level III - Performance in the Classroom

6. The School of Education fulfills the standards required by the Rhode Island Department of Education applicable to students by having a pre-student teacher/practicum experience of one hundred hours and a student teaching experience of fourteen (14) weeks.

7. The Clinical Supervisors of the School of Education are responsible for the evaluation of students while they are in the field; however, this supervision may be delegated to other schools or departments of the University for students in specialized fields. A full time University faculty or adjunct faculty member will be assigned to supervise the student teaching experience in cooperation with the 1-12 public school teacher to whom the student is assigned. Faculty members will be appointed for the supervision of practicum students in the field at the ratio of five students for a two-hour course equivalent load and student teachers in the field at the ratio of five students for a two-hour course equivalent load for undergraduate students and a three-hour course equivalent load for graduate students. University faculty and adjunct faculty are designated “Clinical Supervisors.”
8. The student teaching semester is the culminating field experience for students in teacher education. It occurs in the fall or spring semester of the senior year. The semester includes Student Teaching (twelve credits) and the Seminar (two for undergraduate students and three credits for graduate students) which are necessary to meet state licensure requirements. In order to be admitted to the student teaching experience, the student must meet all enrollment requirements set forth by the School of Education.

9. The School of Education will place only one student teacher with each cooperating teacher. Occasionally, Level II students will be placed in a classroom with practicum or student teacher.

10. The School of Education Teacher Education Program fulfills the standards required by the Rhode Island Department of Education applicable to cooperating teachers. Thus, we seek the cooperation of the school principal for verification of the following criteria relative to the cooperating teacher:

   A cooperating teacher must be recommended by the school principal, possess a continuing contract, have three years of teaching experience at the grade level or in the subject area in which they are supervising a student teacher, mentor a student teacher, and participate in RWU Cooperating Teacher Workshops.

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

11. The University faculty, adjunct faculty, and cooperating teachers will have the responsibility of evaluating the student’s performance in the field experience. The University will conduct on-going professional development sessions as well as offer a three-credit graduate level Cooperating Teacher course.

12. Student Teacher candidates are required to be present in the cooperating school every day. A student teacher’s academic schedule will follow the term schedule of the student teacher’s assigned school district, not the College’s schedule.

13. The teacher candidate must inform the cooperating teacher, the cooperating school, and the clinical supervisor if absent from the school assignment. Absences are allowed for illness, death in the immediate family, or other medical situations. Absences for any other reason must have the approval of the cooperating teacher, clinical supervisor, and the Director of Partnerships and Field Experiences. Absences must be made up or rescheduled. The policy for missed days is to make up the day(s) at the end of the semester. Any change or waiver of this policy must be negotiated with the cooperating teacher and clinical supervisor.
14. Practicum and Student teachers are at times required to attend mandatory workshops and seminars on the RWU campus. When a student needs to attend an event on campus that requires change in their regularly scheduled hours in a classroom, the student will provide the Cooperating Teacher with sufficient notice of the commitment. Students will be released at a reasonable time to attend any mandatory sessions.

15. Public school departments require all students completing course related assignments to undergo a criminal background check (BCI; Background Criminal Investigation). Roger Williams University adheres to this policy by requiring that each year, all students of the School of Education submit to a BCI conducted through the Department of Attorney General, Bureau of Criminal Investigation.
(see appendix for a BCI application)
Guide for Students

Level I - Exploring the Profession

Level II - Preparing to Teach

Level III – Performance in the Classroom
Pre-Practicum Level I Field Experience Guide

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

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

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

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

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

You can expect to go on the whole group field experience about mid-way during the semester.

You will be asked to:

- Select a date for the trip from a pre-arranged selection organized by the Field Experiences Office staff. You will have the option of two dates for each level. You need to select a time that causes the least disruption to your schedule.

- If you are going to miss any instruction time for another class, be sure to notify the professor in ample time. You will have access to a letter signed by the Director of Partnerships and Field Experiences to give to your professor describing the reason for your missing class time. Ask about arrangements to get work missed or turn in work that might be due on that date.
✓ On the morning of the Field experience, meet the bus at the designated pick-up point. **Be prompt!** The group is on a schedule and you will be expected at the site at a specific time in order to accomplish all that is necessary.

✓ Check in with the adult that is chaperoning the field experience both when you leave RWU and also when you reenter the bus to return to RWU.

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

**Please keep in mind the following:**

- **Abide by the school/district dress code** for teaching personnel. Dress professionally (business casual is usually appropriate in K-12 schools, but some schools may require men to wear ties). Necklines, waistbands, and hems should be discreet. Clothing and accessories that may distract young people should be avoided—remember, the focus is teaching and learning!

- Maintain the stance of a learner. You will have the opportunity to observe in a multitude of interactions between administrators, teachers, students, and families. Many of these will take you out of your comfort zone. Plan, act, and reflect. Do **not make instantaneous judgments**.

- While you will report to your professor on the details of your field experience, you are expected to **maintain the confidentiality of all information**. Casual discussions of what occurs in your field experience should not occur.

- **Turn off cell phones** or other devices that could interrupt your ability to observe the students or disrupt a classroom.

- Do **not send or receive text messages** when you are at the field experience site.
Pre-Practicum Level II Field Experience Guide

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

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

All field experiences are only arranged by the Field Experiences Office. You may not make your own arrangements to conduct observations or teach/work with students. Some faculty members choose to partner with one or two school sites, and organize whole or small group visits for students. The Field Experiences Office works with the entire faculty to find appropriate placements based on each professor’s course requirements.

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

- Contact the school administrator or cooperating teacher over the telephone or email to set up an initial meeting.
- Find out at this time whether the school policy requires you to show them your criminal background check. If so, bring your criminal background clearance document to your initial meeting (you will have completed paperwork for this at the fall School of Education orientation gathering). Failure to complete your criminal background check and return a copy to the Field Experiences Office will jeopardize your field placement.

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

- Share your field experience assignment with the school administrator and/or cooperating teacher
- Jointly determine how you will carry out your plans
- Be explicit with the school administrator and/or cooperating teacher about whether you need to conduct an observation; interact with students, school personnel, and families; co-teach a lesson; meet with the cooperating teacher during the span of a few planning periods, etc.
- In addition to informing the school personnel about the nature of the work that you will be doing, You must provide the Case Study Parent Permission Form to the teacher if your assignment requires a case study, and provide the Media Permission Form if your assignment requires you to film, record, photograph, or use e-mail or the internet with students. You may not engage in case study work or implement media
projects with students until these forms are signed and returned to the school by parents or guardians. Your professor will provide you with the appropriate form or you may get a copy at the Field Experiences Office.

- Take notes during the initial meeting as a record of your discussion, and provide a copy to the cooperating teacher as soon as possible via e-mail.
- Make sure to exchange contact information with the cooperating teacher, and ask him or her the most efficient way to get in touch before, during, and after the school day.

Based on the plan you create with the cooperating teacher, you are now ready to begin your field placement.

You must be respectful and responsible when you interact with a partnering school site. Please keep in mind the following:

- It is your responsibility to follow through with your pre-practicum experiences in a timely fashion. Do not wait until the last weeks of the semester to complete your assignment.

- Ask to read a copy of the school’s handbooks for teachers and students. The handbooks will provide valuable information about the policies and procedures of the school.

- Be energized and alert! Teaching is a demanding profession, and you must be ready to positively engage all students for success.

- Be punctual! Arrive 5-10 minutes ahead of time. If you will be late or absent, telephone the school at the main number and leave a message for the teacher. Follow-up with an email explaining the circumstances of your absence. Make arrangements for when you will return to the school.

- Abide by the school/district dress code for teaching personnel. Dress professionally (business casual is usually appropriate in K-12 schools, but some schools may require men to wear ties). Necklines, waistbands, and hems should be discreet. Clothing and accessories that may distract young people should be avoided—remember, the focus is teaching and learning!

- Turn off cell phones or other devices that could interrupt your ability to observe or work with the students or disrupt a classroom. Do not send or receive text messages when you are at the field experience site.

- Social Media sites such as “Facebook” are used by students of all ages. Refrain from engaging in the use of social media with the students in all field experience sites.

- Maintain the stance of a learner. You will have the opportunity to observe/participate in a multitude of interactions between administrators, teachers,
students, and families. Many of these will take you out of your comfort zone. Plan, act, and reflect. **Do not make instantaneous judgments.**

- While you will report to your professor on the details of your field experience, you are expected to **maintain the confidentiality of all information.** Casual discussions of what occurs in your field experience should not occur. If, at any time, you feel the physical and/or emotional health and safety of a child is jeopardized, you are required to report the details of the incident to your cooperating teacher.

- **Continually communicate** with your cooperating teacher according to the plan you made at your initial meeting. Ask questions at the appropriate moment.

- Contact your professor immediately if there is a significant issue with your placement with which you need help problem-solving. The faculty and staff in the School of Education at Roger Williams University are committed to supporting your success to the extent possible.

- You **are not to be with children/adolescents, unsupervised,** at any of your Level I or Level II Field experience placements. The cooperating teachers should remain in the rooms with you when you are observing students or working with students. If you have a situation where you find yourself left alone with students in a classroom, please bring it to the attention of the professor that is teaching the course that requires you to be in a school setting.

Failure to follow through on the responsibilities outlined in this document is unprofessional and may impact your grade.

A copy of the Pre-Practicum Level II Field Experience Application is located in the Appendix of this manual.

At the beginning of each semester, students will receive a copy of the Pre-Practicum Field Experience Guide from the professors. They will be asked to sign a document that indicates knowledge of the responsibilities that accompany being a RWU student in a field placement.
Practicum Requirements

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

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

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

- Complete a minimum of 100 hours of school based experience.

- If your Practicum Experience occurs during the Winter Intersession or Summer Sessions, you are still required to complete the minimum of 100 hours of school based experience

- Classroom participation, planning sessions with classroom teacher, observations in the classroom, faculty meetings, and school committee meetings are all part of the 100 hours. The time Practicum students spend working on lessons will not be counted.

- Attend regularly scheduled seminar sessions with your Clinical Supervisor from RWU

- Complete at least one Collaborative Assessment Log with your Cooperating Teacher

- Co-teach 2 Lessons with your Cooperating Teacher. One of the lessons may be co-taught with your Clinical Supervisor.

- Design and implement at least 1 Lesson Plan. The Clinical Supervisor will observe and evaluate the performance and also provide feedback on your guided practice strategies.

- One lesson must be videotaped and reviewed by you Clinical Supervisor.

- Complete 2 Individual Learning Plans: one at the midterm and one during the final portion of your Practicum Experience

- Submit a First Six Weeks of School Project
• Submit a **Short and Long Term Planning Report**
• Keep a weekly, dated reflective journal
• Complete a **District Initiative**
  • a description of the chosen professional initiative for Student Teaching.
• Successfully complete an **Eligibility to Student Teach Presentation**
• Submit all of the required documents to your **Level III A Portfolio**

• **Documentation:**
  • Cover Letter
  • Resume
• **Practicum Evidence:**
  • Collaborative Assessment Logs
  • Individual Learning Plan Midterm
  • Individual Learning Plan Final
  • Lesson Plan 1
  • Lesson Plan 2
  • Lesson Plan 3
  • First Six Weeks of School Project
  • Contextual Factors Report
  • Short and Long Term Planning Report
  • District Initiative
  • Cooperating Teacher Evaluation
  • Clinical Supervisor Evaluation

**Practicum Presentation**
• Presentation Evaluation

**Final Portfolio Results**
Grading:

<table>
<thead>
<tr>
<th>Teaching</th>
<th>50 % (10 % each annotated lesson plan, 20 % synthesis of two final evaluations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contextual Factors</td>
<td>30 %</td>
</tr>
<tr>
<td>Short and Long term Planning</td>
<td>10 %</td>
</tr>
<tr>
<td>First 6 Weeks</td>
<td>10 %</td>
</tr>
</tbody>
</table>

Practicum Assignment Information

Practicum Assignment: Contextual Factors Report

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

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

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

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

Revised June 2011
Some web resources include:
http://www.rikidscount.org/matriarch/default.asp (Kids Count)
http://www.infoworks.ride.uri.edu/2008/default.asp (Information Works)
http://www.greatschools.net/ (Great Schools)
Also, consult the school or district website.

Practicum Lesson Observation
During practicum you will co-plan and co-teach two lessons with your CT and/or your Clinical Supervisor. One lesson will be observed and one will be videotaped and then shared. You will independently plan and teach a scaffolded lesson. For each of these three lessons you will need to:

- Submit a lesson plan to your Cooperating Teacher and Clinical Supervisor at least one week before teaching;
- Participate in a pre-teaching conference. The focus of discussion will be on your students’ intended learning and your intended learning;
- Annotate each lesson plan after you have taught the lesson;
- Participate in a post-teaching conference with your Cooperating Teacher and Clinical Supervisor in which discussion will focus on what students learned in the lesson and what you learned about teaching from the lesson. You and your Clinical Supervisor will each complete a Collaborative Assessment Log. The Clinical Supervisor will write a narrative providing you with feedback.

Practicum Assignment: The First Six Weeks
We know from research that the first six weeks of school are an essential time for establishing a positive learning environment.

1. Create a web or other conceptual framework that addresses the aspects of classroom life you must consider as you prepare for the first six weeks.
2. Write an annotated bibliography of two resources that will support you in developing a positive learning environment in the first six weeks. These will be compiled and shared with the cohort.
3. Ask your CT to meet with you to discuss how (s)he creates a positive learning environment during the first six weeks. Submit your meeting notes.

Practicum Assignment: Short and Long-Term planning
1. Determine what format you will use for weekly planning (e.g., a plan book, a Xeroxed weekly sheet). Ask your CT whether weekly plans are required to be submitted to the principal. Make a copy of the format you will be using during student teaching. In one paragraph, discuss the strengths and weaknesses of this planning format.
2. Meet with your CT to discuss long-term planning at your grade level. Ask if there is a scope and sequence, a compilation of GLE’s, etc. Ask to see how any
guide books that are used address long-term planning. Choose one subject area and create a timeline, outline, or other method of recording the key concepts/skills/goals across the year.

3. Ask your CT to share record-keeping strategies. Explore books and the web for record-keeping ideas and formats. Make a list of ongoing aspects of classroom life that you will need to record on a regular basis. Choose the 3 most important items and make a template for how you will record this information.

**Practicum Assignment: District-based Initiative**

1. Meet with your CT early in the semester to determine what opportunities you will have to participate in a school or district-based initiative. Choose one.

2. Write a one-page critical reflection on your experience. Briefly summarize the experience in one paragraph. Then reflect critically by analyzing, reconsidering, and questioning the initiative and your experience within a broad context of educational issues. Try to make meaning of the experience; Add depth and breadth by asking questions about, and relating meanings to, a range of relevant personal and professional issues.

**Practicum Assignment: Eligibility to Student Teach Presentation**

You will schedule a 30-minute presentation appointment during Finals Week. The purpose of the presentation is to demonstrate competency in making a larger connection among what occurred during practicum, how it relates to the standards and what has been learned during coursework, and what has been learned from the Practicum experience that will inform your Student Teaching experience.

You will be assigned three evaluators. The Cooperating Teacher and Clinical Supervisor of the student may not be members of the student’s evaluation team.

The presentation will be open to all interested members of the Roger Williams University community as well as the Cooperating Teachers of the students. The Clinical Supervisors and Cooperating Teachers of the student are to be considered observers of the presentation. They are not active participants of the presentation or evaluation teams.

During the presentation you will have 20 minutes to make a presentation using evidence from your portfolio that exhibits your growth as a beginning teacher through Levels I and II of the School of Education Program. In addition, you will demonstrate your proficiency in the six teacher competencies areas as related to the Rhode Island Professional Teacher Standards (RIPTS). A 10 minute question and answer discussion will follow the presentation.

Immediately following the question and answer period, your portfolio presentation will be assessed by the evaluators and a judgment (using a rubric) will be rendered regarding your readiness to student teach. You and all invited guests will leave the room during evaluation deliberations.

Revised June 2011
You must be prepared to:

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

The Practicum Presentation evaluative rubric is included in the Appendix of this handbook.
Expectations of a Roger Williams University Student Teacher

When teacher education students enter into each field experience in the public schools as a Student Teacher, they assume many responsibilities of the professional teacher.

A. Roger Williams University School of Education expects Student Teachers to:

1. Stay a full day at the school. Student Teachers should set the beginning and ending times of their days in consultation with their Cooperating Teacher and Clinical Supervisor.

2. 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.

3. 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 Student Teachers never discuss the students in their classrooms outside the professional setting.

4. Exchange contact information with the Cooperating Teacher and clarify the most convenient time to call when necessary.

5. Notify the school and the Cooperating Teacher before the beginning of the workday when illness or an emergency necessitates your absence.

6. Make plans with your Cooperating Teacher and Clinical Supervisor to make up each missed day.

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. Always conduct yourself as a professional. You are in the schools to observe and to practice highly sensitive and technical understandings and skills. Concentrate on this purpose. Remember, you are representing Roger Williams University and the School of Education.

9. Turn off cellular phones 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. Make videos, take pictures, and collect materials of your student teaching experience. This will prove useful as you begin your search for a teaching position. Make sure to keep sample unit plans, daily lesson plans and activity worksheets. Note: Prior to videotaping or taking photographs, check the school policy regarding photographing or videotaping children. Should you need a media permission form, one is included in the appendix of this manual.

11. Be responsible for acquiring transportation to and from the cooperating school as RWU places students in a variety of urban and suburban settings. The student teacher may not transport students in a private automobile. This includes, but is not limited to field trips officially sanctioned by the school.

12. 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.

B. During the introduction to the classroom, the Student Teacher should:

1. Observe and discuss questions, concerns, procedures, routines.

2. Assist with classroom routines such as the taking of attendance, collection/checking of homework, snack, transitions, recess, morning meeting time, and lunch.

3. Build personal relationships with each child/adolescent by helping a child complete an activity or project, working individually on a particular task, providing assistance on daily or long-term assignments.

4. Work in different areas of the classroom or with different groups of children/adolescents each day to become familiar with the available resources and activity areas.

5. Meet other members of the interdisciplinary teaching team where appropriate.
C. During ongoing participation, the Student Teacher should:

1. Build a collaborative relationship with the Cooperating Teacher and other staff members and have a receptive attitude toward suggestions, new ideas, and constructive criticism. Keep a journal of all of the ideas that you observe or discuss with the other staff.

2. Gradually assume increased responsibility for the program. Take increasing responsibility for the transitions from one activity to another; become increasingly aware of the functioning of the entire group, and of moments when the teacher steps in to give guidance. Develop increasing ability to plan and ultimately take responsibility for all aspects of the program.

3. Work collaboratively to develop family/school/community relationships; use family, school and community resources to create positive social climates that support children’s increasing self-esteem. Utilize appropriate communication strategies with families; find ways to bring families and community members into the classroom as experts. Seek out information about the children from families and the community.

4. Work effectively with individual and small group activities. Systematically observe and listen to children/adolescents. Read to and/or with children/adolescents. Contribute to ongoing written records. Prepare materials and plan for individual needs. Encourage the expression of knowledge through a variety of media including stories, poetry, music and drama. Take increasing responsibility for teaching lessons in math, reading, social studies and science. Become acquainted with curriculum materials and assessment strategies and materials.

5. Plan carefully. Detailed, written lesson and unit plans are required in all student teaching experiences. Your Cooperating Teacher will be your best guide in developing these plans. As the semester progresses, you will be given more responsibility and more teaching time so that your planning time under the direct supervision of your Cooperating Teacher will decrease at school. You are working toward the goal of being a more self-reliant, independent teacher. You will be required to post three annotated lesson plans in your portfolio.

6. Plan and teach a project or curriculum unit using an interdisciplinary approach lasting for a week or more. This project or unit should use a variety of teaching/learning approaches and reflect the interests and developmental levels of the children/adolescents.
7. Implement assessment strategies to gain feedback regarding the effectiveness of instruction and individual learning of children/adolescents, and use these data to help to design curriculum and instruction. Maintain student records, e.g. grade book, progress reports, report cards, etc.
Student Teaching Requirements

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

- Successful completion of all required courses except Student Teaching and Student Teaching Seminar
- Successful completion of Practicum Field requirements and Practicum Seminar
- Successful completion of Eligibility to Student Teach Presentation as assessed by a faculty panel
- Approved Level IIIA Portfolio

The following represent minimum requirements during your Student Teaching assignment:

- Complete a full-time 14-week apprenticeship in the classroom
- Attend regularly scheduled seminar sessions with your Clinical Supervisor from RWU
- Design and implement at least 3 Lesson Plans
  - The Clinical Supervisor will observe and evaluate the performances.
  - One lesson will be videotaped.
  - One or more lessons observed will come from a designed Unit.
- Plan and implement an Analysis of a Teaching Event Project
- Keep a weekly reflective journal

Submit all of the required documents to your Level III B Portfolio

Documentation:
- Cover Letter
- Resume
- Philosophy of Education:
- Professional Development Plan
Student Teaching Evidence:
- Lesson 1 - annotated and accompanied by the collaborative assessment log
- Lesson 2 - annotated and accompanied by the collaborative assessment log
- Lesson 3 - annotated and accompanied by the collaborative assessment log
- Cooperating Teacher Final Assessment Documents
- Clinical Supervisor Final Assessment Documents
- Analysis of Teaching Event Project

Final Approval:
- Portfolio Approved

Evaluation of Student Teaching

- Student teaching is Pass/Fail. You will be assessed in your progress toward mastery of program outcomes and your own learning goals. You are expected to respond to your mentor’s and my comments, making changes to your practice as necessary. You are expected to show evidence of growth and critical reflection throughout the term.
- Unexplained absences, excessive absences, or little to no evidence of growth may result in failing the course.
- Your Cooperating Teacher and Clinical Supervisor will assess you using the Continuum of Professional Development and formative Collaborative Assessment Log. Each will also complete a summative assessment and write a formal letter of recommendation.
- Your Teaching Event will be evaluated by your Clinical Supervisor.
Student Teaching Assignment Information

**Student Teaching Assignment: Annotation of Lesson Plans**

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

**Student Teaching Assignment: Keeping a Reflective Journal**

**Reflection, Evaluation and Documentation**

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

Used effectively, reflective writing will support you to make a personal sense of a diverse set of experiences. This is particularly important when learning is to be incorporated into every day practice. A reflective journal assists the reflective process.

**The benefits of regular reflective writing**

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

Revised June 2011
Reflective writing provides an opportunity for you to think critically about what you do and why. It provides

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

**Shaping the journal to suit you**

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

**Your journal could be structured:-**

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

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

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

2. Focus on a critical incident that took place in your classroom.
   
   - Describe the incident as objectively as possible.
   - What were the assumptions that you were operating with?
   - Is there another way to see this event?
   - How would your students explain this event?
   - How do the two explanations compare?
   - What could you do differently?

3. Taking stock of your learning
   
   - What is the most important thing you have learnt about student learning?
   - What is the most important thing you have learnt about your teaching?
   - What is the most important thing you have learnt about your students?
   - How can you use your learning to improve student learning in your class?

And from time to time...

   - What has using this journal confirmed that you already know about your students learning and how you effect that?
   - What do you need to do to improve the quality of what you do?
   - What might you do instead of what you do now?
   - What innovation could you introduce?
   - What professional development activities should you be seeking?
Student Teaching Assignment: Analysis of a Teaching Event Assignment

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

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

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

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

PLANNING COMMENTARY PROMPTS
1. What is the central focus of the learning segment? Apart from being present in the school curriculum and student academic content standards, why is the content of the learning segment important for your particular students to learn?

2. How do key learning tasks in your plans build on each other to develop students’ abilities? Describe specific strategies that you will use to build student learning across the learning segment. Reference the instructional materials you have included, as needed.

3. How do your choices of instructional strategies, materials, and the sequence of learning tasks reflect your students’ backgrounds, interests, and needs? Be
specific about how your knowledge of your students informed the lesson plans, such as the choice of text or materials used in lessons, how groups were formed or structured, using student learning or experiences (in or out of school) as a resource, or structuring new or deeper learning to take advantage of specific student strengths. (Review your Contextual Factors paper as necessary.)

4. Describe any teaching strategies you have planned for your students who have identified educational needs (e.g., English learners, students with IEPs). Explain how these features of your learning and assessment tasks will provide students access to the curriculum and allow them to demonstrate their learning.

INSTRUCTION COMMENTARY PROMPTS
1. Other than what is stated in the lesson plan(s), what occurred immediately prior to and after the video clip(s) that is important to know in order to understand and interpret the interactions between and among you and your students? Please provide any other information needed to interpret the events and interactions in the video clip(s).

2. Describe any routines or working structures of the class (e.g., group work roles, class discussion norms) that were operating in the learning task(s) seen on the video clip(s). If specific routines or working structures are new to the students, how did you prepare students for them?

3. In the instruction seen in the clip(s), how did you further the students’ knowledge and skills and engage them intellectually in comprehending and/or composing text? Provide examples from the clips of both general strategies to address the needs of all of your students and strategies to address specific individual needs.

4. Describe the strategies you used to monitor student learning during the learning task shown on the video clip(s). Cite one or two examples of what students said and/or did in the video clip(s) or in assessments related to the lesson that indicated their progress toward accomplishing the lesson’s learning objectives.

5. Reflect on the learning that resulted from the experiences featured in the video clip(s). Explain how, in your subsequent planning and teaching, successes were built upon and missed opportunities were addressed.

ASSESSMENT COMMENTARY PROMPTS
1. Identify the specific standards/objectives measured by the assessment chosen for analysis. You may just cite the appropriate lesson(s) if you are assessing all of the standards/objectives listed.

2. How do the evaluative criteria (or rubric) measure student proficiency for these standards/objectives? Evaluative criteria are performance indicators that you use to assess student learning.
3. Create a summary of student learning across the whole class relative to your evaluative criteria (or rubric). Summarize the results in narrative and/or graphic form (e.g., table or chart).

4. Discuss what most students appear to understand well, and, if relevant, any misunderstandings, confusions, or needs (including a need for greater challenge) that were apparent for some or most students. Cite evidence to support your analysis from the three student work samples you selected.

5. What oral and/or written feedback was provided to individual students and/or the group as a whole (refer the reviewer to any feedback written directly on submitted student work samples)? How and why do your approaches to feedback support students’ further learning? In what ways does your feedback address individual students’ needs and learning goals? Cite specific examples and reference the three student work samples as evidence to support your explanation.

6. Based on the student performance on this assessment, describe the next steps for instruction for your students. These next steps may include a specific instructional activity or other forms of re-teaching to support or extend continued learning of objectives, standards and/or central focus for the learning segment. In your description, be sure to explain how these next steps follow from your analysis of the student performances.

**REFLECTION COMMENTARY PROMPTS**

1. Based on your experience teaching this learning segment, what did you learn about your students as learners of this subject matter (e.g., easy/difficult concepts and skills, easy/difficult learning tasks, easy/difficult features of academic language, common misunderstandings)?

2. If you could go back and teach this learning segment again to the same group of students, what would you do differently in relation to planning, instruction, and assessment? How would the changes improve the learning of students with different needs and characteristics?
Puerto Rico Study Abroad Student Teaching

The Puerto Rico Study Abroad Program is held between January and March in Dorado, Puerto Rico at TASIS Dorado, a PK-12 school. Students begin their Student Teaching experience in Puerto Rico during what is the Roger Williams University winter intersession period and continue teaching through the beginning of March. Students complete eight weeks of student teaching in Puerto Rico, then return to Roger Williams University to do seven more weeks of Student Teaching in their Practicum placements.

While in Puerto Rico, Student Teachers typically teach one formal, observed lesson, one videotaped lesson, and design and implement their Teaching Event. In addition, they take over two or more subjects after the first two weeks. The students are asked to reflect on the linguistic factors of teaching in a multi-cultural, multi-lingual school. The evaluation process for the Student Teachers mirrors the requirements of their peer Student Teachers at Roger Williams University.

There is an onsite clinical supervisor.

Further information about the Puerto Rico Study Abroad Student Teaching Program is available through contacting rmccormack@rwu.edu.
Guide

For

Cooperating Teachers
Role of the Cooperating Teacher

Student Teaching is 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 Cooperating Teacher is the most critical factor relating to the success of the student teacher. Research indicates that the Cooperating Teacher 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 Cooperating Teacher’s commitment of time, knowledge, and teaching skill makes this collaboration possible. Student Teachers have completed prerequisite courses and experiences and are ready to assume the responsibilities of the teacher gradually.

General Expectations and Responsibilities of Cooperating Teachers

1. Develop their knowledge as a mentor and teacher educator.

2. Attend a Cooperating Teacher Workshop conducted by Roger Williams University.

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

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

5. Provide opportunities to model and articulate teaching practices.

6. Provide opportunities for the Student Teacher to conduct focused observations which are debriefed between the Student Teacher and Cooperating Teacher.

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

8. Participate in formal observations and debriefing of lessons taught by Practicum and Student Teachers.

9. Become familiar with the student’s seminar assignments for Practicum and Student Teaching so as to assist the student teacher in achieving the goals of the classes.
10. Provide learning opportunities in the first week to include one-on-one instruction, small group instruction, whole class instruction, lesson plans, attend meetings, correct papers, become familiar with the classroom technology, and display student work.

11. Introduce the Student Teacher to faculty members including support and resource staff available in the school.

12. Introduce the Student Teacher to the classroom management system(s) that are in place and how they fit into the larger school behavioral expectations.

13. Review established safety protocols/policies such as fire drills, school map, visitors, volunteers, dismissal procedures, tardy/dropped students with the Student Teacher.

14. Set up the Student Teacher with supplies and materials necessary to instruct in various curriculum areas. This should include but not be limited to instructional manuals, pacing guides, curriculum guides, and appropriate Grade-Level Expectations and Grade-Span Expectations.

15. 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.

16. Assist the Student Teacher in developing a system to record short-term and long-term plans.

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

18. 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.

19. Encourage the Student Teacher to observe in other classrooms throughout the student teaching experience.

20. Involve the Student Teacher in the planning and management of field trips where appropriate. Roger Williams University students should not take full responsibility and should not drive students.
21. Complete evaluation forms on each Student Teacher, as well as mailing or submitting forms and confidential documents to the Clinical Supervisor.
Suggestions for Cooperating Teachers in Assisting Students during Practicum and Student Teaching

**REQUIREMENTS for the STUDENT (ST)**

<table>
<thead>
<tr>
<th>PRACTICUM ASSIGNMENTS</th>
<th>COOPERATING TEACHER INPUT (CT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Six Weeks of School</td>
<td>Available for discussion/resources, etc.</td>
</tr>
<tr>
<td>Short and Long Term Planning</td>
<td>Available for discussion/resources, etc.</td>
</tr>
<tr>
<td>Contextual Factors Report</td>
<td>Available for discussion/resources, etc.</td>
</tr>
<tr>
<td>District Initiative</td>
<td>Assist TC decide which event(s) to participate</td>
</tr>
<tr>
<td>Journal</td>
<td>Can take a dialogue/bi-directional format</td>
</tr>
<tr>
<td>Three Observed Lessons</td>
<td>Participate in the three step process</td>
</tr>
<tr>
<td>Two are co-taught (ST &amp; CT)</td>
<td>Pre-Conference/Observation/Post-Conference</td>
</tr>
<tr>
<td>Practicum Presentation</td>
<td>Support the ST through the process</td>
</tr>
<tr>
<td>Final Practicum Feedback Assessment</td>
<td>Three-way conference among ST, CT, CS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT TEACHING ASSIGNMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Event</td>
<td>Assist with Curriculum decisions</td>
</tr>
<tr>
<td>Journal</td>
<td>Can take a dialogue/bi-directional format</td>
</tr>
<tr>
<td>Three Observed Lessons</td>
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<td></td>
<td>Pre-Conference/Observation/Post-Conference</td>
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<td></td>
<td>Final Student Teaching Feedback Assessment</td>
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<td>Three-way conferences among ST, CT, CS</td>
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# Cooperating Teacher/Student Teacher Guide for Transitions
## Elementary Majors

<table>
<thead>
<tr>
<th>SUGGESTED TIME BLOCKS</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
</table>
| **Weeks 1 and 2**     | • Observe cooperating teacher and others (teaching style, behavioral technique)  
                        • Assist in non-academic activities (attendance, supervision, dismissals)  
                        • Coach students (group, independent work)  
                        • Review class rules, school policies, school calendar and meet with principal |
| **Weeks 3 and 4**     | • Participate in dual planning with cooperating teacher  
                        • 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**     | • Cooperating Teacher with the support of the Clinical Supervisor completes mid-term evaluation of student teacher  
                        • Plan and teach math, science, social studies, and 1-2 reading/language arts groups  
                        • 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**           | • Cooperating Teacher transitions back to full teaching responsibility  
                        Cooperating Teacher and Student Teacher with support from the Clinical Supervisor will complete final evaluation of Student Teacher |

* The Cooperating Teacher has the discretion to modify the above sequence in consultation with the Clinical Supervisor and Student Teacher*
### Cooperating Teacher/Student Teacher Guide for Transitions
#### Secondary Majors

<table>
<thead>
<tr>
<th>SUGGESTED TIME BLOCKS</th>
<th>SUGGESTED ACTIVITIES</th>
</tr>
</thead>
</table>
| **Weeks 1 and 2**      | • Observe Cooperating Teacher and others in the department (classroom management strategies, instructional techniques)  
                         • Experience non-academic responsibilities as introduced during Practicum (attendance, student supervision)  
                         • Continue to review school routines and policies such as; parent/student/teacher handbooks  
                         • Meet with department chair |
| **Weeks 3 and 4**      | • Participate in dual planning with Cooperating Teacher  
                         • 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 Cooperating Teacher throughout the assignment |
| **Weeks 7 through 13** | • Cooperating Teacher with the support of the Clinical Supervisor completes mid-term evaluation of Student Teacher  
                         • Assume additional non-teaching duties  
                         • Prepare for and teach at least three courses with at least two different preps |
| **Week 14**            | • Cooperating Teacher transitions back to full teaching responsibility  
                         • Cooperating Teacher and Student Teacher with the support of the Clinical Supervisor will complete final evaluation of Student Teacher |

* The Cooperating Teacher has the discretion to modify the above sequence in consultation with the Clinical Supervisor and Student Teacher*
Guide for Clinical Supervisors
Role of the Clinical Supervisor

Student Teachers are supervised by a member of the Roger Williams University Faculty who serve as the link between the classroom placement and the university. The Clinical Supervisor and the Cooperating Teacher share responsibility for their student’s professional development. Clinical Supervisors observe the Student Teacher’s work with children, families, key professionals and para-professionals with whom they work. The Clinical Supervisor provides ongoing feedback and suggestions to the Student Teacher. In addition, the Clinical Supervisor provides the student a third party with whom to process events. The supervisor helps the Student Teacher use classroom observation and college courses to sort out experiences and develop an emerging teaching style and philosophy of education. The Clinical Supervisor conducts seminars with their group of Student Teachers throughout the course of Practicum and Student Teaching. The seminars are devoted to specific topics so as to insure that all students have access to the same Level III curriculum. Some topics are presented in whole group format while others are discussed in small groups under the direction of the Clinical Supervisor.

Practicum seminar topics are:

1. Expectations for the semester
2. How do contextual factors influence teaching and learning? (RIPTS 3, 4)
3. How do we develop a positive learning environment? (RIPTS 6)
4. School and Community tour. (RIPTS 3, 4, 7, 10, 11)
5. How do we plan effectively for the short and long-term?
6. What is good teaching? (RIPTS 3, 4, 5)
   a. Developing instructional opportunities that differentiate instruction and reflect and encourage all students’ development of critical thinking, problem solving, performance skills, and literacy across content areas.
7. How do we know when students are learning? (RIPTS 9)
8. How do I develop as a professional? (RIPTS 7, 10, 11)
   a. Reflective practice
   b. Working with colleagues and parents
   c. Professional development opportunities
   d. Goal setting for student teaching
**Student Teaching** seminar topics are:

1. RIDE Initiatives
2. Responsive Classrooms
3. Looking at Student Work
4. Differentiating Instruction
5. English Language Learners
6. Professional Portfolios
7. Teaching Events Review
8. Mock Interviews, Job Search

During **Practicum**, Clinical Supervisors make a minimum of three visits to the placement to include three formal observations and three three-way conferences. With each visit the Student Teacher should assume increasing classroom responsibilities. A logical progression of visits might be:

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

During **Student Teaching**, Clinical Supervisors make a minimum of five visits to the placement with three formal observations. With each visit the Student Teacher should assume increasing classroom responsibilities. A logical progression of visits might be:

1. Discuss plans for the initial stages of student teaching and how the Student Teacher can build on the Practicum experience.
2. Conduct an observation and three-way conference within the first five weeks of the semester.
3. Conduct the second three-way conference at mid-semester.
4. Additional observations and three-way conferences to include the Teaching Event and solo takeover of the class.
5. Conduct the final three-way conference and final evaluation meetings.

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

1. Observation Techniques including the 3-way conference and the use of the Collaborative Assessment Log as an evaluative tool,

2. The Rhode Island Professional Teaching Standards (RIPTS) and the Professional Teaching Competencies,

3. Curriculum course assignments and suggestions about the role of the Cooperating Teacher in completion of the assignments,

4. Semester overview and calendar,

5. A copy of the seminar syllabus for Practicum and Student Teaching,

6. Models, expectations, or rubrics to provide the student's criteria for course requirements,

7. Student teacher responsibilities,

8. College policies and expectations for the student.

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

**During Practicum and Student Teaching:**

1. Become familiar with the setting and instructional practices of the Cooperating Teacher and Student Teacher by making a minimum of three visits to the classroom during the Practicum experience and five visits during Student Teaching.

2. Provide the Cooperating Teacher and the Student Teacher with necessary information regarding the student's assignments and program expectations.

3. Provide the Cooperating Teacher with all necessary forms and information regarding the program and procedures.

4. Provide the Student Teacher with a syllabus delineating all necessary forms, due dates, and information regarding the program and procedures.
5. Observe the Student Teacher's work with children.

6. Meet with the Student Teacher or Cooperating Teacher alone as often as necessary during the semester. Cooperating Teachers should feel free to call the supervisor with questions that arise regarding clarifications of expectations or if help is needed in providing direction for the Student Teacher. The Clinical Supervisor should share contact information with the Cooperating Teacher.

7. Be responsible for the assessment of the completed documents submitted by the student throughout Practicum and Student Teaching.

8. Be responsible for conferring with the Cooperating Teacher and Student Teacher in order to award the final letter grade at the conclusion of Practicum and a pass/fail grade for the Student Teaching experience.

9. Assess the overall field experience provided by the site.

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

11. Provide opportunities for Cooperating Teachers to suggest program revisions and additions.

During **Practicum:**

1. Three lessons must be taught by the Student Teacher and observed by the Clinical Supervisor. The first two lessons are co-taught and the third is taught by the Student Teacher alone. The Clinical Supervisor may co-teach one of the two lessons with the Student Teacher.

2. Schedule three three-way conferences with the Cooperating Teacher and the Student Teacher.

During **Student Teaching:**

1. Three formal lessons must be taught by the Student Teacher, observed by the Clinical Supervisor, and discussed using the 3-Way conference format and Collaborative Assessment Log.
Responsibilities

of

District Administration
Role of the Principal

The principal is the instructional leader in the school building. All Clinical Supervisors, University students, and the University faculty and adjunct faculty of the School of Education will comply with all school policies. The role of the principal in the assignment of Cooperating Teachers varies from district to district. Please consult the Field Experiences Office Staff for specific district protocol.

The Principal is:

- The appointed professional responsible for the operations of the local school.
- The instructional leader whose primary concern along with the faculty is that of the teaching-learning experience of the student population of the local school.
- The administrator with whom the Field Experiences Office staff from the School of Education conducts the business of field experiences after an agreement has been finalized with the superintendent of the school district.

The Principal shall:

- Identify and recommend teachers who are qualified to serve as cooperating teachers in a given content area or grade level.
- Consult with the selected teacher to determine if the teacher is willing to have the student teacher, a practicum student, and/or a student observer placed in the classroom.
- Confirm the clearance of the assignment.
- Arrange for a substitute teacher or a regular teacher to be present to assume the responsibilities of the cooperating teacher if the cooperating teacher is absent. This arrangement will occur even though the student teacher may be teaching the class.
- Provide a method of orientation for the teacher candidate regarding the policies, rules and regulations of the school.
Role of the Superintendent of Schools

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

The written agreement between the local school system and the institution for higher education is completed annually, thus the agreement is always current.
Rhode Island Professional Teaching Standards (RIPTS) and Professional Teaching Competencies
Completion of Field Experience Assignments
and their relationship to the
Rhode Island Professional Teaching Standards (RIPTS)
and the
Professional Teaching Competencies

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

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

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

THE RHODE ISLAND PROFESSIONAL TEACHING STANDARDS (RIPTS)

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

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

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

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

Revised June 2011
• design instruction that addresses the core skills, concepts, and ideas of the disciplines/content areas to help all students meet Rhode Island’s learning standards
• select appropriate instructional materials and resources (including technological resources) based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts in the discipline/content areas
• engage students in a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help all students develop conceptual understanding
• represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts and encourage all students to see, question, and interpret concepts from a variety of perspectives

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

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

4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

*Teachers*...
• design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning
• use their understanding of students (e.g., individual interests, prior learning, cultural background, native language, and experiences) to create connections between the subject matter and student experiences
• seek information about the impact of students’ specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students where appropriate
• make appropriate accommodations and modifications for individual students who have identified learning differences or needs in an Individualized Educational Plan (IEP), 504 Accommodation Plan, Personal Literacy Plans (PLP’s), or other approved school-based individualized learning plans (ILP’s)
5. Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas.

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

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

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

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

Teachers...
- work collaboratively with colleagues to examine teacher practice, student work and student assessment results with the goal of improving instruction and achievement
- develop relationships with students and their families to support learning
understand the role of community agencies in supporting schools and work collaboratively with them as appropriate

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

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

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

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

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

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

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

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

### Competency Area 1 - Engaging and Supporting All Students in Learning

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Related RIPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Connecting students’ prior knowledge, life experience, and interests with learning goals.</td>
<td>RIPTS 3</td>
</tr>
<tr>
<td>• Using a variety of instructional strategies and resources to respond to students’ diverse needs.</td>
<td>RIPTS 4</td>
</tr>
<tr>
<td>• Facilitating learning experiences that promote autonomy, interaction, and choice.</td>
<td>RIPTS 8</td>
</tr>
<tr>
<td>• Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.</td>
<td>RIPTS 5</td>
</tr>
<tr>
<td>• Promoting self-directed reflective learning for all students.</td>
<td>RIPTS 6</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Related RIPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Creating a physical environment that engages the students.</td>
<td>RIPTS 6</td>
</tr>
<tr>
<td>• Establishing a climate that promotes fairness and respect.</td>
<td>RIPTS 4</td>
</tr>
<tr>
<td>• Promoting social development and group responsibility.</td>
<td>RIPTS 6</td>
</tr>
<tr>
<td>• Establishing and maintaining standards for student behavior.</td>
<td>RIPTS 6</td>
</tr>
<tr>
<td>• Planning and implementing classroom procedures and routines that support student learning.</td>
<td>RIPTS 6</td>
</tr>
<tr>
<td>• Using instructional time effectively.</td>
<td>RIPTS 6</td>
</tr>
</tbody>
</table>
## Competency Area 3 - Understanding and Organizing Subject Matter for Student Learning

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Related RIPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrating knowledge of subject matter content and student development.</td>
<td>RIPTS 1, 2</td>
</tr>
<tr>
<td>• Organizing curriculum to support student understanding of subject matter.</td>
<td>RIPTS 1, 2</td>
</tr>
<tr>
<td>• Interrelating ideas and information within and across subject matter areas.</td>
<td>RIPTS 1, 2</td>
</tr>
<tr>
<td>• Developing student understanding through instructional strategies that are appropriate to the subject matter.</td>
<td>RIPTS 1, 2</td>
</tr>
<tr>
<td>• Using materials, resources, and technologies to make subject matter accessible.</td>
<td>RIPTS 1, 2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Related RIPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Drawing on and valuing students’ backgrounds, interests, and developmental learning needs.</td>
<td>RIPTS 3, 4</td>
</tr>
<tr>
<td>• Establishing and articulating goals for student teaching.</td>
<td>RIPTS 2</td>
</tr>
<tr>
<td>• Developing and sequencing instructional activities and materials for student learning.</td>
<td>RIPTS 2</td>
</tr>
<tr>
<td>• Designing short-term and long-term plans to foster student learning.</td>
<td>RIPTS 2, 5</td>
</tr>
<tr>
<td>• Modifying instructional plans to adjust for student needs.</td>
<td>RIPTS 4</td>
</tr>
</tbody>
</table>

## Competency Area 5 - Assessing Student Learning

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Related RIPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establishing and communicating learning goals for all students.</td>
<td>RIPTS 8</td>
</tr>
<tr>
<td>• Collecting and using multiple sources of information to assess student learning.</td>
<td>RIPTS 9</td>
</tr>
<tr>
<td>• Involving and guiding all students in assessing their own learning.</td>
<td>RIPTS 6, 9</td>
</tr>
<tr>
<td>• Using results of assessments to guide instruction.</td>
<td>RIPTS 9</td>
</tr>
<tr>
<td>• Communicating with students, families, and other audiences about student progress.</td>
<td>RIPTS 7, 8, 9</td>
</tr>
</tbody>
</table>
## Competency Area 6 - Developing as a Professional Educator

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Related RIPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reflecting on teaching practice and planning professional development.</td>
<td>RIPTS 10</td>
</tr>
<tr>
<td>• Establishing professional goals and pursuing opportunities to grow professionally.</td>
<td>RIPTS 10, 11</td>
</tr>
<tr>
<td>• Working with communities to improve professional practice.</td>
<td>RIPTS 7</td>
</tr>
<tr>
<td>• Working with families to improve professional practice.</td>
<td>RIPTS 7</td>
</tr>
<tr>
<td>• Working with colleagues to improve professional practice.</td>
<td>RIPTS 7</td>
</tr>
<tr>
<td>• Balancing professional responsibilities and maintaining motivation.</td>
<td>RIPTS 10, 11</td>
</tr>
</tbody>
</table>

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

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

Media Permission Form

Student's Name ____________________________________________

Grade ______ Cooperating Teacher ____________________________

School ___________________________________________________

I am a Roger Williams University, School of Education student currently doing my Student Teaching. On occasion, my teaching may be videotaped. In addition, still photos and audiotapes may be made in the classroom that demonstrate that I am meeting the RI Beginning Teacher Standards and as evidence of my practice teaching. Any recording or imaging will be used strictly for educational purposes.

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

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

_________________________ _____________________________
Parent/Guardian Signature Date

_________________________ _____________________________
RWU Student Signature Date

Revised June 2011
School of Education

Case Study Parent Permission Form

A Roger Williams University School of Education student will be working in the ______________________ School during the current semester in conjunction with Elementary Education Practicum. The student is required to write a case study on a single student in the subject area he/she is observing as part of the course. Course requirements are distributed by the instructor of the course. The student’s name, school and district will not be used. The purpose of this assignment is to give a Roger Williams University Education student first-hand experience in working with a student who is experiencing some difficulty in reading, mathematics or writing.

The confidentiality of any and all records will be strictly maintained.

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

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

Parent/Guardian Signature __________________________ Date ______________

Student Signature __________________________ Date ______________

Cooperating Teacher __________________________ Date ______________

Revised June 2011
Pre-Practicum Level II Field Placement Application Instruction Sheet

All field experiences are only arranged by the Field Experiences Office. You may not make your own arrangements to conduct observations or teach/work with students.
Some faculty members choose to partner with one or two school sites, and organize whole or small group visits for students. The Field Experiences Office works with the entire faculty to find appropriate placements based on each professor’s course requirements.

1. You will receive an email containing information about dates and times of the MANDATORY Pre-Practicum Level II Placement Workshop. The email will contain two attachments: a Pre-Practicum Level II Field Placement Application and a BCI form.

2. Go to the Field Experiences Office Bulletin Board and sign-up for your desired date to attend the Pre-Practicum Level II Placement Workshop.

3. Download the application and complete the information. Bring the completed application with you to the workshop.

4. Download the BCI form and complete the top portion. You need to sign the form and have your signature notarized.

5. Attend a Level II Pre-Practicum Application Workshop to learn about the application process and your roles and responsibilities as a RWU student in a field placement. You will submit the application at the conclusion of the workshop.

6. Undergo a criminal background check (BCI; Background Criminal Investigation). Roger Williams University adheres to the law by requiring that all students of the School of Education submit to a Background Criminal Investigation (BCI) conducted through the Department of Attorney General, Bureau of Criminal Investigation.

7. Bring the completed BCI to the Field Experiences Office when you receive it from the Attorney General’s Office.
Pre-Practicum Level II Field Placement Application

All field experiences are only arranged by the Field Experiences Office. You may not make your own arrangements to conduct observations or teach/work with students.

You must have a current BCI on file with the Field Experiences Office prior to conducting any work with students in a school setting.

Name: ____________________________

Major: ____________________________

Advisor: __________________________

Email: ____________________________ Phone: __________________________


Middle level Concentration: ____________________________

Secondary Concentration: ____________________________

Have you had an Urban Placement? Yes, in ____________________________ No

Registered Courses for Fall Semester:
EDU____ Title ____________________________ Sect__ Prof_____________________

EDU____ Title ____________________________ Sect__ Prof_____________________

EDU____ Title ____________________________ Sect__ Prof_____________________

EDU____ Title ____________________________ Sect__ Prof_____________________

EDU____ Title ____________________________ Sect__ Prof_____________________

Do you have transportation to and from a field placement? Yes_____ No_____

******************************************************************************

***** for office use only: BCI: yes no CORI: yes no

n/a Placement:

District: ____________________________ School: ____________________________

Teacher: ____________________________ Grade: ____________________________
Directions for the Completion of the Practicum Application

In order to accommodate all of the students that will need placements for Practicum, please follow the directions listed below.

As the perspective teaching candidate, it is your responsibility to complete all of the information and get all of the required signatures prior to handing in the form. Incomplete forms will not be accepted.

Make sure that you hand in your completed application prior to the appropriate deadlines: February 15th for a Fall Practicum placement and September 30th for a Winter/Spring Placement.

Remember: your Background Check is part of your completed application. If your placement is in Massachusetts, you will also be asked to complete a CORI (an additional background check).

1. Practicum applications will be distributed by your Level II professors at the beginning of each semester. If you do not receive an application, you may get one outside the Field Experiences Office.
2. Complete all of the information on the front of the form.
3. Some student teaching candidates must pass the Praxis I Test in Math, Reading, and Writing in order to be eligible for a Practicum placement. If you have taken the Praxis I exam, please enter your scores on the form. They will be verified through the Dean’s Office.
4. Schedule an appointment with your advisor(s). If you are an Elementary Education major you need to meet with your School of Education Advisor. If you are a Secondary Education major you also need to meet with your Major Advisor.
5. Complete the Practicum/Student Teaching Eligibility Form portion of the application with your advisor.
6. Check off the criteria statements on the form and sign the application to certify all of the information on your application is accurate.
7. Make a note that you must have a TB test within six months of beginning Practicum work in a school setting. For Fall Practicum students, a good time to get the test is between March 15 – April 15. The results of the TB test must be brought to the Field Experiences Office as soon as they are received. You may not begin your work in a Practicum placement without the test results on file in the Field Experiences Office.
8. Return the completed Practicum Application form and background check to the Field Experience Office in LIB201.

Revised June 2011
SCHOOL OF EDUCATION
OFFICE OF FIELD EXPERIENCES

PRACTICUM APPLICATION
Applications are due by September 30th for Winter/Spring Placement and February 15th for Fall Placement

Date ___________________

Semester of Practicum Placement  Winter 20___ Spring 20___ Fall 20___

Name ___________________ Hawks ID # ___________________

Local Address ____________________________________________
Street City State Zip

Permanent Address _______________________________________
Street City State Zip

Cell (___) __________________________ Home (___) _________________________

RWU Email _________________________________

CHECK ALL THAT APPLY

Elementary (Grades 1-6)
☐ Undergraduate 07-08 Catalog to Present
   Must pass all coursework and have an overall GPA of 2.75 or above prior to student teaching

☐ Graduate
   Must pass all coursework and have an overall GPA of 3.0 or above prior to student teaching

Secondary (Grades 9-12)
☐ Undergraduate 07-08 Catalog to Present
   Must pass all coursework and have an overall GPA of 2.75 or above prior to student teaching

Secondary Content Area ____________________________
Elementary Core Concentration ________________________

Praxis I Tests Taken and Passed
Math Date ______________________
Reading Date ____________________
Writing Date ____________________

Praxis II Tests Taken and Passed
Elementary Education-Content Area Exercise Date ____________________
Elementary Education-Content Knowledge Date ____________________
Secondary Education-Prin. of Learning & Teaching Date ____________________
PRACTICUM/STUDENT TEACHING ELIGIBILITY FORM

NAME ___________________________ DATE _______________________

SED MAJOR ___________________________ PRIMARY MAJOR (Secondary) ___________________________

SED ADVISOR ___________________________ PRIMARY MAJOR ADVISOR ___________________________

CORE CONCENTRATION (Elementary) ___________________________

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

<table>
<thead>
<tr>
<th>School of Education</th>
<th>Core</th>
<th>Primary Major (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

NOTE: Student Teaching and the accompanying Seminar constitute a full-time course load. No additional courses can be taken during this semester without the permission of the Dean of the School of Education.

SCHOOL OF EDUCATION ADVISOR

With the successful completion of the courses listed above, I certify that ___________________________ will be eligible to Student Teach by ___________________________.

(Student’s Name) ___________________________ (Date) ___________________________

Advisor’s Signature ___________________________ Date ___________________________

MAJOR ADVISOR

With the successful completion of the courses listed above, I certify that ___________________________ will be eligible to Student Teach by ___________________________.

(Student’s Name) ___________________________ (Date) ___________________________

Advisor’s Signature ___________________________ Date ___________________________

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

☐ Full acceptance into the School of Education
☐ Prerequisite education course(s)
☐ Completed Urban Field Experience Yes ☐ No ☐
  If yes, Date ________ School ___________________________
☐ Official results of TB test (administered by RWU Health Services or personal health care provider. Fall Practicum students must have test between March 15 – April 15.
☐ Official RI Attorney General Criminal Background Check results (must be submitted with application).

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

Signature ___________________________ Date ___________________________

*Note: Advancement to Practicum is contingent upon successful completion of Level II courses and portfolio."
Directions for the Completion of the Student Teaching Application

In order to accommodate all of the students that will need placements for Student Teaching, please follow the directions listed below.

As the perspective teaching candidate, it is your responsibility to complete all of the information and get all of the required signatures prior to handing in the form. Incomplete forms will not be accepted. Make sure that you hand in your completed application prior to the appropriate deadlines: February 15th for a Fall Student Teaching placement and September 30th for a Spring Student Teaching Placement. It is recommended that you take the Praxis II Test prior to Student Teaching. While passing the Praxis II Test is not required to Student Teach or graduate from RWU with a degree in education, you may not apply for a Rhode Island Certificate of Eligibility for Employment (your initial certificate to teach) without taking the Praxis II.

1. Student Teaching applications will be distributed by your Level II professors at the beginning of each semester. If you do not receive an application, you may get one outside the Field Experiences Office.
2. Complete all of the information on the front of the form.
3. Schedule an appointment with your advisor(s). If you are an Elementary Education major you need to meet with your School of Education Advisor. If you are a Secondary Education major you also need to meet with your Major Advisor.
4. Complete the Student Teaching Eligibility Form portion of the application with your advisor.
5. Check off the criteria statements on the form and sign the application to certify all of the information on your application is accurate.
6. Complete both sides of the Rhode Island Department of Elementary and Secondary Education Student Teacher Permit Application…DO NOT forget to sign the Authorization portion (section C) on the bottom of the Student Teacher Permit Application. Please note: the Student Teacher Permit Application can be obtained at any of the Student Teaching Application Workshops held by the Field Experiences Office or by visiting the Field Experiences Office to obtain the form.
7. Return the completed Student Teaching Application form and Student Teacher Permit Application to the Field Experiences Office in LIB201.
SCHOOL OF EDUCATION
OFFICE OF FIELD EXPERIENCES

STUDENT TEACHING APPLICATION
Applications are due by September 30th for Winter/Spring Placement and February 15th for Fall Placement

Date ______________________

Semester of Student Teaching Placement Winter 20___ Spring 20___ Fall 20___

Name __________________________ Hawks ID # __________________________

Local Address __________________________ Street __________ City __________ State __________ Zip __________

Permanent Address __________________________ Street __________ City __________ State __________ Zip __________

Cell ( ) __________________________ Home ( ) __________________________

RWU Email __________________________

CHECK ALL THAT APPLY

Elementary (Grades 1-6)
☐ Undergraduate 07-08 Catalog to Present
   Must pass all coursework and have an overall GPA of 2.75 or above prior to student teaching

☐ Graduate
   Must pass all coursework and have an overall GPA of 3.0 or above prior to student teaching

Secondary (Grades 9-12)
☐ Undergraduate 07-08 Catalog to Present
   Must pass all coursework and have an overall GPA of 2.75 or above prior to student teaching

Secondary Content Area __________________________
Elementary Core Concentration __________________________

Praxis II Tests Taken
☐ Elementary Education-Content Area Exercise Date __________
☐ Elementary Education-Content Knowledge Date __________
☐ Secondary Education-Prin. of Learning & Teaching Date __________
STUDENT TEACHING ELIGIBILITY FORM

NAME ___________________________ DATE ___________________________

SED MAJOR _____________________ PRIMARY MAJOR (Secondary) __________

SED ADVISOR ___________________ PRIMARY MAJOR ADVISOR ____________

CORE CONCENTRATION (Elementary) ______________________________________

I understand that advancement to Student Teaching entails:

☐ Successful completion of all required courses except Student Teaching and Student Teaching Seminar
☐ Successful completion of Practicum field requirements and Practicum Seminar
☐ Successful Practicum Presentation as assessed by faculty
☐ Approved Level 3A Portfolio

_________________________________________  ________________________
Signature                                      Date

SCHOOL OF EDUCATION ADVISOR

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

_________________________________________  ________________________
Advisor’s Signature                         Date

MAJOR ADVISOR

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

_________________________________________  ________________________
Advisor’s Signature                         Date
<table>
<thead>
<tr>
<th>Organization and Clarity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation was well-organized and well-timed. Supporting materials were chosen well and contributed to its clarity. (3 points)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Evidence and Depth of Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>The TC demonstrated a strong understanding of the classroom context and specific learning needs of students. (3 points)</td>
</tr>
</tbody>
</table>

| The TC presented evidence appropriately and consistently to support claims and arguments about teaching and student learning. (3 points) | The TC presented evidence to support claims and arguments about teaching and student learning. (2 points) | The TC presented minimal evidence to support claims and arguments about teaching and student learning. (1 point) |

| The TC showed strong and accurate understanding of pedagogical and content knowledge. (3 points) | The TC showed adequate understanding of pedagogical and content knowledge. (2 points) | The TC showed a poor understanding of pedagogical and content knowledge. (1 point) |

| The TC persuasively connected evidence from the classroom to the six competencies listed in the Continuum. (3 points) | The TC adequately connected evidence from the classroom to the six competencies listed in the Continuum. (2 points) | The TC’s evidence from the classroom was poorly connected to the six competencies listed in the Continuum. (1 point) |

<table>
<thead>
<tr>
<th>Honesty and Insight in Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>The TC showed insight and critical reflection in recognizing his/her accomplishments and successes. (3 points)</td>
</tr>
</tbody>
</table>

| The TC was aware of and able to honestly articulate areas where further growth and development are expected. (3 points) | The TC seemed aware of, but struggled to articulate, areas of further growth. (2 points) | The TC did not seem aware of or able to articulate areas of further growth. (1 point) |

<table>
<thead>
<tr>
<th>TC’s Response to Questions and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The TC responded to questions and comments from members of this committee directly and convincingly. (3 points)</td>
</tr>
</tbody>
</table>
Instructions for Obtaining a BCI

As a teacher candidate in the School of Education at Roger Williams University, you are responsible for obtaining an annual BCI. Ms. Lisa Benjamin, the Dean’s Assistant, can notarize your application. **You are responsible** for mailing your application and a $5 check or money order to the RI State Attorney General’s Office and bringing the results to the Field Experience Office.

To obtain a release for information form, go to: http://www.riag.ri.gov/civilcriminal/criminalid.php

**Notice:** All BCI records are confidential Law-Enforcement Documents. However, these records can be released as follows:

**By Mail:** Send the following documents to the address listed below:

- A signed and notarized release of information
- A copy of photo identification attached to release
- Check or money order (NO CASH) for $5.00 payable to BCI
- A self-addressed stamped envelope for return
  RI Attorney General’s Office
  Attn: Bureau of Criminal Identification
  150 South Main Street
  Providence, RI 02903
  Phone: (401) 274-4400

**In Person:** At the Attorney General’s Office, BCI window

- A signed and notarized release of information
- Photo Identification
- Check or money order (NO CASH) for $5.00 payable to BCI

**Directions to the Attorney General’s Office:**

**From Route 95 South**

- Get off exit 22a (Memorial Blvd).
- Go to the 6th Traffic Light near Capriccio’s Restaurant.
- Take a left onto South Water Street staying to the left.
- Take a left onto Packett Street.
- Go to the top of the street, and take a left onto South Main Street.
- AG’s office is the second building on your right.

Revised June 2011
From Route 95 North

- Take exit 22a (Memorial Blvd/Downtown Providence)
- Follow above directions

From 195 West coming from East Providence

- Take exit 2 (South Main Street).
- Go approximately .5 miles.
- AG's office is located at 150 South Main Street on right.

From Memorial Blvd. heading south

- Take a left at the light near Capriccio's onto South Water Street.
- Take your next left (Packett Street) and go to the top of the street.
- Take a left onto South Main Street.
- AG's office is the second building on your right.

When you receive the approved BCI Form in the mail, Mail the completed form to:

Sheila McGraw, M.Ed.
Director of Partnerships and Field Experiences
School of Education
Roger Williams University
One Old Ferry Road
Bristol, RI 02809
UNDERGRADUATE STUDENTS:

1. In order for RWU students to declare Education as a major, they must present evidence of having met the basic skills requirement as set forth by the Rhode Island Department of Education.
2. The basic skills requirement can be met in the following ways:

For all incoming freshmen or transfers beginning in Fall, 2011:

<table>
<thead>
<tr>
<th>TEST NAME</th>
<th>PASSING SCORE</th>
</tr>
</thead>
</table>
| Praxis I PPST or C-PPST        | Math 179  
Reading 179  
Writing 177  
Composite score of 535 with no test score more than 3 points below the cut |
| SAT                            | 1150 Composite  
530 Verbal  
530 Math |
| ACT                            | 24 Reading  
20 Math |
| GRE                            | 1100 Composite with no less than  
465 Verbal and 584 Quantitative |

For all existing freshmen, Level I students, or students who transferred into the SED from Fall 2010 -Spring 2011 school year, the following scores are required:

<table>
<thead>
<tr>
<th>TEST NAME</th>
<th>PASSING SCORE</th>
</tr>
</thead>
</table>
| Praxis I PPST or C-PPST        | Math 175  
Reading 175  
Writing 173  
Composite score of 523 with no test score more than 3 points below the cut |
| SAT                            | 1100 Composite  
500 verbal; 500 math |
| ACT                            | 22 Reading  
19 Math |
| GRE                            | 1050 Composite |
3. All students who have not passed the basic skills requirement and are matriculated in SED certification track coursework will be “conditionally” accepted into the SED and will not be “accepted” until they show evidence of meeting the RIDE basic skills requirement.

4. The goal for all current and incoming freshmen/transfers is to pass the basic skill requirement by spring advisement period prior to their sophomore year.

5. Elementary Education Students who have not met the basic skills requirement by the beginning of level II coursework can:
   - Declare and graduate with an Educational Studies major*; or
   - Declare and matriculate in Educational Studies. *If students show evidence of meeting the basic skills requirement within one semester, they can declare Elementary Education (certification track); or
   - Change their major.

6. Secondary Education Students who have not met the basic skills requirement by the beginning of level II coursework, can:
   - Declare and graduate in their FCAS majors; or
   - Declare and matriculate in their FCAS majors. *If students show evidence of meeting the basic skills requirement within one semester, they can declare Secondary Education (certification track).

7. Once undergraduate students (regular or transfer student) are of sophomore standing with 45 earned credits, and have not met the basic skills requirement, they cannot matriculate in certification track education courses or declare education as a major.

*The Educational Studies Major degree does not lead to teacher certification.

GRADUATE STUDENTS:

Master of Teaching Program; MAT -Gordon Residency Program

1. RWU MAT students must present evidence of having met the basic skills requirement as set forth by the Rhode Island Department of Education as a condition of acceptance to the program. Graduate students may not begin a MAT program without meeting the basic skills requirement.

2. Refer to charts on previous page to see passing scores.