
SALVE REGINA UNIVERSITY

EDUCATION DEPARTMENT



ASSESSMENT HANDBOOK

2009-2010

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TO: Teacher Candidate – Education Department
FROM: Education Department Chair
DATE: September 1, 2009
RE: System of Assessment

To ensure your future success as teachers, the Education Department at Salve Regina University has developed a process of continuous assessment that begins with admission to the program and continues through the recommendation for licensure.

You will be admitted to your chosen program based upon clearly articulated criteria that address your potential. You will be permitted to student teach and recommended for licensure when you have demonstrated proficiency in meeting the appropriate Rhode Island Professional Teacher Standards (RIPTS), and met other criteria established by the department and the Rhode Island Department of Education.

During your time as an Education student, you will receive systematic advisement, feedback, and counseling – formally from your Advisor, and informally from faculty members. You'll be assessed initially at the course level. You'll notice that all syllabi have been formatted so that you can see how the RIPTS are being addressed, experienced, and assessed in each course. Beyond course assessment, your performance and progress will be addressed through the Education Department Assessment System.

This handbook outlines the Assessment System for you, guiding you with lists of requirements, sample forms, and rubrics.

We look forward to receiving feedback from you on this Assessment System. We are continuously working to improve its validity and reliability.

Good luck! Enjoy your journey towards becoming a teacher.

MISSION STATEMENT OF SALVE REGINA UNIVERSITY

As an academic community that welcomes people of all beliefs, Salve Regina University a Catholic institution founded by the Sisters of Mercy, seeks wisdom and promotes universal justice.

The University, through teaching and research, prepares men and women for responsible lives by imparting and expanding knowledge, developing skills, and cultivating enduring values. Through liberal arts and professional programs, students develop their abilities for thinking clearly and creatively, enhance their capacity for sound judgment, and prepare for the challenge of learning throughout their lives.

In keeping with the traditions of the Sisters of Mercy, and recognizing that all people are stewards of God's creation, the University encourages students to work for a world that is harmonious, just, and merciful.

TEACHER EDUCATION PROGRAMS MISSION STATEMENT

Within the context of the University's mission, the Teacher Education Programs develop in students a desire to seek wisdom and to promote universal justice. The Rhode Island Professional Teaching Standards are reflected in the Education Department's Mission Statement.

The aims of the Teacher Education Programs are: to enable pre-service teachers to become self-actualized persons, keen and reflective decision makers, skillful practitioners in the field of education, knowledgeable and creative thinkers who can clearly communicate their thoughts in an age-appropriate way, and lifelong learners.

The Teacher Education Programs, through personal examples by faculty and cooperating teachers, promote responsibility of stewardship of resources, especially the most precious resource of children, and the need for a more harmonious, just, and merciful world. This is accomplished by consistent attention to the needs of all children.

Cooperating teachers, university supervisors, and students endeavor to accomplish this in an environment where the values of the mission statement of Salve Regina University are modeled, practiced, and developed through real life experiences, and where the foundation of a lifelong commitment to the integration of these values in both personal and professional life is built.

Assessment Philosophy

The anticipated outcome of Salve Regina University's Education Department is that each candidate appropriately demonstrates mastery of the Rhode Island Professional Teacher Standards. The Assessment System has been designed to monitor the progress of each candidate towards the attainment of that outcome.

The Assessment System of the Salve Regina University Education Department is guided by the exhortations of the University's Mission Statement to "seek wisdom and promote universal justice". The goal is twofold: to assist our candidates as they grow in our chosen profession, and to ensure that we send the best teachers possible to work with future generations.

We are committed to conducting multiple and varied assessments. Individual faculty members assess candidates' acquisition of mastery of the Rhode Island Professional Teacher Standards through formal and informal means. For example, individually and as a faculty, we consider feedback from standardized testing, informal assessments, performance assessments, course grades, demonstrations in the field, interviews, and portfolio presentations. Portfolio reviews and presentations deliberately focus on candidates' demonstration of development in meeting the RIPTS. The emphasis on performance encourages candidates to consider their creation of work products and practices from a higher level. At each assessment point, the candidate is asked to articulate the answer to the developmentally appropriate, essential question:

Why am I ready to be an Education major?

Why am I ready to student teach?

Why am I ready to be recommended for licensure?

In keeping with the principles of attainment of wisdom, we provide our candidates with many opportunities to grow and develop knowledge and skills, and to reflect on their own maturation. In keeping with the principles of seeking justice, we recognize that we have the responsibility to ensure that only those who have clearly demonstrated attainment of the standards enter into the teaching profession.

TESTING TIMELINE

Formal testing is part of the Assessment System at Salve Regina University. Candidates are responsible for ensuring completion of testing. Copies of results MUST be submitted to candidates' advisors and to the Education Department Secretary in accordance with the designated timeline. ETS posts the results online and allows students to download results for ONE MONTH. After that, -fees are imposed. Every student/candidate should always keep a copy of his/her test results. The Department is -not responsible for supplying copies.

By June of freshman year:

All Praxis I (PPST) Reading – 170, Writing-170, Mathematics-170 as determined by RIDE) testing successfully completed *and score report given to advisor* or SAT Math/Verbal at least 1100, or ACT Math - 19+ Verbal- 22+

By December of sophomore year:

Praxis II (ELC 10022 - 169 - ; ELE, ELE/SED 10014 -145 score testing successfully completed *and score reports given to advisor*; GP 2.75; C or higher in Education courses (completing at least 2)

By May of sophomore year:

Successful completion of Admissions Portfolio and Interview
C or better in ENG 243 enrollment in third Education course.

By September of junior year: Praxis II (ELC 20022 - 171; ELE, ELE/SED 20012 -148 score. SCD 3054 Principles of Learning and Teaching – 167,
GP 2.75; C or higher in Education courses

Prior to student teaching :

GPA 2.75; successful completion of Program Portfolio courses, and presentation process; *all* education courses in the major completed (with exception of ELC 490 ELC majors and SED 460 for SED majors-). NOTE: All Education courses must be completed with at least a grade of “C” prior to Student Teaching.

Prior to Licensure:

Successful completion of all degree requirements; 2.75 gpa and C or better in all Education courses; successful completion of Licensure Portfolio and Licensure Defense. All SCD majors must pass Praxis Content Major tests prior to graduation.

At all steps towards Program completion, students must maintain minimum of 2.75 and achieve a C or better in every Education course.

Please copy this page, sign, and submit to your Advisor.

I understand all requirements for each level of program as described above.

Student Signature: _____ Date: _____

Appeals Process

If circumstances arise which do not allow the candidate to follow this timeline, an “Extension of Testing” protocol must be followed. A request for an extension must be submitted to the candidate’s advisor. (See following page.)

The advisor forwards the form to the Department Chair for final consideration.

If the student does not achieve required GPA by the end of the sophomore year, s/he will be issued a Probationary Acceptance for one semester. After one semester, if the student still has not reached a GPA of 2.75, s/he will be denied acceptance.

The GPA of a transfer student will be calculated using the GPA from his/her former institution. A transfer student must achieve a GPA of 2.75 two semesters prior to student teaching, or s/he will be denied acceptance.

If a student does not achieve the minimum score on the Praxis I exam, s/he will be issued a Probationary Acceptance for one semester. After one semester, if the student still has not met the score, s/he will be denied acceptance.

The Department Chair will send letters of Acceptance or Probationary Acceptance to eligible students.

If the candidate has not met the minimum score on the Praxis II exam prior to student teaching, s/he will not be allowed to student teach.

The Field Placement Coordinator will send letters of Student Teaching Placement to eligible candidates.

If the SCD candidate does not meet the minimum score on the Praxis Content Major test, s/he will not be recommended for Rhode Island licensure.

Eligible candidates may apply for Rhode Island licensure.

SRU Education Department: Protocol for Extension for Testing

Student/Candidate: _____

Advisor: _____

Date of Request: _____

Test(s) not completed by deadline: _____

Reason for Request of Extension: _____

Register Date of Testing: _____

(Student/Candidate must be registered in order to receive an extension.)

I acknowledge that I will complete Praxis testing after the deadline recommended by the Salve Education Department. That deadline was established to provide me with ample opportunity to receive scores and advising.

Student's Signature _____

Advisor's Signature _____

Department Chair's Signature _____

OVERVIEW OF THE ASSESSMENT SYSTEM

Assessment System Model

Admission to the Program: Why am I ready to be an Education major?

Criteria	Evidence
2.75 GPA minimum C or better in 2 Education courses Enrollment in third Education course	Transcript
Passing Scores on Praxis I/ PPST Reading 170 Writing 170 Mathematics 170 RIDE has designated baseline scores for Praxis I OR SAT scores 1100 or above ACT scores > or = 22 English > or = 19 in Math Passing Score on Praxis II Content Knowledge 10014 score 145 (/ELE/SED only) ELC 10022 – 169	Praxis Score Sheets SAT Score Sheets ACT Score Sheets Praxis Score Sheets
Admissions Portfolio	Scoring Sheet
Admissions Interview	Rubric

Note: Transfer and second degree students' courses taken at prior institutions are included to determine the cumulative GPA. This calculation takes into consideration ALL prior coursework, not just that which has transferred.

Readiness to Student Teach: Why am I ready to student teach?

Criteria	Evidence
2.75 GPA minimum C or better in all Education courses	Transcript
Passing Scores on Praxis II tests: EDC/SED: Content Area Exercises 20012 score 148 ELC 20021 score - 171 SCD: PLT 7-12 20524 score 167 C or better in all Education classes	Praxis Score Sheets Praxis Score Sheets
Methods Portfolio	Scoring Sheet
Methods Presentation	Rubric

Recommendation for Licensure: Why am I ready to be recommended for licensure?

Criteria	Evidence
Completion of all degree requirements. C or better in all Education classes 2.75 or better GPA SCD majors must pass Praxis Content Test	Transcript Praxis Score Sheets
Licensure Portfolio	Scoring Sheet
Licensure Defense	Rubric

Explanation of Assessment Points:

Although teacher candidates are assessed systematically and thoroughly through coursework and field experiences, the Education Department maintains three formal Assessment Points.

1. “Why am I ready to be an Education major?”
Admission into the Program – During the semester in which students complete their final foundational education courses, customarily the spring of sophomore year, students interested in applying for admission to the Education Department enroll in the Portfolio Workshop for the sophomore level. Within the context of this one credit course, students assemble evidence to meet the criteria listed above, complete and submit their **Admission Portfolios**, and complete an **Admission Interview**. This interview is conducted with a Portfolio Workshop instructor other than the student’s. If students meet the criteria, they are admitted to the program and are considered candidates.
2. “Why am I ready to student teach?”
Readiness to Student Teach – During the semester in which candidates enroll in their final Methods courses, they enroll in a Portfolio Workshop for the junior level. Within the context of this one credit course, candidates assemble evidence to meet the criteria listed above, complete and submit **Completion of Methods Portfolios**, and complete a **Methods Presentation**. This presentation is conducted with a Portfolio Workshop instructor (other than the candidate’s) and, if possible, a PK-12 practitioner. If the candidates meet the criteria listed above, they are admitted to Student Teaching.
3. “Why am I ready to be recommended for licensure?”–During their senior year, while student teaching, candidates enroll in a Student Teaching Seminar. Within the context of this one credit course, candidates assemble evidence to meet the criteria listed above, complete and submit the **Licensure Portfolio** and complete a **Licensure Defense**. These defenses are conducted with a University Supervisor, the Cooperating Teacher, and any other invited guests. If the candidates meet the criteria, they are recommended for licensure.

Explanation of Indicator Labels:

The Rhode Island Professional Teacher Standards (RIPTS) provide the structure for teacher education in Rhode Island. These standards form the basis of the Salve Regina University Education Department's Assessment System. The RIPS encapsulate the knowledge, skills, and dispositions deemed essential for effective teachers. There are 11 RIPS; each Standard is supported by "Indicators" which provide specific suggestions, examples, or skills necessary for achieving the standard.

For assessment purposes, we have divided the Indicators into three categories, and labeled them accordingly:

1. "R Indicators" are those for which the candidate must provide evidence of proficiency at the **R**eadiness level for assessment at the admissions point.
2. "C Indicators" are those for which the candidate must provide evidence of proficiency at the **C**ompletion of Methods level for assessment prior to student teaching.
3. "P Indicators" are those for which the candidate must provide evidence of proficiency at the **P**rofessional Licensure level for assessment prior to being recommended for licensure.

Thus, "R Indicators" are assessed in the first and second year courses through the Admissions Portfolio and Interview; "C Indicators" are assessed in third year courses through the Completion of Methods Portfolio and Presentation, and "P Indicators" are assessed during Student Teaching through the Licensure Portfolio and Defense. They are also referenced in the Mid and End of Placement Evaluations. It must be noted that while the RIPS indicators are assessed at certain points in the assessment system, they are addressed throughout the entire teacher education curriculum. Therefore, while RIPS 1 may be assessed at the point of admission to a program, this is not the last time in a program that RIPS 1 is addressed in the program. The Education Department determined the distribution of RIPS indicators across the assessment span as a means of aligning the RIPS indicators with the developmental flow of the University's teacher education programs.

Please see matrix on the following two pages for a visual presentation of the "R/C/P" indicator alignment.

Rhode Island Professional Teacher Standards (RIPTS)

<p>1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and the world in which we live. Teachers...</p> <ul style="list-style-type: none"> reflect a variety of academic, social, and cultural experiences in their teaching. R 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. R exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students. R facilitate student involvement in the school and wider communities. P 	<p>2. Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of the central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach. Teachers...</p> <ul style="list-style-type: none"> 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.) R(C for SCD program) 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. C/P select appropriate instructional materials and resources(including technology resources) based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concept in the discipline/content areas. C/P 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. C 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 P 	<p>3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Teachers...</p> <ul style="list-style-type: none"> understand how students use their prior knowledge to construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. R design instruction that meets the current cognitive, social, and personal needs of their students. R create age-appropriate lessons and activities that meet the variety of developmental levels of students within a class. P
<p>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...</p> <ul style="list-style-type: none"> design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning. R 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. C 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. P make appropriate accommodations for individual students who have identified learning differences or needs in an Individual Educational Plan (IEP), 504 Accommodation Plan, Personal Literacy Plan (PLP), or other school-based individualized learning plan (ILP). C/P 	<p>5. Teachers create instructional opportunities to encourage all students’ development of critical thinking, problem solving, performance skills, and literacy across content areas. Teachers...</p> <ul style="list-style-type: none"> design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills. C pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. P 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. P engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence. P use tasks that engage students in exploration, discovery, and hands-on activities. C/P 	<p>6. Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Teachers...</p> <ul style="list-style-type: none"> use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. P establish a safe, secure, and nurturing learning environment that supports the active engagement of all students. P provide and structure the time necessary to explore important concepts and ideas. C help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. P create learning groups in which students learn to work collaboratively and independently. P communicate clear expectations for achievement that allow all students to take responsibility and advocate for their own learning. P

<p>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...</p> <ul style="list-style-type: none"> work collaboratively with colleagues to examine teacher practice, student work and student assessment results with the goal of improving instruction and achievement. P develop relationships with students and their families to support learning. P understand the role of community agencies in supporting schools and work collaboratively with them when appropriate. R/P 	<p>8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. Teachers...</p> <ul style="list-style-type: none"> use a variety of communication strategies (e.g., listening, restating ideas, questioning, offering counter examples) to engage students in learning. P use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. C/P use technological advances in communication including electronic means of collecting and sharing information to enrich discourse in the classroom and school. P emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others, and group interaction. P seek knowledge of and demonstrate sensitivity to the particular communication needs of all students. P 	<p>9. Teachers use a 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...</p> <ul style="list-style-type: none"> select and/or design individual and group classroom assessments based on the strengths, limitations, and data provided by the assessments. C/P identify and consider student and contextual variables that may influence performance so that a student's performance can be validly interpreted. P systematically collect, synthesize, and interpret assessment results from multiple assessments to monitor, improve, and report individual and group achievement. P 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. C/P maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues. P use information from their assessment of students to reflect on their own teaching, to modify their instruction, and to help establish professional development goals. P
<p>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...</p> <ul style="list-style-type: none"> solicit feedback from students, families, and colleagues to reflect on and improve their own teaching. P explore and evaluate the application of current research, instructional approaches and strategies, including technologies to improve student learning. P take responsibility for their own professional growth 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. C/P take responsibility for learning about and implementing federal, state, district, and school initiatives to improve teaching and learning. P 	<p>11. Teachers maintain professional standards guided by legal and ethical principles. Teachers...</p> <ul style="list-style-type: none"> maintain standards that require them to act in the best interests and needs of students. R/C/P follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families. C/P follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/guardians', and teachers' rights and responsibilities. R/P interact with students, colleagues, parents, and others in a professional manner that is fair and equitable. P are guided by codes of professional conduct adopted by their professional organizations. R/C/P 	<p>Note: The R/C/P designation attached to RIPTS indicators is intended to identify where in the Salve Regina University Assessment System each indicator is <i>assessed</i>, <u>not</u> where in the Assessment System the indicator is <i>addressed</i>. Most indicators are addressed throughout programs, from a developmental perspective (meaning at a foundational knowledge level at Admissions, at an experiential level at Methods, and at an applied/professional level at Licensure).</p>

Readiness To Enter Program
Completion of Methods
Prior to Initial Licensure

Explanation of Portfolio Development

(“Students” refers to status prior to formal acceptance into the education department. Once a student is accepted, s/he becomes a “candidate”.)

Students/Candidates in the Education Department at Salve Regina University will be submitting work for portfolio assessment at **three** distinct assessment points. However, the process of developing the Portfolio is the same each time. For each Portfolio, the student/candidate will be provided with a set of guidelines, a list of required contents, directions for oral presentation, and rubrics to be used to evaluate the work.

The purpose of the Admissions Portfolio is to provide evidence of proficiency in meeting the “R Indicators”. The purpose of the Methods Portfolio is to provide evidence of proficiency in meeting the “C Indicators”. And, the purpose of the Licensure Portfolio is to provide evidence of proficiency in meeting the “P Indicators.”

Most of the artifacts included in portfolios will have already been assessed by the faculty member who assigned them during the courses. The portfolio provides an opportunity for the candidate to present the work in a way that addresses the essential question posed for each level.

The Presentation Protocols and the rubric used to evaluate student/candidate performance are presented within this document.

Explanation of ASSESSMENT OF DISPOSITIONS

In concert with the University Mission, the Education Department at Salve Regina University has designed multi-tiered procedures to ensure that Education students demonstrate the dispositions and behaviors required for success in their chosen fields. This assessment system has been designed to assist students in “... thinking clearly and creatively, enhance(ing) capacity for sound judgment.”

Prior to Admission

All prospective students will complete a self-assessment using the “Professional Dispositions Evaluation”. This instrument will be completed by the student as part of his/her application. If a student is below “Clear” and/or “Exemplary” on any of the categories deemed applicable/observable, the student and portfolio instructor will meet with the student. The faculty member, in cooperation with the student, will decide on an Improvement Protocol to develop and monitor growth in the target area(s). The Improvement Protocol will be limited to one semester following its inception. Admission to the program will be delayed until the conditions of the Improvement Protocol have been met. If the conditions are not met within the time frame, the student will be denied admission. In rare cases (and as appropriate with transfer students), with permission of the Department Chair, the timeframe of the Improvement Protocol may be extended.

Prior to Student Teaching (Completion of Methods)

Candidates will be assessed again, via the “Professional Dispositions Evaluation” by the end of the first semester of their junior year. This assessment will be completed by the candidate and a member of the university or field faculty. Additional University faculty and school faculty may be asked to join in the assessment. If the candidate’s score is determined to be below “Clear and/or Exemplary” in any category deemed applicable/observable, an Improvement Protocol will be developed for implementation. The candidate may not student-teach until the conditions have been met to the satisfaction of all faculty members of the Program and the Department Chair. The candidate will have one year to meet the conditions.

Prior to Licensure

Candidates’ dispositions will be assessed a final time at the end of student teaching. This assessment will be completed by the candidate, his/her university supervisor, and the cooperating teacher. If the candidate is determined to be below “Clear or Exemplary” s/he will not be recommended for licensure

Professional Dispositions Improvement Protocol

Student/Candidate Name _____

Date _____ Faculty Members _____

Disposition:

Documentation of student's/candidate's need for improvement:

Plan for Improvement: (Provide benchmarks, demonstrable outcomes.)

Timeline:

Recommendations:

PORTFOLIO I – Why am I ready to be an Education Major?
Salve Regina University
Education Department
Portfolio Guide: 2009-2010 Academic Year

- 1) Students will enroll in Portfolio Workshop
- 2) Faculty members who teach the Portfolio Workshop will provide students with departmental information, updates, and guidance in the development of the Portfolio – using the list of contents, and rubrics found on the following pages.
- 3) Once the portfolios are completed, interviews will be scheduled. Students will be interviewed by Portfolio Workshop teachers other than their own.
- 4) Upon completion of all interviews, each Portfolio Instructor will tally his or her students' portfolio information using the appropriate **Scoring Sheet**.
- 5) Upon completion of the process, Portfolio Instructor will distribute paperwork as follows:
 - a) **candidates** will receive their portfolios plus copies of all assessment rubrics utilized
 - b) **advisors** will receive copies of overall portfolio and interview rubrics
 - c) **Department Secretary** should receive copies of Portfolio Scoring Sheets.

If the student successfully meets all criteria, s/he will receive an Acceptance Letter from the Department Chair, and will then be considered a “candidate” having been admitted to the Education Department. If the student does not meet the GPA or testing requirements, s/he will be given a Probationary Acceptance, and will have one semester to meet the criteria.

Contents of the Admission Portfolio

- ▶ **Completed Application (form is available on website)**
 - includes completed Application Form
 - includes current copy of Degree Audit Form with current GPA
 - includes copies of appropriate Praxis and SAT/ACT scores

- ▶ **Professional Dispositions Evaluation**
 - completed during Portfolio Seminar by student

- ▶ **Cultural Competency Self -Assessment**
 - completed during Portfolio Seminar

- ▶ **RIPTS Self-Assessment**
 - completed during Portfolio Seminar

- ▶ **Clinical Field Checklist**
 - completed by a practitioner with whom the student has completed field work

- ▶ **Core Faculty Checklist**
 - completed by one faculty member from core or core complement course

- ▶ **Essay answering “Why am I ready to be an Education major?”**
 - The student is to compose a two-page essay answering the question.

- ▶ **For those choosing a double major, references to CEC standards – and specific attention to technology are essential elements of the response.**

SALVE REGINA UNIVERSITY PDE I - Admission to Education Department

Student Name:

Date:

Not Observed (N/O) Not applicable (N/A)

Emerging (EM) Clear (CL) Exemplary (EX)

Professional Dispositions Evaluation

SRU Education Department Dispositions (Capital Letters indicate categories.)	EM	CL	EX	N/A or N/O
A. The teacher candidate contributes to a positive climate.				
1. Participates actively in class discussions and assignments.				
2. Works effectively with others.				
3. Shows respect of and consideration for the thoughts and feelings of others.				
4. Expresses enthusiasm				
B. The teacher candidate demonstrates mastery of written and spoken language for self-expression as well as for learning purposes.				
1. Communicates effectively verbally;				
2. Demonstrates ability to write in a clear, organized, fluent manner.				
3. Adheres to conventions of language when appropriate.				
4. Recognizes distinctions between formal and informal communication.				
C. The teacher candidate is a thoughtful and responsive listener.				
1. Solicits feedback that demonstrates an understanding of program and professional goals and objectives.				
2. Receives feedback in a positive manner and make necessary adjustments.				
3. Listens and responds to others.				
D. The teacher candidate is committed to reflection, assessment, and learning as an ongoing process.				
1. Reflects on information provided and demonstrates an ability to apply ideas to his/her own practice.				
2. Modifies behavior and/or understanding when provided with new information or experience.				
3. Demonstrates an interest in and commitment to lifelong learning.				
E. The teacher candidate is willing to give and receive help.				
1. Volunteers to assist others.				
2. Demonstrates openness to assistance from others.				
F. The teacher candidate is sensitive to community and cultural norms of the teacher education program, the university classroom, and practicum settings.				
1. Uses language that demonstrates sensitivity to others.				
2. Communicates effectively with peers, instructors, K-12 students, and cooperating teachers.				
3. Shows an awareness of the context in which he/she is interacting.				
G. The teacher candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.				
1. Listens to others' perspectives in a respectful manner.				
2. Exhibits an understanding of the complexities of race, power, gender, class, sexual orientation and privilege in American society.				
H. The teacher candidate values the development of critical thinking, independent problem-solving, and performance capabilities in him or herself and K-12 students.				
1. Demonstrates an ability to Identify, analyze, and evaluate complex issues.				
2. Exhibits the ability to solve problems independently and in cooperation with others.				
3. Sets and achieves high standards.				
I. The teacher candidate demonstrates a commitment to keeping abreast of new ideas and understandings in the field of education.				
1. Identifies and analyzes important trends in education.				
2. Looks for opportunities to integrate theory and practice.				
3. Demonstrates enthusiasm for learning new ideas and strategies.				
4. Relates class discussions and issues to current even in education				
J. The teacher candidate demonstrates a level of responsibility appropriate for a professional.				
1. Arrives punctually and well prepared for all classes, practicum experiences and required activities.				
2. Dresses in an appropriate manner.				
3. Communicates in a professional manner regarding extenuating circumstances that may prevent attendance.				

Rhode Island Teacher Education Renewal (RITER)* Candidacy for Admission to the Education Program

Cultural Competency Assessment I

The following instrument is adapted from the Cultural Competency Assessment tool designed as part of the RITER grant's diversity initiative. As a candidate for admissions into the Salve Regina University Teacher Education Program you are to use this tool to assess your cultural competency.

The instrument is broken down into five areas or categories. These categories have been generally accepted by researchers and clinical practitioners as embodying the scope of culturally competent teaching. The term "sociocultural" is used to represent differences in ethnicity, race, gender, class, language, ability, sexual orientation, social class and religion.

This formative instrument contains a definition of each culturally competent teaching area, followed by a listing of samples of observable behaviors related to the area. These behaviors have been selected as examples of the most common ways in which candidates for admissions demonstrate their growth related to the Education Department's Goals for *Developing Culturally Responsive Teachers* – Citizenship I & II

- I. *Gaining Sociocultural Consciousness*: Every student's world view is unique, and is shaped by his or her experiences.
- II. *Develop an Affirming Attitude*: Every student appreciates the cultural background of all students, recognizing that diversity contributes to the education of all.

As a candidate for admissions to the department you are to provide evidence of your behaviors that characterize your growth in each area. Present your evidence in narrative form to the right of the goal and sample behaviors. Choose a numerical rating using the scale below:

Rubric Scale

Use the 1-4 scale below to rate each factor (competency).

Exemplary: I consistently develop and implement culturally competent work; I am self-motivated and self-directed.

2-3 Clear: I consistently meet performance expectations in competencies: I need some direction.

1 Approaching: [emerging] I occasionally meet expectations but need to work in this area.

0 NO: I did not demonstrate this.

N I had no opportunity to demonstrate such behavior.

Teacher Candidate's Name

Date

In the right hand column provide evidence of behaviors that characterize your performance during course work and field experience

Area #1: Planning and Instruction

[RIPTS 1, 2, 3, 4, 5, 6; INTASC 1, 2, 3, 4, 5, 7]

The culturally competent candidate for admission to the Department of Education should be able to account for, and demonstrate awareness of and responsiveness to the sociocultural distinctiveness of students, families, and communities.

Sample Behavior:

sensitive to and shows awareness of his or her own life experiences and culturally shaped ways of behaving in relation to those of the students.

Citizenship I

Area #2: Assessment

[RIPTS 9; INTASC 8]

The culturally competent candidate for admission to the Department of Education should be able to use a variety of assessment techniques appropriate to diverse learners and accommodate socio-cultural differences that affect learning.

Sample Behaviors:

speaks about students in positive terms.

Citizenship II

Area #3: Professional Behavior

[RIPTS 10, 11; INTASC 9]

The culturally competent candidate for admission to the Department of Education is aware of the diverse cultural groups represented in field experience classrooms, investigates the sociocultural factors which influence student learning.

Sample Behaviors:

- treats all in the school community respectfully

<p>including differences in language, religion, culture, sexual orientation, gender, and socioeconomic status.</p> <p>Citizenship II</p> <ul style="list-style-type: none"> • has same high achievement and behavior expectations for all students regardless of sociocultural and linguistic backgrounds <p>Citizenship II</p> <ul style="list-style-type: none"> • seeks to overcome discomfort and challenges their own misconceptions about varied cultural groups. <p>Citizenship I</p>	
<p><i>Area #4: Collaboration</i></p> <p>[RIPTS 7; INTASC 10]</p> <p><i>The culturally competent candidate for admission to the Department of Education understands the differences in families, the important influence of family participation in students' learning, and the benefit of collaborating with the wider school community.</i></p> <p><u>Sample Behaviors:</u></p> <ul style="list-style-type: none"> • shows respect for others; values their contributions <p>Citizenship II</p>	

Area #5: Communication

[RIPTS 8; INTASC 6]

The culturally competent candidate for admission to the Department of Education communicates in ways that demonstrate sensitivity to sociocultural and linguistic differences, using a variety of verbal and non-verbal communication techniques that encourage positive social interaction and support learning in their course work and field experience.

Sample Behaviors:

- communicates in ways that demonstrate sensitivity and responsiveness to sociocultural and linguistic differences

Citizenship II

RHODE ISLAND PROFESSIONAL TEACHING STANDARDS SELF-ASSESSMENT

Below are the “R” RIPTS. Label each Indicator:

L = Learned about

O = Observed

P = Practiced

Be ready to discuss your answers during your Interview.

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

Teachers...

- reflect a variety of academic, social, and cultural experiences in their teaching. R
- 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. R
- exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students. R
- facilitate student involvement in the school and wider communities R

2. Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of the 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.) (R(C for SCD program)

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

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. R

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...

- understand the role of community agencies in supporting schools and work collaboratively with them when appropriate. R/P

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. R/C/P
- follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/guardians', and teachers' rights and responsibilities. R/P
- are guided by codes of professional conduct adopted by their professional organizations. R/C/P 7

SALVE REGINA UNIVERSITY
EDUCATION PROGRAM
CLINICAL FIELD REFERENCE

Applicant's Name: _____

How long have you known this applicant?	In what capacity have you known him/her?
---	--

Please rate the applicant in the following areas by checking the appropriate column:

	Emerging	Clear	Exemplary	Unable to Determine
Communication Skills (Oral, Written, Listening)				
Emotional Maturity				
Dependability/Reliability				
Establishes a Rapport with Children/Adolescents				
Shows Enthusiasm when Working with Children/Adolescents				
Potential for Success in the Teaching Profession				

Additional Comments:

Do you recommend that this applicant be admitted to the Education Program?	Yes	No

Signature: _____ Name printed _____

Date: _____ School/Agency: _____

Phone: _____

SALVE REGINA UNIVERSITY
EDUCATION PROGRAM
CORE FACULTY REFERENCE

Applicant's Name: _____

How long have you known this applicant?	In what capacity have you known him/her?
---	--

Please rate the applicant in the following areas by checking the appropriate column:

	Emerging	Clear	Exemplary	Unable to Determine
Communication Skills (Oral, Written, Listening)				
Emotional Maturity				
Dependability/Reliability				
Potential for Success and Life-long Learning				

Academic Performance/Content Knowledge

Do you recommend that this applicant be admitted to the Education Program?	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>

Signature: _____ Name printed: _____
 Date: _____ Department: _____
 Phone: _____

**Salve Regina University
Rubric for Essay**

Anticipated Outcomes	Emerging	Clear	Exemplary	Not Found
Spelling, grammar, and sentence fluency are free of error	1-7	8	9-10	-0-
Ideas are organized and clearly answer the question	1-31	32-35	36-40	-0-
Writing is specifically detailed and appropriate for standards and indicators	1-39	40-44	45-50	-0-

Scoring Guide

Emerging evidence supplies limited detail to reach the anticipated outcome.

Clear evidence supplies sufficient detail to reach the anticipated outcome.

Exemplary evidence supplies abundant detail to reach the anticipated outcome.

Not Found: There was no evidence presented to reach the anticipated outcome.

Admission Interview

“Why am I ready to be an Education major at Salve Regina University?”

Salve Regina University’s Mission Statement states, “The University through teaching and research prepares men and women for responsible lives by imparting and expanding knowledge, developing skills, and cultivating enduring values. Through liberal arts and professional programs, students develop their abilities for thinking clearly and creatively, enhance their capacity for sound judgment, and prepare for the challenge of learning throughout their lives.”

As an assessment of the knowledge, skills, and enduring values with which you apply to the Education Program, you will be asked to demonstrate your readiness for admission. This presentation will be in the form of an **interview** to be held with a faculty member, not your Portfolio Workshop Instructor. This is your opportunity to demonstrate your clear and creative thinking, capacity for sound judgment, and commitment to lifelong learning. You will be expected to thoughtfully use your experiences and knowledge to demonstrate the following (in no particular order!)

1. understanding of cultural competence
2. development towards meeting the “R” RIPTS (refer to RIPTS Self-Assessment)
3. understanding of the dispositions needed by an effective teacher
4. understanding of the importance of core knowledge needed by an effective teacher
5. reflection on your work in the field
6. development towards meeting CEC, NAEYC or Content Standards

This interview should be a personal telling of your experiences. We want to hear your voice, your experiences, and your insights.

BUT, your interview responses will be evaluated on the following constructs: (See Rubric.)

1. Communication Skills
2. Professional Demeanor
3. Illustrative discussion and demonstration of Standards
4. Your assessment of your Cultural Competency
5. Your assessment of your teaching Dispositions.

This is your opportunity to persuade the interviewer that you have reached the level of expertise required for admission to the Salve Regina Teacher Education Program. No two interviews will be the same.



Rubric for Interview: Admission to Education Department

Anticipated Outcomes	Emerging	Clear	Exemplary
Enunciation is clear, free of dropped endings	1-7	8	9-10
Volume and rate of speech is appropriate for an interview format	1-3	4	5
Eye contact is maintained throughout the interview	1-7	8	9-10
Appropriate educational terminology is used where discussing portfolio requirements	1-19	20-22	23-25
Knowledge of mastery RIPTS and/or CEC/NAEYC, content standards, is clearly demonstrated throughout the interview	1-39	40-44	45-50

Scoring Guide

Emerging evidence supplies limited detail to reach the anticipated outcome.

Clear evidence supplies sufficient detail to reach the anticipated outcome.

Exemplary evidence supplies abundant detail to reach the anticipated outcome

Essential Question – “ WHY AM I READY TO BE AN EDUCATION MAJOR?”

STUDENT NAME _____	REVIEWER _____	DATE _____
COMPONENTS OF PORTFOLIO Title: Salve Regina University, Education Department, Name, Major/Minor	Provided	Not provided
SECTION 1 – REQUIRED FORMS & DOCUMENTS		
Pg. 1 - Your name, major, minor		
Pg. 2 - Application to Education Department		
Pg. 3 - Degree Audit in print format with cumulative grade point average		
Pg. 4 Official copies of required test scores (minimum score noted below) : Praxis I = Reading score 170 Writing score 170 and Math score 170 or SAT = score 1100 [reading + math score] or ACT = English score 22 , Math score 19 Praxis II (PLT – score 167, ELC 0021,-171 ELE/SP 10014=145		
SECTION 2 – ASSESSMENT FORMS		
Pg. 5 Professional Dispositions Self-Assessment		
Pg. 6 Improvement Protocol if item not marked “Clear” or “Exemplary” on any item of the Professional Disposition Assessment		
Pg. 7 Cultural Competency Self-Assessment		
Pg. 8 Clinical Field Checklist (Clinical Field Reference)		
Pg. 9 Core/Core Complement Faculty Checklist (Core Faculty Reference)		
Pg. 10 RIPTS Self-Assessment label: Learned, Observed, Practiced		
SECTION 3 –ARTIFACTS		
Three pieces of evidence linked to RIPTS (R), [all teacher candidates], CEC standards [SED teacher candidates], and NAEYC standards [ELC teacher candidates]		
Evidence 1		
Evidence 2		
Evidence 3		
SECTION 5		
Pg. 11 & 12 Essay: Why am I ready to be an education major? [2 pg. essay]		
SECTION 6		
Interview Outline		

ADMISSION PORTFOLIO SCORING SHEET

Candidate: _____
Date: _____

Reviewer: _____
Advisor: _____

Portfolio Element	Completed	Not Completed
Dispositions Self-Assessment		
Cultural Competency Self-Assessment		
RIPTS Self- Assessment		
Core Faculty Checklist		
Field Faculty Checklist		

Portfolio Element	Emerging	Clear	Exemplary
Application Materials: Praxis Scores, Application, Audit		2.75 C or better in Ed. Classes Passing Praxis Scores	
Admissions Essay	Below 80%	80-89%	90-100%
Interview	Below 80%	80-89%	90-100%

Standard: All Portfolio elements completed: Admission Essay and Interview Clear or Exemplary.

This student's Portfolio has met standard:

Portfolio Instructor: _____

Date: _____

Exemplary: All Portfolio elements completed, Interview and Essay exemplary.

Check the box if this student's portfolio is an exemplary portfolio model.

PORTFOLIO II – “Why am I ready to student teach?”
Salve Regina University
Education Department
Portfolio Guide: 2009-2010 Academic Year

- 1) Candidates will enroll in Portfolio Workshop
- 2) Faculty members who teach the Portfolio Workshop will provide candidates with departmental information, updates, and guidance in the development of the Portfolio – using the list of contents, and rubrics found on the following pages.
- 3) Once the portfolios are completed, presentations will be scheduled. Candidates will deliver presentations to small panels including Portfolio Workshop teachers other than their own, practitioner(s), and, if appropriate, faculty from Arts and Sciences.
- 4) Upon completion of all presentations, each Faculty member should tally his or her candidates’ portfolio information using the appropriate **Scoring Sheet**.
- 5) Upon completion of the process, Faculty members will distribute paperwork as follows:
 - a) **candidates** should receive their portfolios plus copies of all assessment rubrics utilized
 - b) **advisors** should receive copies of overall portfolio and interview rubrics
 - c) **Department Secretary** should receive copies of Portfolio Scoring Sheets.

If the candidate is successful, s/he will receive a placement letter from the Field Placement Coordinator.

“Why am I ready to Student Teach?”
Contents of the “Completion of Methods” Portfolio

- ▶ **Completed Application**
 - includes completed Practicum Application (if ELC/SCD)
 - includes completed Student Teaching Application
 - includes current copy of Degree Audit Form
 - includes copies of all Praxis test scores required to this point in the Program
 - includes evidence of membership in professional organization

- ▶ **Field Assessment Forms**
 - completed during education methods courses. The professors from these courses will provide the candidate with forms.

- ▶ **Dispositions Evaluation**
 - completed by student **and** one teaching professional from field or university (See page 15.)

- ▶ **Cultural Competency Assessment**
 - completed by student **and** one teaching professional from field or university (See page 16.)

- ▶ **Candidate selected 5 Artifacts demonstrating performance of “C” RIPTS, NAEYC, CEC, and/or Content Standards.** (with attached rubrics indicating “C” grade or better, and including student work. See following page.)

- ▶ **Outline of Presentation (The candidate provides an annotated outline of the Presentation. Each presentation is expected to last 30 minutes.)**

Explanation of **Field Assessment Forms**:

Faculty members from Methods classes will provide candidate with Field Assessment Form.

Although these forms will vary, each will be scored on the basis of 100 points.

The candidate must have an average of 75 points from the forms.

Student Name:

Date:

Not Observed (N/O) Not applicable (N/A)

Emerging (EM) Clear (CL) Exemplary (EX)

Professional Dispositions Evaluation

Sem./Yr.

Course:

Instructor:

Instructors: When completing this evaluation, please assess the teacher candidate in light of his/her stage of professional development. Expectations for meeting the standards of professional disposition should be consistent with the teacher candidate's progress through the program.

SRU Education Department Dispositions (Capital letters indicate categories.)	EM	CL	EX	N/A or N/O
A. The teacher candidate contributes to a positive climate.				
5. Participates actively in class discussions and assignments.				
6. Works effectively with others.				
7. Shows respect of and consideration for the thoughts and feelings of others.				
8. Expresses enthusiasm				
B. The teacher candidate demonstrates mastery of written and spoken language for self-expression as well as for learning purposes.				
5. Communicates effectively verbally;				
6. Demonstrates ability to write in a clear, organized, fluent manner.				
7. Adheres to conventions of language when appropriate.				
8. Recognizes distinctions between formal and informal communication.				
C. The teacher candidate is a thoughtful and responsive listener.				
4. Solicits feedback that demonstrates an understanding of program and professional goals and objectives.				
5. Receives feedback in a positive manner and make necessary adjustments.				
6. Listens and responds to others.				
D. The teacher candidate is committed to reflection, assessment, and learning as an ongoing process.				
4. Reflects on information provided and demonstrates an ability to apply ideas to his/her own practice.				
5. Modifies behavior and/or understanding when provided with new information or experience.				
6. Demonstrates an interest in and commitment to lifelong learning.				
E. The teacher candidate is willing to give and receive help.				
3. Volunteers to assist others.				
4. Demonstrates openness to assistance from others.				
F. The teacher candidate is sensitive to community and cultural norms of the teacher education program, the university classroom, and practicum settings.				
4. Uses language that demonstrates sensitivity to others.				
5. Communicates effectively with peers, instructors, K-12 students, and cooperating teachers.				
6. Shows an awareness of the context in which he/she is interacting.				
G. The teacher candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.				
3. Listens to others' perspectives in a respectful manner.				
4. Exhibits an understanding of the complexities of race, power, gender, class, sexual orientation and privilege in American society.				
H. The teacher candidate values the development of critical thinking, independent problem-solving, and performance capabilities in him or herself and K-12 students.				
4. Demonstrates an ability to identify, analyze, and evaluate complex issues.				
5. Exhibits the ability to solve problems independently and in cooperation with others.				
6. Sets and achieves high standards.				
I. The teacher candidate demonstrates a commitment to keeping abreast of new ideas and understandings in the field of education.				
5. Identifies and analyzes important trends in education.				
6. Looks for opportunities to integrate theory and practice.				
7. Demonstrates enthusiasm for learning new ideas and strategies.				
8. Relates class discussions and issues to current even in education				
J. The teacher candidate demonstrates a level of responsibility appropriate for a professional.				
4. Arrives punctually and well prepared for all classes, practicum experiences and required activities.				
5. Dresses in an appropriate manner.				
6. Communicates in a professional manner regarding extenuating circumstances that may prevent attendance.				

Rhode Island Teacher Education Renewal (RITER)*

Readiness to Student Teach

Cultural Competency Assessment II

The following instrument is adapted from the Cultural Competency Assessment tool designed as part of the RITER grant's diversity initiative. As a candidate ready for student teaching you are to use this tool to assess your cultural competency.

The instrument is broken down into five areas or categories. These categories have been generally accepted by researchers and clinical practitioners as embodying the scope of culturally competent teaching. The term "sociocultural" is used to represent differences in ethnicity, race, gender, class, language, ability, sexual orientation, social class, and religion.

This formative instrument contains a definition of each culturally competent teaching area, followed by a listing of samples of observable behaviors related to the area. These behaviors have been selected as examples of the most common ways in which candidates for student teaching demonstrate their growth related to the Education Department's Goals for *Developing Culturally Responsive Teachers*. The self-assessment tool builds on those behaviors that reflect the two Sophomore year goals - Citizenship I and Citizenship II, with the addition of the two goals established for the Junior year - Professionalism III & Professionalism IV.

Citizenship

- I. *Gaining Sociocultural Consciousness*: Every Teacher Candidate's world view is unique, and is shaped by his or her experiences.
- II. *Develop an Affirming Attitude*: Every Teacher Candidate appreciates the cultural background of all students, recognizing that diversity contributes to the education of all.

Professionalism

- III. *Commit to being an Agent of Change*: Every Teacher Candidate works

towards shaping the education system to foster universal justice •

- IV. *Understand the Constructivist Foundations of Culturally Responsive Teaching*: Every Teacher Candidate acknowledges the importance of building on students' wide variety of prior knowledge and experiences.

As a candidate for student teaching you are to provide evidence of your behaviors that characterize your growth in each area. Present your evidence in narrative form to the right of the goal and sample behaviors

Rubric Scale for Practitioners

Use the 1-4 scale below to rate each factor (competency). Consider each factor independently and base your appraisal on observed performance during the rating period. Consider how frequently each competency was demonstrated during the evaluation period. The behaviors cover a wide range, but the list is not meant to be exhaustive. Candidate: choose appropriate rating.

Rubric

- 4 Observed: Exceeds: [exemplary] Far exceeds performance expectations all of the time. Consistently develops and implements culturally competent work; is self-motivated and self-directed. *Give specific examples.*
- 2-3 Observed: Meets: [clear] Consistently meets performance expectations in competencies. Cont
- 1 Observed: Approaching: [emerging] Occasionally meets expectations. *Give suggestions.*

0 Not Observed: Behaviors were not present.
 N No Opportunity to Observe at this Time

Rubric Scale for Candidate

Use the 1-4 scale below to rate each factor (competency).

Rubric

4 Exemplary: I consistently develop and implements culturally competent- work; I am self-motivated and self-directed.

2-3 Clear: I consistently meet performance expectations in competencies: I need some direction.

1 Approaching: [emerging] I occasionally meets expectations but need to work in this area.

0 NO: I did not demonstrate this.

N I had no opportunity to demonstrate such behavior.

Teacher Candidate's Name	Date
Faculty Name:	

In the right hand column provide evidence of behaviors that characterize your -performance, or the performance you observed, - during course work and field experience:

<p><i>Area #1: Planning and Instruction</i> [RIPTS 1, 2, 3, 4, 5, 6; INTASC 1, 2, 3, 4, 5, 7]</p> <p><i>The culturally competent teacher candidate ready to student teach should be able to account for, and demonstrate awareness of and responsiveness to the sociocultural distinctiveness of his or her students, families and communities when planning for and delivering instruction.</i></p> <p><u>Sample Behaviors:</u></p> <p>Sensitive to and shows awareness of his or her own life experiences and culturally shaped ways of behaving in relation to those of the students.</p> <p>Citizenship I</p> <ul style="list-style-type: none"> • addresses possible misconceptions and omission in content <p>Professionalism III</p> <ul style="list-style-type: none"> • sensitive to and shows awareness of his or her own life experiences and culturally shaped ways of behaving in relation to those of the students. <p>Professionalism IV</p> <ul style="list-style-type: none"> • selects materials that respond to and incorporate the views of individuals of a variety of linguistic and sociocultural characteristics. Professionalism IV 	
<p><i>Area #2: Assessment</i> [RIPTS 9; INTASC 8]</p> <p><i>The culturally competent teacher candidate ready to student teacher should be able to use a variety of assessment techniques appropriate to diverse</i></p>	

learners and accommodate socio-cultural differences that affect learning.

Sample Behaviors:

- speaks about others in positive terms.

Citizenship II

- utilizes a wide range of accommodations and modifications in designing, implementing, and interpreting assessments.

Professionalism IV

- conducts formal and informal assessments that account for the individual needs and characteristics of children and the factors that affect their performance (are culturally and linguistically responsive, fair, and appropriate.)

Professionalism III

- challenges inequalities that exist in assessment practices, such as the unequal or unfair administration of assessments that cause groups of students to be viewed as deficient and limit students' opportunities to learn

- designs least-biased assessments possible, including rating scales and rubrics to match student characteristics and backgrounds.

Professionalism III

<p><i>Area #3: Professional Behavior</i></p> <p>[RIPTS 10, 11; INTASC 9]</p> <p><i>The culturally competent teacher candidate ready to student teach is aware of the diverse cultural groups represented in his/her classroom, investigates the sociocultural factors which influence student learning, and is able to integrate this knowledge into his/her teaching.</i></p> <p><u>Sample Behaviors:</u></p> <ul style="list-style-type: none"> • treats all in the school community respectfully including differences in language, religion, culture, sexual orientation, gender, and socioeconomic status. <p>Citizenship II</p> <ul style="list-style-type: none"> • has same high achievement and behavior expectations for all students , regardless of sociocultural and linguistic backgrounds <p>Citizenship II</p> <p>seeks to overcome discomfort and challenges their own misconceptions about varied cultural groups.</p> <p>Citizenship II</p> <ul style="list-style-type: none"> • demonstrates knowledge of state/federal laws in regard to disability, child welfare, and harassment. <p>Professionalism III</p> <ul style="list-style-type: none"> • takes an inquiring stance; strives to learn about the lives of students and families <p>Professionalism IV</p> <ul style="list-style-type: none"> • 	
<p><i>Area #4: Collaboration</i> [RIPTS 7; INTASC 10]</p> <p><i>The culturally competent teacher candidate ready to student teach involves and works with families and community resources, understanding the differences in families, the important influence of family participation in students’ learning, and the benefit of collaborating with the wider school community.</i></p> <p><u>Sample Behaviors:</u></p> <ul style="list-style-type: none"> • shows respect for others; values their contributions <p>Citizenship II</p> <ul style="list-style-type: none"> • designs activities and events that encourage parent participation at school. <p>Professionalism III</p> <ul style="list-style-type: none"> • attends and participates in school and community functions. <p>Professionalism III</p>	
<p><i>Area #5: Communication</i></p> <p>[RIPTS 8; INTASC 6]</p> <p><i>The culturally competent teacher candidate ready to student teach communicates in ways that demonstrate sensitivity to sociocultural and</i></p>	

linguistic differences, using a variety of verbal and non-verbal communication techniques that encourage positive social interaction and support learning in their classroom

Sample Behaviors:

- communicates in ways that demonstrate sensitivity and responsiveness to sociocultural and linguistic differences

Citizenship II

- is resourceful and innovative when challenged by obstacles in communicating

Professionalism III

- is responsive to children's diverse family structures, languages, values and traditions

Professionalism IV

- demonstrates an active inquiring stance to learn about individual students and their families

Professionalism IV

- provides opportunities for students to use their first language and/or dialect as appropriate.

Professionalism III

- develops communication vehicles that foster home and school partnerships that build effective learning climates for students of diverse socio-cultural backgrounds

Professionalism III

Candidate selected Artifacts

The candidate selects five artifacts in this section of the Portfolio to show evidence of performance of the “C” RIPTS. For Special Education majors, the artifacts need to be aligned to CEC Standards; for ELC majors, the artifacts must be aligned to NAEYC standards. The artifacts need to be labeled according to the RIPTS that they are being used to illustrate. The relevant RIPTS are listed below:

2. Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of the 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.) R(C for SCD program)
- 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. C/P
- select appropriate instructional materials and resources(including technology resources) based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts in the discipline/content areas. C/P
- 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. C

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...

- 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. C
- make appropriate accommodations for individual students who have identified learning differences or needs in an Individual Educational Plan (IEP), 504 Accommodation Plan, Personal Literacy Plan (PLP), or other school-based individualized learning plan (ILP). C/P

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. C
- use tasks that engage students in exploration, discovery, and hands-on activities. C/P

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

Teachers...

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

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

Teachers...

- use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. C/P

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. C/P
- 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. C/P

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...

- take responsibility for their own professional growth 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. C/P

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. R/C/P
- follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families. C/P
- are guided by codes of professional conduct adopted by their professional organizations. R/C/P

Completion of Methods Presentation

“Why am I ready to student teach?”

Salve Regina University’s Mission Statement states, “The University through teaching and research prepares men and women for responsible lives by imparting and expanding knowledge, developing skills, and cultivating enduring values. Through liberal arts and professional programs, students develop their abilities for thinking clearly and creatively, enhance their capacity for sound judgment, and prepare for the challenge of learning throughout their lives.”

As an assessment of the knowledge, skills, and enduring values you’ve obtained, you will be asked to demonstrate your readiness to student teach. This presentation will be given to a Team: 1 faculty members, (must be a Portfolio Workshop Instructor other than your own), and one practitioner. This is your opportunity to demonstrate your clear and creative thinking, capacity for sound judgment, and commitment to lifelong learning. You will be expected to thoughtfully use the evidence from your portfolio to demonstrate the following (in no particular order!)

1. Evidence of meeting “C” RIPTS (refer to “Selected Artifacts” in Portfolio)
2. Reflections on Field Work (refer to Field Forms)
3. Reflections on Dispositions (refer to Dispositions Assessments, self and other)
4. Reflections on Cultural Competence (refer to Cultural Competency Assessment, self and other)
5. Evidence of meeting CEC Standards, NAEYC and Content Standards.

This **presentation** should be persuasive and supported. We want to hear your voice, your experiences, and your insights. -

BUT, your presentation will be evaluated on the following constructs: (See Rubric.)

1. Communication Skills
2. Professional Demeanor
3. Illustrative discussion of Standards – and demonstration of standards through evidence in portfolio.
4. Your assessment of your Cultural Competency
5. Your assessment of your teaching Dispositions

This is your opportunity to persuade the Team that you have reached the level of expertise required for student teaching. No two presentations will be the same.

Annotated presentation outline must be included in the Portfolio. This must cite assessment forms, candidate’s work, and any additional references

If a candidate is a double major, both areas of licensure must be fully addressed.



Rubric for Presentation: Readiness for Student Teaching

Anticipated Outcomes	Emerging	Clear	Exemplary
Enunciation is clear, free of dropped endings	1-7	8	9-10
Volume and rate of speech is appropriate for an interview format	1-3	4	5
Eye contact is maintained throughout the interview	1-7	8	9-10
Appropriate educational terminology is used where discussing portfolio requirements.	1-19	20-22	23-25
Knowledge of mastery RIPTS and/or CEC/NAEYC, and content standards is clearly demonstrated throughout the interview	1-39	40-44	45-50

Scoring Guide

Emerging evidence supplies limited detail to reach the anticipated outcome.

Clear evidence supplies sufficient detail to reach the anticipated outcome.

Exemplary evidence supplies abundant detail to reach the anticipated outcome.

Completion of Methods Portfolio Checklist

Worksheet

Name _____

Date _____

► Application Section

- include a completed Student Teaching Application
- include a current copy of your Degree Audit Form
- include copies of all Praxis test scores required to this point in the Program
- include evidence of membership in two professional organizations

► Field Assessment Forms Section

They will be completed during your education methods courses. The professors from these courses will provide you with these assessment forms. You must submit three evaluation forms from the field that give you a minimum of a 75% average.

- EDC 301, Teaching Reading Assess. I SED 305, Curr., Meth., & Assess. I
- EDC 302, Teaching Language Arts II SED 310, Curr., Meth., & Assess. II
- EDC 305, Teaching Social Studies
- EDC 323 , Teaching of Mathematics & Science

► Dispositions Assessment Section

- completed by the student
- completed by a teaching professional from the field or university (See page 15.)

► Cultural Competency Assessment Section

- completed by the student
- completed by a teaching professional from the field or university (See page 16.)

► Completion of Methods Presentation Section

- Presentation: The pre-service teacher selects 5 Artifacts to demonstrate performance of the “C” RIPTS (with attached rubrics indicating “C” grade or better, and including student work). See following page.) creates the presentation, and delivers a 30 minute presentation.**

Artifact 1 _____	Rubric _____
Artifact 2 _____	Rubric _____
Artifact 3 _____	Rubric _____
Artifact 4 _____	Rubric _____
Artifact 5 _____	Rubric _____

- Annotated Outline**
- Copy of the scored Completion of Methods Presentation Rubric**

Special Education

FOR SED MAJORS ONLY – Use

SED 225- Technology assignment and rubric

SED211 - Family Interview assignment and rubric

COMPLETION OF METHODS PORTFOLIO SCORING SHEET

Candidate: _____
Date: _____

Reviewer: _____
Advisor: _____

5 Artifacts demonstrating performance of “C” RIPTS, NAEYC, CEC, and/or Content Standards. (with attached rubrics indicating “C” grade or better, and including student work.

1 Complete _____	Incomplete _____
2 Complete _____	Incomplete _____
3 Complete _____	Incomplete _____
4 Complete _____	Incomplete _____
5 Complete _____	Incomplete _____

Comments:

Portfolio Element	Emerging	Clear	Exemplary
Cultural Competency Assessment	Score of “1” in any area.	Scores of 2-3 in all areas.	Scores of 3-4 in all areas.
PDE	1 or more appropriate categories labeled EM	All appropriate categories labeled CL	All appropriate categories labeled EX
Field Assessment Forms	Average of three forms = below 75%	Average of three forms = 75 - 89%	Average of three forms = 90-100%
Presentation	Below 80%	80% - 89%	90%-100%

Standard: All Elements “Clear” or above.

Exemplary: All Elements “Exemplary”

Check the box if this candidate’s portfolio is an exemplary portfolio model.

PORTFOLIO III – “Why am I ready to be recommended for licensure?”
Salve Regina University
Education Department
Licensure Portfolio Guide: 2009-2010 Academic Year

- 1.) Candidates will complete Portfolios while enrolled in Seminar.
- 2) University Supervisors of student teachers will provide students with departmental information, updates, and guidance in the development of the Portfolio – using the list of contents and rubrics found on the following pages.
- 3) Once the portfolios are completed, defenses will be scheduled. Candidates will present their portfolios to University Supervisor, the Cooperating Teacher, and other invited guests.
- 4) Upon completion of all defenses, each University Supervisor should tally candidate’s portfolio information using the appropriate **Scoring Sheet**.
- 5) Upon completion of the process, University Supervisors will distribute paperwork as follows:
 - a) **candidates** should receive their portfolios plus copies of all assessment rubrics utilized
 - b) **advisors** should receive copies of overall portfolio and defense rubrics
 - c) **Department Secretary** should receive copies of Portfolio Scoring Sheets.

**Salve Regina University Education Department
Contents of the Readiness for Licensure Portfolio**

- ▶ 10 Weekly Reports (5 for split placements) and Guidebook
- ▶ 3 Formal Observation Forms
- ▶ Mid-Placement Form
- ▶ **End of Placement Final Evaluation**
 - Student Teacher
 - University Supervisor
 - Cooperating Teacher
- ▶ **Cultural Competency Assessment**
 - Student Teacher
 - University Supervisor
 - Cooperating Teacher
- ▶ **Dispositions Evaluation**
 - Student Teacher
 - University Supervisor
 - Cooperating Teacher
- ▶ **3 Lesson Plans with RUBRICS and student work attached. (Two templates are used: one for ELE/SED/SCD, one for ELC)**
- ▶ **Outline of Defense**



Lesson Plan Scoring Rubric

Elementary, Special, & Secondary Education

Lesson Plan Sections	Emerging	Clear	Exemplary	Not Included
<p style="text-align: center;">1. (Lesson Identification)</p> <input type="checkbox"/> Included Grade Level/ Content Area. <input type="checkbox"/> Included the Lesson Title <input type="checkbox"/> Included the appropriate GLEs or GSEs, RIBTS, and/or CEC standards	1-2	3	4	○
<p style="text-align: center;">2. Objectives</p> <input type="checkbox"/> Stated clearly in measurable terms <input type="checkbox"/> Aligned lesson to the GLEs/GSEs	1-3	4	5	○
<p style="text-align: center;">3. Opportunities to Learn</p> <input type="checkbox"/> Included multiple ways of approaching / engaging students in the lesson <input type="checkbox"/> Provided the opportunity for students to apply skills and concepts <input type="checkbox"/> Differentiated instruction to accommodate for different learning styles <input type="checkbox"/> Grouped the class to best engage students in the lesson <input type="checkbox"/> Prepared materials prior to the lesson <input type="checkbox"/> Stated the conditions that must exist to facilitate or enhance learning such as technology, special equipment, and/ or the structure of the working space	1-3	4	5	○
<p style="text-align: center;">4. Instructional Procedures</p> <p style="text-align: center;">Opening</p> <input type="checkbox"/> Activated prior knowledge <input type="checkbox"/> Motivated new learning	1	2	3	○
<p style="text-align: center;">Engagement</p> <input type="checkbox"/> Provided multiple levels of questioning <input type="checkbox"/> Provided the opportunity for relevant student discourse <input type="checkbox"/> Provided differentiated modes of learning <input type="checkbox"/> Provided the opportunity for students to be active learners	1	2	3	○
<p style="text-align: center;">Closure</p> <input type="checkbox"/> Promoted student reflection <input type="checkbox"/> Provided opportunities for students to share their understanding of the task <input type="checkbox"/> Highlighted salient points of the lesson to guide understanding	1-3	4	5	○
<p style="text-align: center;">5. Assessment</p> <input type="checkbox"/> Aligned with lesson objectives and appropriate to task <input type="checkbox"/> Included multiple opportunities for assessing student work <input type="checkbox"/> Provided constructive feedback to promote learning	1-3	4	5	○
<p style="text-align: center;">Closure</p> <input type="checkbox"/> Promoted student reflection <input type="checkbox"/> Provided opportunities for students to share their understanding of the task <input type="checkbox"/> Highlighted salient points of the lesson to guide understanding	1	2	3	○
<p style="text-align: center;">5. Assessment</p> <input type="checkbox"/> Aligned with lesson objectives and appropriate to task <input type="checkbox"/> Included multiple opportunities for assessing student work <input type="checkbox"/> Provided constructive feedback to promote learning	1 - 6	8	9-10	○

<p align="center">6. Reflections Student Work</p> <p><input type="checkbox"/> Analyze in depth and cites evidence of student work that demonstrates the level of student understanding of the lesson objectives</p> <p><input type="checkbox"/> Synthesize student learning and determines future instruction/the next steps</p>	1-3	4	5	○
<p align="center">7. Reflections Lesson Implementation</p> <p><input type="checkbox"/> Review key components of the lesson and identify strengths and area(s) in need of improvement</p> <p><input type="checkbox"/> Identify revisions or modifications for future instruction</p> <p><input type="checkbox"/> Connect students' new learning from this lesson to the next lesson</p>	1-2	3	4	○
	1-2	3	4	○
	1-2	3	4	○
Final Grade= _____%				

Candidate's Name _____ Date _____ -

University Supervisor: _____

Date: _____

**SALVE REGINA UNIVERSITY
EARLY CHILDHOOD PROGRAM LESSON PLAN RUBRIC**

Student Teacher:

Grade of Lesson:

Content Area:

Anticipated Outcomes

	Emerging Evidence	Clear Evidence	Exemplary Evidence	Not observed
<u>Lesson Objective</u> The concept is specifically identified in terms of what students will be able to do	1	2	3	0
<u>Standard</u> The National Content Standard, GLE, or GSE being met by the lesson is identified.	1	2	3	0
<u>Anticipatory Set</u> The introduction connects the lesson to the children's <u>prior experiences</u>	1	2	3	0
The introduction connects the lesson to the children's <u>prior learning</u>	1	2	3	0
<u>Objective</u> Children are made aware of what they will learn and how that learning will be measured	1	2	3	0
<u>Input</u> All information needed for mastery of the concept is clearly explained to the children	1-7	8	9-10	0

Anticipated Outcomes

	Emerging Evidence	Clear Evidence	Exemplary Evidence	Not observed
<u>Modeling 1 and 2</u> Two concrete demonstrations of the concept are made utilizing a “think aloud” to support conceptual development.	1-14	15-17	18-20	0
<u>Check for Understanding</u> Children are engaged in a third concrete model to determine if they are following the concept development.	1-3	4	5	0
<u>Guided Practice</u> Manipulatives are used creatively for children to problem-solve as proof of concept development. A product is created.	1-7	8	9-10	0
<u>Independent Practice</u> Four additional activities are designed for children to practice concept development in a hands-on and creative manner. Technology is utilized during independent practice.	1-11	12-13	14-16	0
<u>Closure</u> The input is verbalized by the children and connected to a visual representation of the model	1	2	3	0
<u>Assessment</u> The learning outcome is identified and the assessment tools are provided	1-11	12-13	14-15	0
<u>Accommodations</u> Appropriate accommodations are included	1	2	3	0
<u>Mechanics</u> The write up is free of spelling and grammar errors	1	2	3	0

Scoring Guide:

Emerging evidence supplies limited detail to reach the anticipated outcome.

Clear evidence supplies sufficient detail to reach the anticipated outcome.

Exemplary evidence supplies abundant detail to reach the anticipated outcome.

Student Name:

Date:

Not Observed (N/O) Not applicable (N/A)

Professional Dispositions Evaluation

Emerging (EM) Clear (CL) Exemplary (EX)

Student Name:

Sem./Yr.

Student Teaching:

Supervisor:

Supervisor: When completing this evaluation, please assess the teacher candidate in light of his/her stage of professional development. Expectations for meeting the standards of professional disposition should be consistent with the teacher candidate's progress through the program.

SRU Education Department Dispositions	EM	CL	EX	N/A or N/O
A. The teacher candidate contributes to a positive climate.				
9. Participates actively in class discussions and assignments.				
10. Works effectively with others.				
11. Shows respect of and consideration for the thoughts and feelings of others.				
12. Expresses enthusiasm				
B. The teacher candidate demonstrates mastery of written and spoken language for self-expression as well as for learning purposes.				
9. Communicates effectively verbally;				
10. Demonstrates ability to write in a clear, organized, fluent manner.				
11. Adheres to conventions of language when appropriate.				
12. Recognizes distinctions between formal and informal communication.				
C. The teacher candidate is a thoughtful and responsive listener.				
7. Solicits feedback that demonstrates an understanding of program and professional goals and objectives.				
8. Receives feedback in a positive manner and make necessary adjustments.				
9. Listens and responds to others.				
D. The teacher candidate is committed to reflection, assessment, and learning as an ongoing process.				
7. Reflects on information provided and demonstrates an ability to apply ideas to his/her own practice.				
8. Modifies behavior and/or understanding when provided with new information or experience.				
9. Demonstrates an interest in and commitment to lifelong learning.				
E. The teacher candidate is willing to give and receive help.				
5. Volunteers to assist others.				
6. Demonstrates openness to assistance from others.				
F. The teacher candidate is sensitive to community and cultural norms of the teacher education program, the university classroom, and practicum settings.				
7. Uses language that demonstrates sensitivity to others.				
8. Communicates effectively with peers, instructors, K-12 students, and cooperating teachers.				
9. Shows an awareness of the context in which he/she is interacting.				
G. The teacher candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.				
5. Listens to others' perspectives in a respectful manner.				
6. Exhibits an understanding of the complexities of race, power, gender, class, sexual orientation and privilege in American society.				
H. The teacher candidate values the development of critical thinking, independent problem-solving, and performance capabilities in him or herself and K-12 students.				
7. Demonstrates an ability to identify, analyze, and evaluate complex issues.				
8. Exhibits the ability to solve problems independently and in cooperation with others.				
9. Sets and achieves high standards.				
I. The teacher candidate demonstrates a commitment to keeping abreast of new ideas and understandings in the field of education.				
9. Identifies and analyzes important trends in education.				
10. Looks for opportunities to integrate theory and practice.				
11. Demonstrates enthusiasm for learning new ideas and strategies.				
12. Relates class discussions and issues to current even in education				
J. The teacher candidate demonstrates a level of responsibility appropriate for a professional.				
7. Arrives punctually and well prepared for all classes, practicum experiences and required activities.				
8. Dresses in an appropriate manner.				
9. Communicates in a professional manner regarding extenuating circumstances that may prevent attendance.				

Rhode Island Teacher Education Renewal (RITER)* Candidacy for Licensure **Cultural Competency Assessment III**

The following instrument is part of the RITER grant's diversity initiative. This formative instrument was designed as a means of assessing whether the teacher candidate you are mentoring is able to incorporate culturally competent teaching practices into his or her teaching experience. Using a growth model, the goal of the assessment would be to measure growth in this area over time in the teacher preparation program.

The instrument is broken down into five areas or categories. These categories have been generally accepted by researchers and clinical practitioners as embodying the scope of culturally competent teaching. The term "sociocultural" is used to represent differences in ethnicity, race, gender, class, language, ability, sexual orientation, social class and religion.

This formative instrument contains a definition of each culturally competent teaching area, followed by a listing of samples of observable teaching behaviors related to the area. These behaviors are examples of the most common ways in which teacher candidates can demonstrate their competence in the teaching area, and linked to one of the six SRU Department of Education Goals for *Developing Culturally Responsive Teachers*..

Salve Regina University's Department of Education has established 6 Goals for *Developing Culturally Responsive Teachers*.

Citizenship (Sophomores)

I. *Gaining Social-Cultural Consciousness*: Every Student Teacher's world view is unique, and is shaped by his or her experiences.

II. *Develop an Affirming Attitude*: Every Teacher Candidate appreciates the cultural background of all students, recognizing that diversity contributes to the education of all.

Professionalism (Juniors)

III. *Commit to being an Agent of Change*: Every Teacher Candidate works towards shaping the education system to foster universal justice.

IV. *Understand the Constructiveness Foundations of Culturally Responsive Teaching*: Every Teacher Candidate acknowledges

the importance of building on students' wide variety of prior knowledge and experiences.

Leadership (Seniors)

V. *Learning About Students and Their Communities:* Every Teacher Candidate familiarizes him/herself with the people, places, and events that impact the students' learning.

VI. *Cultivating Culturally Responsive Teaching Practices:* Every teacher Candidate purposefully develops teaching strategies that enhance the learning for students from all backgrounds

The sample behaviors are by no means an exhaustive list. Therefore, the student teacher may not have an opportunity to demonstrate each of the sample indicators, yet he/she may still meet or exceed expectation in the area. In the column to the right of the sample behaviors the student teacher is to provide evidence of behaviors that characterize is/her performance during student teaching. The student teacher, university supervisor and cooperating teacher are to individually provided a rating for each of the areas than provide an overall rating. The overall rating of each of the five areas is far more important than the rating of each of the individual indicators. We ask that you provide ratings at two points in their placement, the middle and the end. The hope and expectation is that the student teacher will be able to demonstrate growth over time in his/her culturally competent teaching practice.

Teacher Candidate: Date: _____	Cooperating Teacher: Date: _____	University Supervisor: Date: _____
---------------------------------------	---	---

Rubric Scale for Supervisors and Cooperating Teachers

Use the 1-4 scale below to rate each factor (competency). Consider each factor independently and base your appraisal on observed performance during the rating period. Consider how frequently each competency was demonstrated during the evaluation period. The behaviors cover a wide range, but the list is not meant to be exhaustive.

Rubric

- 4 Observed: Exceeds: [exemplary] Far exceeds performance expectations all of the time. Consistently develops and implements cultur^{ally} competent -work; is self-motivated and self-directed. *Give specific examples.*
- 2-3 Observed: Meets: [clear] Consistently meets performance expectations in competencies. Cont
- 1 Observed: Approaching: [emerging] Occasionally meets expectations. *Give suggestions.*
- 0 Not Observed: Behaviors were not present.
- N No Opportunity to Observe at this Time

Rubric Scale for Candidates

Use the 1-4 scale below to rate each factor (competency).

Rubric

4 Exemplary: I consistently develop and implements culturally competent -work; I am self-motivated and self-directed.

2-3 Clear: I consistently meet performance expectations in competencies: I need some direction.

1 Approaching: [emerging] I occasionally meets expectations but need to work in this area.

0 NO: I did not demonstrate this.

N I had no opportunity to demonstrate such behavior.

Area #1: Planning and Instruction
 [RIPTS 1, 2, 3, 4, 5, 6; INTASC
 1, 2, 3, 4, 5, 7]

The culturally competent student teacher should be able to account for, and demonstrate awareness of and responsiveness to the sociocultural distinctiveness of his or her students, families and communities when planning for and delivering instruction.

Sample Behaviors:

- incorporates the values, norms and/or perspectives of his/her students in class discussions, assignments, classroom rules, and grouping arrangements.
- sensitive to and shows awareness of his or her own life experiences and culturally shaped ways of behaving in relation to those of the students.
- creates a classroom atmosphere that recognizes and validates the unique experiences of all students and encourages students to take risks.
- selects materials that respond to and incorporate the views of individuals of a variety of linguistic and sociocultural characteristics.
- addresses possible misconceptions and omission in content

Student teacher rating:
Cooperating teacher rating:
University supervisor rating:

Area #2: Assessment [RIPTS 9;
 INTASC 8]

The culturally competent student teacher should be able to use a variety of assessment techniques appropriate to diverse learners and accommodate socio-cultural differences that affect learning.

Sample Behaviors:

- utilizes a wide range of accommodations and modifications in designing, implementing, and interpreting assessments.
- conducts formal and informal assessments that account for the individual needs and characteristics of children and the factors that affect their performance (are culturally and linguistically responsive, fair and appropriate.)
- challenges inequalities that exist in assessment practices, such as the unequal or unfair administration of assessments that cause groups of students to be viewed as deficient and limit students' opportunities to learn
- speaks about others in positive terms.
- designs least-biased assessments possible, including rating scales and rubrics to match student characteristics and backgrounds.
- considers language proficiency of second language learners in creating assessments.
- works effectively with translators and interpreters to conduct assessments and gather input from parents to plan instruction.

Student teacher rating:
Cooperating teacher rating:
University supervisor rating:

Area #3: Professional Behavior [RIPTS 10, 11; INTASC 9]

The culturally competent student teacher is aware of the diverse cultural groups represented in his/her classroom, investigates the sociocultural factors which influence student learning, and is able to integrate this knowledge into his/her teaching.

Sample Behaviors:

- treats all in the school community respectfully including differences in language, religion, culture, sexual orientation, gender and socioeconomic status.
- has same high achievement and behavior expectations for all students regardless of sociocultural and linguistic backgrounds
- demonstrates knowledge of state/federal laws in regard to disability, child welfare, and harassment.
- takes an inquiring stance; strives to learn about the lives of students and families
- seeks to overcome discomfort and challenges their own misconceptions about various cultural groups.
- collaborates with other teachers and support personnel through the Individual Education Plan, Individual Learn Plan, Teacher Support Team and/or Response To Intervention process to prevent inappropriate programming and/or referrals.

Student teacher rating:
Cooperating teacher rating:
University supervisor rating:

Area #4: Collaboration [RIPTS 7; INTASC 10]

The culturally competent student teacher involves and works with families and community resources, understanding the differences in families, the important influence of family participation in students' learning, and the benefit of collaborating with the wider school community.

Sample Behaviors:

- looks at all parents as individuals, each with their own unique experience and values and not as members of a group (stereotype)
- designs activities and events that encourage parent participation at school.
- insures that communication occurs in families' preferred mode of communication and preferred language.
- finds collaborative partners to come in to school as community experts; collaborates with these experts in the design and delivery of instruction or instructional services.
- shows respect for others; values their contributions
- attends and participates in school and community functions.
- uses knowledge of cultural and linguistic diversity to collaborate with colleagues and advocate for students to ensure appropriate referral and programming.

Student teacher rating:
Cooperating teacher rating:
University supervisor rating:

Area #5: Communication
INTASC 6]

[RIPTS 8;

The culturally competent student teacher communicates in ways that demonstrate sensitivity to sociocultural and linguistic differences, using a variety of verbal and non-verbal communication techniques that encourage positive social interaction and support learning in their classroom

Sample Behaviors:

- communicates in ways that demonstrate sensitivity and responsiveness to sociocultural and linguistic differences
- is resourceful and innovative when challenged by obstacles in communicating
- uses a variety of verbal and non-verbal communication techniques that encourage positive social interaction with families and support all learners in the classroom.
- is responsive to children’s diverse family structures, languages, values and traditions
- demonstrates an active inquiring stance to learn about individual students and their families
- models culturally sensitive behavior when practicing effective listening conflict resolution, and group-facilitation skills.
- provides opportunities for students to use their first language and/or dialect as appropriate.
- develops communication vehicles that foster home and school partnerships that build effective learning climates for students of diverse socio-cultural backgrounds

Student teacher rating:

Cooperating teacher rating:

University supervisor rating:

Student teacher overall rating:

Cooperating teacher overall rating:

University supervisor overall rating:

Recommendation for Licensure – Defense

In keeping with the traditions of the Sisters of Mercy, and recognizing that all people are stewards of God's creation, the university encourages students to work for a world that is harmonious, just, and merciful. (SRU Mission Statement)

I, _____, am ready to be recommended for teacher licensure by the State of Rhode Island.

Salve Regina University's Mission Statement states, "The University through teaching and research prepares men and women for responsible lives by imparting and expanding knowledge, developing skills, and cultivating enduring values. Through liberal arts and professional programs, students develop their abilities for thinking clearly and creatively, enhance their capacity for sound judgment, and prepare for the challenge of learning throughout their lives."

As a final assessment of the knowledge, skills, and enduring values you've obtained as a candidate of the Salve Regina University Teacher Education Program, you will be asked to defend your recommendation for licensure. This defense will be in the form of a formal, oral presentation given to a panel made up of faculty members from both campus and clinical sites. This is your opportunity to demonstrate your clear and creative thinking, capacity for sound judgment, and commitment to lifelong learning. You will be expected to thoughtfully use the evidence from your portfolio to demonstrate the following (in no particular order!)

1. Your understanding of the Standards (RIPTS, CEC, NAEYC).
2. Your development towards meeting the Standards – emphasis given to "P" Standards
3. Your challenges and triumphs.
4. Your reflections regarding the Standards.

This presentation should be a personal telling of your journey towards professionalism. We want to hear your voice, your experiences, your insights.

BUT, your presentation will be evaluated on the following constructs: (See Rubric.)

1. Communication Skills
2. Professional Demeanor
3. Illustrative discussion of Standards – and demonstration of standards through evidence in portfolio.
4. Your assessment of your Cultural Competency
5. Your assessment of your teaching Dispositions.

This is your opportunity to persuade the panel that you have reached the level of expertise required for "Recommendation for Licensure." No two defenses will be the same. This is your defense.



Rubric for Defense: Readiness for Licensure

Anticipated Outcomes	Emerging	Clear	Exemplary
Enunciation is clear, free of dropped endings	1-7	8	9-10
Volume and rate of speech is appropriate for an interview format	1-3	4	5
Eye contact is maintained throughout the interview	1-7	8	9-10
All required categories are addressed using appropriate educational language.	1-19	20-22	23-25
Knowledge of mastery RIPTS of CEC/NAEYC is clearly demonstrated throughout the interview	1-39	40-44	45-50

Scoring Guide

Emerging evidence supplies limited detail to reach the anticipated outcome.

Clear evidence supplies sufficient detail to reach the anticipated outcome.

Exemplary evidence supplies abundant detail to reach the anticipated outcome.

Complete this form each week as follows; Elementary / Special Education majors complete for weeks 2 thru 6 of each placement. Elementary, Early Childhood, and Secondary Education majors complete for weeks 3 thru 12. Your responses to the questions should give evidence of your student teaching performance from day to day. Therefore, the report should be clear, specific and detailed. The content should be drawn from your daily entries in the Student Teaching Guidebook. Answers must include an explanation of how your student teaching activities demonstrate the Rhode Island Professional Teaching Standards. Submit the completed form to your cooperating teacher on Friday of each week. The cooperating teacher will write a response to question 10 and return the form to you for submission to your university supervisor at the following Student Teaching Seminar.

Salve Regina University Student Teacher Weekly Report

This report should be completed each week until the student teacher takes over the main instructional responsibilities/duties of the class, at which time complete weekly plans should be submitted.

Name _____ Report number ___ Week ending _____

1. Class activities addressing the RI GLEs/GSEs or National content standards (RIPTS 2, 3, 5, 9, 11) that I observed or in which I participated:

2. Individualized tutoring and/or small group activities addressing the RI GLEs/GSEs (RIPTS 2, 3, 4, 9, 11) or National content standards that I observed or in which I participated :

3. Technology that I used to plan, instruct, and/or assess (RIPTS 1, 3, 4, 5, 9):

4. Differentiation of instruction for students with diverse learning needs, languages, and cultural backgrounds of which I saw evidence or in which I engaged (RIPTS 1, 4, 6, 8):

5. Examples of establishing/maintaining relationships with school community (students, families, colleagues) that I observed or in which I participated (RIPTS 6, 7, 8, 10):

6. Classroom/behavior management strategies/techniques that I observed or that I tried or initiated (RIPTS 3, 6,):

7. Discussion summaries that I had with my cooperating teacher (RIPTS 7, 8, 11):

Date Time Topic

8. Professional skills that I worked on this week (RIPTS 10):

9. Questions that I have for the university supervisor:

10. Questions and comments from the cooperating teacher:

Student Teacher signature

Cooperating Teacher signature

Student's Name:

Placement:

Date:

Observation: #1 #2 #3 #4 (circle one)

OBSERVATION BY UNIVERSITY SUPERVISOR

Table with 5 columns: Description, Emerging, Clear, Exemplary, Not Observed. Rows include sections like PRESENTATION OF THE LESSON, EFFECTIVE USE OF MATERIALS, INTERACTION WITH STUDENTS, ASSESSMENT, and COLLABORATION.

Cooperating Teacher Signature _____ Date: _____

University Supervisor Signature _____ Date: _____

Student Teacher Signature) _____ Date: _____

“Recommendation for Licensure” Scoring Sheet

Candidate: _____
Date: _____

Reviewer: _____
Advisor: _____

TOTAL _____

Portfolio Element	Acceptable (Score if applicable)	Unacceptable
Weekly Progress Reports		
Observation Forms		
Mid/ Final Placements		
Professional Dispositions Evaluation		Any categories labeled “Emerging”
Cultural Competency Assessment		Any areas scored “1”
Lesson Plans		

Portfolio Element	Emerging	Clear	Exemplary
Defense	Below 80%	80-89%	90-100%

Special Education: Candidates must refer to CEC, NAEYC and Content -standards for each artifact.

Check the box if this candidate’s portfolio is an exemplary portfolio model.

PROGRAM EVALUATION PROTOCOLS

The Assessment System also includes mechanisms to receive feedback and improve delivery. Each student/candidate is asked to complete the **Post-Interview Survey** below and return it to the Secretary of the Education Department after the first two Assessment Points.

The Chair reports aggregated data back to the faculty. Results drive any changes made in the system.

Post-Portfolio Survey

Date: _____

Program: _____

- 0 N/A
- 1 Did not meet expectations at all
- 2 Somewhat met expectations
- 3 Met expectations
- 4 Somewhat exceeded expectations
- 5 Greatly exceeded expectations

Criteria	0	1	2	3	4	5
Instruction for Portfolio Development						
Assessment of Portfolio (RUBRIC)						
Feedback to Candidate on Portfolio						
Instruction for Assessment Point Interview						
Assessment of A.P. Interview (RUBRIC)						
Feedback to Candidate on Interview.						

Comments or recommendations for improving the process:

SALVE REGINA UNIVERSITY
STUDENT TEACHER'S EVALUATION OF UNIVERSITY SUPERVISOR

Student Teacher Name: _____

University Supervisor Name: _____

Cooperating Teacher Name: _____

School: _____ Grade/Content Area: _____

The University Supervisor	Yes	To some extent	No
1. scheduled observations that were timely, systematic, and consistent in order to provide continuing, specific feedback and evaluation			
2. completed formal written evaluations specified in program for the Student Teacher			
3. provided the Student Teacher with both written and oral feedback based on observation of specific lessons or activities			
4. gave Student Teacher constructive feedback and specific suggestions for improving lessons planned and taught			
5. communicated feedback to Student Teacher and Cooperating Teacher			
6. provided fair and objective assessment, based on specific lessons observed			
7. encouraged Student Teacher's self-evaluation and reflection of lessons taught			
8. provided fair and objective final evaluation of Student Teacher's knowledge, abilities, and dispositions			

Comments:

SALVE REGINA UNIVERSITY
STUDENT TEACHER'S EVALUATION OF COOPERATING TEACHER

Student Teacher Name: _____

Cooperating Teacher Name: _____

School: _____ Grade/Content Area: _____

Name of University Supervisor _____

The Cooperating Teacher	Yes	To some extent	No
1.oriented the student teacher to the school and classroom procedures, policies, and practices			
2.met regularly with the student teacher to plan and provide feedback regarding meeting Rhode Island Teaching Standards/R.I. Early Learning Standards			
3.provided constructive recommendations for the student teacher's lesson plans and activities			
4.encouraged initiative and creativity on the part of the student teacher			
5.modeled various strategies of classroom management and encouraged the student teacher of these and other implementation techniques			
6.worked collaboratively with the student teacher and provided opportunities to do this with other colleagues			
7.included the student teacher in professional meetings, student-teacher-parent conferences, and faculty meetings			
8.created a nurturing environment for the growth and development of the student teacher			

Comments:

SALVE REGINA UNIVERSITY
Cooperating Teacher's Evaluation of University Supervisor

University Supervisor Name: _____

Cooperating Teacher Name: _____

School: _____ Grade/Content Area: _____

Name of Student Teacher: _____

The University Supervisor:	YES	To Some Extent	NO
1. acquainted me with University policies and procedures			
2. visited the classroom for an initial meeting			
3. shared the previous learning experiences of the Student Teacher that prepared him/her for student teaching			
4. provides relevant and appropriate information to better the placements			
5. was available to me to plan for and work with Student Teacher			
6. was readily available to confer on the performance of the Student Teacher			
7. was able to offer suggestions and support to the Student Teacher to enhance his/her effectiveness			

Comments:

 Signature of Cooperating Teacher

 Date

Complete this form and return it to the Field Placement Coordinator prior to the end of the Student Teacher's placement.

SALVE REGINA UNIVERSITY
STUDENT TEACHER'S EVALUATION OF UNIVERSITY SUPERVISOR

Student Teacher Name: _____

University Supervisor Name: _____

Cooperating Teacher Name: _____

School: _____ Grade/Content Area: _____

The University Supervisor	Yes	To some extent	No
1. scheduled observations that were timely, systematic, and consistent in order to provide continuing, specific feedback and evaluation			
2. completed formal written evaluations specified in program for the Student Teacher			
3. provided the Student Teacher with both written and oral feedback based on observation of specific lessons or activities			
4. gave Student Teacher constructive feedback and specific suggestions for improving lessons planned and taught			
5. communicated feedback to Student Teacher and Cooperating Teacher			
6. provided fair and objective assessment, based on specific lessons observed			
7. encouraged Student Teacher's self-evaluation and reflection of lessons taught			
8. provided fair and objective final evaluation of Student Teacher's knowledge, abilities, and dispositions			

Comments:

Assessment System Feedback Form

Name _____ Date _____

Comment(s):

PAGE to which you're referring.

What would you like changed?

What has worked well for you?

Does this system assess what it is intended to assess?