

# **SALVE REGINA UNIVERSITY**

## **EDUCATION DEPARTMENT**



### ***ASSESSMENT HANDBOOK***

## Table of Contents

Letter from Education Department Chair.....	1
Mission Statements of Salve Regina University and Education Department.....	2
Assessment Philosophy.....	3
Testing Timelines.....	4
Explanation of Indicator labels.....	5
Overview of the Assessment System.....	6
Explanation of Assessment Points.....	7
Rhode Island Professional Teacher Standards (RIPTS grid).....	8
Explanation of Professional Dispositions.....	10
Professional Dispositions Improvement Protocol.....	11
Readiness for Admission Assessment Point.....	12
Readiness for Admission Criteria Checklist.....	13
Readiness for Admission Professional Dispositions Self-Evaluation Form.....	15
Readiness for Admission Cultural Responsive Teaching Self-Assessment.....	17
RIPTS Self-Assessment.....	18
Clinical Field Reference Form.....	19
Content Faculty Reference Form.....	20
Completion of Methods Assessment Point.....	21
Contents of the Completion of Methods Portfolio.....	22
Completion of Methods Professional Dispositions Evaluation.....	23
Culturally Responsive Teaching Assessment (Completion of Methods).....	24
Candidate Selected Artifacts – Guidelines.....	27
Completion of Methods Directions (Why am I ready to Student Teach).....	28
Rubric for Presentation: Completion of Methods.....	29
Completion of Methods Portfolio Checklist.....	30
Prior to Licensure Assessment Point.....	31
Prior to Licensure Portfolio.....	32
EDC and SCD Lesson Plan Rubric.....	33
Special Education Learning Event/Lesson Plan Rubric.....	35
ELC Lesson Plan Rubric.....	36
Cooperating Teacher Evaluation of ST Professional Dispositions.....	38
Culturally Responsive Teaching Assessment (Prior to Licensure).....	39
Prior to Licensure Guidance for Defense.....	42
Prior to Licensure Scoring Sheet.....	43
Rubric for Presentation: Prior to Licensure.....	44
Student Teaching Weekly Report (ELC, EDC, SCD).....	45
EDC and SCD ST Reflection for weeks 6-10.....	46
SED Student Teaching Weekly Report.....	47
Observation by University Supervisor: EDC.....	48
SED Observation Rubric.....	49
Observation by University Supervisor: ELC.....	50
Observation by University Supervisor: SCD.....	51
University Supervisor Evaluation of Cooperating Teacher.....	52
Student Teacher Evaluation of Cooperating Teacher.....	53
Cooperating Teacher Evaluation of University Supervisor.....	54
Student Teacher Evaluation of University Supervisor.....	55
ST Mid-Placement Evaluation.....	56
ST End-Placement Evaluation.....	58
Evaluation of the Student Teaching Experience.....	61

**TO:** Teacher Candidate – Education Department  
**FROM:** Education Department Chair  
**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. This manual serves as a guide for this assessment process.

You will be admitted to your chosen program based upon clearly articulated criteria that address your knowledge, skills and dispositions. Upon acceptance into an education program you will be referred to as a “candidate”. 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 have 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 will be assessed initially at the course level. You will 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.

Khalil Gibran wrote, “The teacher who is indeed wise, does not bid you to enter the house of his wisdom, but rather leads you to the threshold of your mind.” 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. The Teacher Education Programs' goals and assessments recognize the importance of culturally responsive teaching and respect for the diverse needs of all individuals.

## **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 their 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 their development in meeting the RIPTS. The emphasis on performance encourages candidates to reflect upon and assess their work products and practices for alignment to these standards. At each assessment point, the candidate is expected to demonstrate readiness to move forward in his or her program.

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

### **GPA Requirement:**

All classes taken prior to entry at SRU, not only those courses accepted by SRU, are calculated for the required 2.75 GPA. Although we do not accept any course below a C all need to be calculated for the education program GPA criteria.

### **Testing Timelines**

All education students must complete required standardized testing according to specific time lines. These timelines vary depending on date of entry into the Educational Program. See timelines in the Appendix.

Eligible candidates **must** apply for Rhode Island licensure. It is the key to certification in other states. Failure to do so may seriously interfere with completion of out of state Licensure applications.

## 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 RIPTS encapsulate the knowledge, skills, and dispositions deemed essential for effective teachers. There are 11 RIPTS; each Standard is supported by "Indicators" which provide specific suggestions, examples, or skills necessary for achieving the standard. We have divided the Indicators into three categories and labeled them accordingly:

1. **R** are those which the candidate must meet during foundational coursework and identified on **Readiness for Admission** checklist
2. **C** are those which the candidate must provide evidence of proficiency at the **Completion of Methods** level for assessment prior to student teaching.
3. **P** are those which the candidate must provide evidence of proficiency at the **Prior to Licensure** level for assessment prior to being recommended for licensure.

Thus, attainment of "R Indicators" is assessed in the first and second year coursework and field experiences. Students present evidence of this through the **Readiness for Admission Checklist**. Evidence of attainment of "C Indicators" is presented in **Completion of Methods** portfolio and "P Indicators" are presented during student teaching through the **Prior to Licensure** Portfolio and Defense.

It must be noted that while the attainment of RIPTS standards is determined at certain points in the assessment system, they are addressed throughout the entire teacher education curriculum. Therefore, while RIPTS 1 may be assessed at the point of admission to a program, this is not the last time in a program that RIPTS 1 is addressed in the program. The Education Department determined the distribution of RIPTS indicators across the assessment span as a means of aligning the RIPTS indicators with the developmental flow of the University's teacher education programs.

The RIPTS matrix follows with R, C, P labels included.

## OVERVIEW OF THE ASSESSMENT SYSTEM

### Assessment System Model

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

**R= Readiness for admissions C= Completion of Methods P = Prior to Licensure**

Readiness for Admissions criteria ( R)	Evidence
2.75 GPA minimum Successful completion of all Education courses with a C or better.	Transcript
<b>For Class of 2014 and beyond</b> Passing Scores on Praxis I/ PPST Reading 179 Writing 177 Mathematics 179 <b>RIDE has designated baseline scores for Praxis I</b> <b>OR</b> SAT scores 1150 or above(at least 530 each critical reading/math ACT scores > or = 24 Reading > or = 20 in Math <b>Passing Score on Praxis II</b> Content Knowledge #0014 score 145 (ELE/SED only) K-6 (PLT) #0622 score 160 Ed of Young Children #0021 score 171 Early Childhood Content Knowledge #0022 score 169	Praxis Score Sheets            SAT Score Sheets ACT Score Sheets Praxis Score Sheets
Readiness for Admission Checklist	Checklist

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

#### Completion of Methods:

Completion of Methods ( C) Criteria	Evidence
2.75 GPA minimum C or better in all Education courses. (No Education classes at or above the 300 level may be retaken.)	Transcript
<b>Passing Scores on Praxis II tests:</b>  ELC: Ed of Young Children #0021 score 171, ELC Content Knowledge #0022 score – 169 EDC/SED: Content Knowledge #0014 score - 145 K-6 PLT #0622 score -160 SCD: Gr 7-12 PLT #0624 score – 157 Music: PLT #0622 <b>OR</b> #0624 score – 157	Praxis Score Sheets            Praxis Score Sheets
Completion of Methods Portfolio	Scoring Sheet
Completion of Methods Presentation	Rubric

#### Prior to Licensure:

Prior to Licensure (P) Criteria	Evidence
Completion of all degree requirements. C or better in all Education classes 2.75 or better GPA	Transcript
Prior to Licensure Portfolio	Scoring Sheet
Prior to 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: **Readiness for Admission**, **Completion of Methods** and **Prior to Licensure**.

1. **Readiness for 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 must complete the Readiness for Admission Checklist with supporting evidence and submit to advisor by established deadlines. Students will be notified by department chair as to admission status based on review of evidence.

#### **2. Completion of Methods**

During the semester in which candidates enroll in their final Methods courses, they enroll in a Portfolio Workshop for the junior level which addresses the question, “Why am I ready to student teach?”. Within the context of this one credit course, candidates assemble evidence to meet the criteria listed above, complete and submit an updated **Completion of Methods Portfolio**, and complete a **Completion of Methods Presentation**. This presentation is conducted with clinical faculty. Successful completion of ELC, EDC and SCD 300 is required for student teaching placement.

#### **3. Prior to Licensure**

During their senior year, while student teaching, students (ELC, EDC/SED and SCD) enroll in a Student Teaching Seminar. Within the context of this one credit course, candidates assemble evidence to meet the established criteria, complete and submit the updated **Prior to Licensure Portfolio** and complete a **Prior to Licensure Defense which addresses “Why am I ready to be recommended for licensure?”** These defenses are conducted with University Supervisors, the Cooperating Teachers, and any other invited guests. Successful candidates are recommended for licensure.

## Rhode Island Professional Teacher Standards (RIPTS)

<p><b>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.</b> <b>Teachers...</b></p> <ul style="list-style-type: none"> <li>reflect a variety of academic, social, and cultural experiences in their teaching. <b>R</b></li> <li>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. <b>R</b></li> <li>exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students. <b>R</b></li> <li>facilitate student involvement in the school and wider communities. <b>P</b></li> </ul>	<p><b>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.</b> <b>Teachers...</b></p> <ul style="list-style-type: none"> <li>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.) <b>R (C for SCD program)</b></li> <li>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. <b>C/P</b></li> <li>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. <b>C/P</b></li> <li>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. <b>C</b></li> <li>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. <b>P</b></li> </ul>	<p><b>3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.</b> <b>Teachers...</b></p> <ul style="list-style-type: none"> <li>understand how students use their prior knowledge to construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. <b>R</b></li> <li>design instruction that meets the current cognitive, social, and personal needs of their students. <b>R</b></li> <li>create age-appropriate lessons and activities that meet the variety of developmental levels of students within a class. <b>P</b></li> </ul>
<p><b>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.</b> <b>Teachers...</b></p> <ul style="list-style-type: none"> <li>design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning. <b>R</b></li> <li>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. <b>C</b></li> <li>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. <b>P</b></li> <li>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). <b>C/P</b></li> </ul>	<p><b>5. Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas.</b> <b>Teachers...</b></p> <ul style="list-style-type: none"> <li>design lessons that extend beyond factual recall and challenge students to develop higher-level cognitive skills. <b>C</b></li> <li>pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. <b>P</b></li> <li>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. <b>P</b></li> <li>engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence. <b>P</b></li> <li>use tasks that engage students in exploration, discovery, and hands-on activities. <b>C/P</b></li> </ul>	<p><b>6. Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.</b> <b>Teachers...</b></p> <ul style="list-style-type: none"> <li>use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. <b>P</b></li> <li>establish a safe, secure, and nurturing learning environment that supports the active engagement of all students. <b>P</b></li> <li>provide and structure the time necessary to explore important concepts and ideas. <b>C</b></li> <li>help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. <b>P</b></li> <li>create learning groups in which students learn to work collaboratively and independently. <b>P</b></li> <li>communicate clear expectations for achievement that allow all students to take responsibility and advocate for their own learning. <b>P</b></li> </ul>

<p><b>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.</b>  <b>Teachers...</b></p> <ul style="list-style-type: none"> <li>work collaboratively with colleagues to examine teacher practice, student work and student assessment results with the goal of improving instruction and achievement. <b>P</b></li> <li>develop relationships with students and their families to support learning. <b>P</b></li> <li>understand the role of community agencies in supporting schools and work collaboratively with them when appropriate. <b>R/P</b></li> </ul>	<p><b>8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.</b>  <b>Teachers...</b></p> <ul style="list-style-type: none"> <li>use a variety of communication strategies (e.g., listening, restating ideas, questioning, offering counter examples) to engage students in learning. <b>P</b></li> <li>use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. <b>C/P</b></li> <li>use technological advances in communication including electronic means of collecting and sharing information to enrich discourse in the classroom and school. <b>P</b></li> <li>emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others, and group interaction. <b>P</b></li> <li>seek knowledge of and demonstrate sensitivity to the particular communication needs of all students. <b>P</b></li> </ul>	<p><b>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.</b>  <b>Teachers...</b></p> <ul style="list-style-type: none"> <li>select and/or design individual and group classroom assessments based on the strengths, limitations, and data provided by the assessments. <b>C/P</b></li> <li>identify and consider student and contextual variables that may influence performance so that a student's performance can be validly interpreted. <b>P</b></li> <li>systematically collect, synthesize, and interpret assessment results from multiple assessments to monitor, improve, and report individual and group achievement. <b>P</b></li> <li>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. <b>C/P</b></li> <li>maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues. <b>P</b></li> <li>use information from their assessment of students to reflect on their own teaching, to modify their instruction, and to help establish professional development goals. <b>P</b></li> </ul>
<p><b>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.</b>  <b>Teachers...</b></p> <ul style="list-style-type: none"> <li>solicit feedback from students, families, and colleagues to reflect on and improve their own teaching. <b>P</b></li> <li>explore and evaluate the application of current research, instructional approaches and strategies, including technologies to improve student learning. <b>P</b></li> <li>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. <b>C/P</b></li> <li>take responsibility for learning about and implementing federal, state, district, and school initiatives to improve teaching and learning. <b>P</b></li> </ul>	<p><b>11. Teachers maintain professional standards guided by legal and ethical principles.</b>  <b>Teachers...</b></p> <ul style="list-style-type: none"> <li>maintain standards that require them to act in the best interests and needs of students. <b>R/C/P</b></li> <li>follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families. <b>C/P</b></li> <li>follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/guardians', and teachers' rights and responsibilities. <b>R/P</b></li> <li>interact with students, colleagues, parents, and others in a professional manner that is fair and equitable. <b>P</b></li> <li>are guided by codes of professional conduct adopted by their professional organizations. <b>R/C/P</b></li> </ul>	<p>Note: The <b>R/C/P</b> 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>

**R**eadiness for Admission  
**C**ompletion of Methods  
**P**rior to Licensure

## **Explanation of Professional 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. Students and teacher candidates are required to reflect upon their attainment of critical professional dispositions essential for success in the practice of teaching.

### **Readiness for Admission**

All prospective students will complete a self-assessment using the Professional Dispositions Admissions Self-Assessment. This instrument will be completed as supporting documentation attached to the Readiness for Admission Checklist. The purpose of the Professional Dispositions Assessment at this level is for the student to reflect on and assess his/her strengths and areas of growth in relation to each category.

### **Completion of Methods**

Candidates will be assessed again, using the teacher candidate Professional Dispositions Assessment during the semester. The purpose of the Professional Dispositions Assessment at this level is for the teacher candidate to reflect on and assess his/her strengths and areas of growth in relation to each indicator. This assessment will be completed by the candidate and member(s) of the clinical faculty. If the candidate's performance is determined by professional judgment to be "Emerging" on a significant number of indicators, the instructor(s) who identified concerns will meet with candidate to assist the candidate in addressing these concerns. If progress is not noted, the student will be referred to the Admission and Retention Committee for disposition. The candidate may not student teach until conditions have been met to the satisfaction of all faculty members of the Program and the Department Chair.

### **Prior to Licensure**

Candidates' dispositions will be assessed at four points throughout the student teaching placement. The assessment will be completed by the cooperating teacher and signed by the cooperating teacher and student teacher. The purpose of the Professional Dispositions assessment at this level is for the candidate to reflect on strengths and areas of growth identified by cooperating teacher in relation to each indicator. Items not identified as At Expectation or better may require a written plan by the candidate for addressing those indicators. This plan would be developed by student teacher and supported by cooperating teacher and university supervisor.

## **Referral to Admission and Retention Committee**

Students who do not meet standard as measured by the Professional Dispositions Assessment will be referred to the Admission and Retention Committee for support in addressing identified needs. This committee consists of the department coordinators and chair. An action plan will be developed with the student to address areas of concern.

### **Professional Dispositions Improvement Protocol**

Students identified as having significant needs related to professional dispositions, based on review of Professional Dispositions Assessment or faculty referral to the Admission and Retention Committee will be asked to develop, collaboratively with Education faculty, a 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:

### **Readiness for Admission Assessment Point**

- 1) When all criteria on Readiness for Admission Checklist have been met, student completes Readiness for Admission Checklist providing supporting documentation as required.
- 2) Student submits Readiness for Admission Checklist and attachments to advisor by designated admission deadline.
- 3) At each designated admission deadline, advisor reviews and verifies documentation on Readiness for Admission Checklist. The advisor will compile a list of their students and status and forward all materials to appropriate Program Coordinator.
- 4) At each designated admission deadline, Program Coordinator compiles and submits a list of all students with all materials to Department Chair with determination of status.
- 5) Each student in Education Department will receive a letter from Department Chair indicating his/her status. Materials will be maintained in permanent student folder in Education Office.

**Readiness for Admission Criteria Checklist**

Student: \_\_\_\_\_ Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

_____ Cumulative GPA as of end of semester (2.75 required, including all grades from other universities)				
<b>All Courses completed with grade of C or better (<i>check each completed course</i>): Must attach most current Enrollment History.</b>				<u>Advisor Notes</u>
ELC: <input type="checkbox"/> ELC 100 <input type="checkbox"/> ELC 298/299 <input type="checkbox"/> ELC205 <input type="checkbox"/> ELC 232 <input type="checkbox"/> ELC 250 <input type="checkbox"/> EDC 243 <input type="checkbox"/> SED 211	EDC: EDC085 EDC086 <input type="checkbox"/> EDC 190 <input type="checkbox"/> EDC 201 <input type="checkbox"/> EDC 203 <input type="checkbox"/> EDC 220 <input type="checkbox"/> EDC 298/299 <input type="checkbox"/> EDC 243 <input type="checkbox"/> SED 211	SED: SED211 <input type="checkbox"/> SED 225 Also EDC	SCD: <input type="checkbox"/> SCD 201 <input type="checkbox"/> SCD220 <input type="checkbox"/> SCD 298/299 <input type="checkbox"/> SED 211	
<b>TESTING:</b> Must attach testing verification.				<u>Advisor Notes</u>
<b><u>Praxis I:</u></b> Scores: _____ RDG (179) _____ MTH(179) _____ WRT(177) (Needs composite of 535 with each score no more than 3 points below cut score)	<b><i>Or exempt SAT</i></b> Scores: _____ CRT RDG _____ MTH (Need 1150 (Composite of Critical Rdg and Mth) Minimum 530 in each CRT RDG and MTH)	<b><i>Or exempt ACT</i></b> Scores: _____ RDG _____ MTH (Need minimum of 24 in RDG and 20 in MTH)		
<b><u>Praxis II:</u></b>				<u>Advisor Notes</u>
<b><u>ELC:</u></b> Score: _____ #0021 (171) Score: _____ #0022 (169)	<b><u>EDC/SED:</u></b> Score: _____ #0014(145) Score: _____ #0622 (160)	<b><u>SCD:</u></b> Score: _____ #0624(157)		
<b><u>Professional Dispositions Self Assessment</u></b> Attached				<u>Advisor Notes</u>
<b><u>Culturally Responsive Teaching Self Assessment</u></b> Attached				
<b><u>RIPTS Self-Assessment</u></b> Attached				
<b><u>Clinical Field Reference</u></b> Attached				
<b><u>Content Faculty Reference</u></b> Attached				

**Submitted by:**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Reviewed by:**

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

Student meets criteria for admission.

Yes    No    (Please circle)

Packet forwarded to Program Coordinator.

Advisor's Initials \_\_\_\_\_ Date \_\_\_\_\_

Packet forwarded to Department Chair

Coordinator's Initials \_\_\_\_\_ Date \_\_\_\_\_

☐

Notification letter sent to student by Chair.

Chair's Initials: \_\_\_\_\_ Date \_\_\_\_\_



## Readiness for Admission Professional Dispositions

### Readiness for Admission Professional Dispositions Self-Evaluation Form

*Please complete and attach to **Readiness for Admission Checklist**.*

*Salve Student:* \_\_\_\_\_

The following professional dispositions and their indicators identify the **essential requirements** of a successful teacher candidate. After assessing your development on checklist, please address steps you will take to address three areas of needed growth for you.

Please check the level at which you feel you are performing at this time for each indicator	Mid-Semester			End of Semester		
	Date:			Date:		
	Emerging	Clear	Exemplary	Emerging	Clear	Exemplary
<b>Collaboration: The ability to work together, especially in a joint educational effort</b>						
Cooperates with others						
Makes contributions to group effort						
Willingly supports decisions of group, even when different from own						
Supports work of others						
<b>Honesty/Integrity: The ability to demonstrate truthfulness and sincerity to oneself and others; demonstrate moral excellence and trustworthiness</b>						
Maintains confidentiality of students/colleagues						
Provides credit for work produced by others						
Demonstrates ethical behavior						
<b>Respect: The ability to demonstrate consideration, honor, worth, and regard for oneself and others</b>						
Demonstrates respect for opinions of other						
Demonstrates consideration of others						
Interacts in a collegial and respectful manner						
Uses appropriate language						
Listens attentively to others in a variety of contexts						
Demonstrates empathy for others						
Demonstrates positive attitudes toward diverse cultures and learners						
<b>Respect for learning: Respect and seriousness of intent to acquire knowledge</b>						
Takes initiative to expand knowledge base by completing all assigned readings/participating in discussions						
Values instructional time and adheres to established deadlines						
Seeks opportunities to learn new skills						
Uses credible and data-based sources						
Demonstrates enthusiasm for subject being taught						
Demonstrates positive attitude toward learning						
<b>Emotional Maturity: The ability to act appropriately in varied situations</b>						
Uses appropriate strategies to respond to varied situations						
Uses appropriate tone of voice						

Maintains emotional control						
Uses self-disclosure appropriately						
Uses appropriate non-verbal expressions						
Engages appropriately with others in class and field based settings						
Identifies personal responsibility in conflict/problem situations						
Effectively manages the multiple demands and responsibilities required by course						
<b>Reflection: The ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future</b>						
Recognizes situations that call for a problem-solving approach						
Accepts and incorporates feedback in subsequent submission of work and/or practice						
Identifies own biases and prejudices						
Demonstrates accurate self-analysis regarding one's own strengths and weaknesses						
<b>Flexibility: The willingness to accept and adapt to change</b>						
Adapts to unexpected or new situations						
Generalizes knowledge and skills in a variety of situations						
Accepts less than ideal situations when necessary						
Maintains positive attitude when necessary changes occur						
<b>Responsibility: The ability to act without guidance and to demonstrate accountability and reliability</b>						
Accepts consequences for personal actions or decisions						
Uses sound judgment in decision making						
Takes action to solve problems						
Prepares for classes, meetings, and group work						
Manages time effectively						
Seeks clarification and/or assistance as needed						
Prioritizes work based upon established goals						
Returns borrowed materials in a timely manner						
Takes initiative to get materials and notes when absent from meetings or classes						
Maintains on-time, regular attendance in all clinical placements						
Dresses professionally for all clinical placement related experiences						

**Growth Targets:**

#1:

Steps to address:

#2:

Steps to address:

#3

Steps to address:

**Salve Regina University  
Readiness for Admission  
Culturally Responsive Teaching Self-Assessment**

Teacher Candidate: \_\_\_\_\_ Date \_\_\_\_\_

The following instrument is adapted by Salve Regina University's Department of Education from the Culturally Responsive Teaching Assessment tool designed as part of the RITER grant's diversity initiative. Embedded in this assessment tool are the Education Department Goals for Developing Culturally Responsive Teachers [*Preparing Culturally Responsive Teachers*, Villegas & Lucas, 2002]

This formative instrument identifies the two goals for developing culturally responsive teachers identified for students seeking admission to the Education Department. The goals are followed by samples of behaviors related to the area. These behaviors have been selected as examples of the common ways in which students seeking admission to the Department demonstrate their growth related to the goals.

DIRECTIONS: As a student seeking admission to the Department of Education you are to provide evidence of your behaviors that characterize your growth in each area. To the right of the goal present your evidence in narrative form.

<b>Citizenship</b>
<p><b>Gain Socio Cultural Consciousness:</b> Every Teacher Candidate's world view is unique, and is shaped by his or her experiences</p> <ul style="list-style-type: none"> <li>Recognizes that his/her life experiences &amp; culture impact student teacher interactions</li> <li>Articulates multiple perspectives on student and family behavior, considering background and culture</li> </ul>
<p><b>Evidence:</b></p>
<p><b>Developing Affirming Attitude:</b> Every teacher candidate appreciates the cultural background of all students recognizing that diversity contributes to the education of all.</p> <ul style="list-style-type: none"> <li>Treats all of the student community with respect for language, religion, culture, sexual orientation, gender and socioeconomic status</li> <li>seeks to overcome discomfort and challenges his/her own misconceptions about various cultural groups</li> <li>communicates in ways that demonstrate sensitivity and responsiveness to sociocultural and linguistic differences</li> <li>shows respect for others; values their contributions</li> </ul>
<p><b>Evidence:</b></p>

Reviewed by \_\_\_\_\_  
 \_\_\_\_\_  
 Advisor Signature Date

**Comments:**

# RHODE ISLAND PROFESSIONAL TEACHING STANDARDS SELF-ASSESSMENT

Name \_\_\_\_\_ Date \_\_\_\_\_

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

**L = Learned about**

**O = Observed**

**P = Practiced**

**Complete and attach to Readiness for Admission Checklist.**

**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

**SALVE REGINA UNIVERSITY  
EDUCATION PROGRAM  
CLINICAL FIELD REFERENCE**

***To be attached to Readiness for Admission Checklist***

Salve Regina University Student Name: \_\_\_\_\_

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

Please rate the student 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				

Do you recommend that this student be admitted to the Education Program?	<b>Yes</b>	<b>No</b>
<b>Comment(s):</b>		

Teacher Name (please print) \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_ School/Agency: \_\_\_\_\_

Phone: \_\_\_\_\_

SALVE REGINA UNIVERSITY  
EDUCATION PROGRAM  
CONTENT FACULTY REFERENCE

***To be attached to Readiness for Admission Checklist***

Salve Regina University Student Name: \_\_\_\_\_

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

Please rate the student 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				

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

Comment(s) Academic Performance/Content Knowledge

--

Faculty Name: (please print) \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Department: \_\_\_\_\_

Phone: \_\_\_\_\_

### **Completion of Methods Assessment Point**

- 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 **Completion of Methods** 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 clinical and content faculty (as appropriate). As a rule, Portfolio workshop instructors do not conduct the assessment. Secondary education students are further interviewed by content major faculty.
- 4) Upon completion of all presentations, appropriate Education faculty member will tally the candidates' portfolio information using the Completion of Methods scoring sheet.
- 5) Upon completion of the process, portfolio instructors 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) **Education Office** should receive copies of Portfolio Scoring Sheets.

Successful candidates will receive a placement for student teaching.

## **Contents of the Completion of Methods Portfolio**

- ▶ **Transcript** – Evidence of C or greater in all education courses
- ▶ **Field Assessment Forms**

These forms are completed during education methods courses. The professors, from these courses, provide the candidate with forms. (*Secondary education students may have to add these forms following their teaching observation.*)
- ▶ **Resume** - Meeting professional standards as presented in Portfolio class
- ▶ **Evidence of Membership in a Professional Organization**  
(one for each licensure area)
- ▶ **Evidence of Attendance at 2 professional conferences/workshops**
- ▶ **Professional Dispositions Assessment**
  - completed by student
- ▶ **Culturally Responsive Teaching Assessment**
  - completed by student **and** one teaching professional from field or university
- ▶ **Candidate select three to five artifacts demonstrating performance of “C” RIPTS, NAEYC, CEC, and/or Content Standards.** (indicating “C” grade or better).
- ▶ **Outline of Presentation** (The candidate provides an annotated outline of the Presentation.)

**Secondary Education students prepare for both a presentation and content questions from their respective discipline areas.**



## Completion of Methods Professional Dispositions Evaluation

**Please complete.**

Salve Student: \_\_\_\_\_ Clinical Faculty: \_\_\_\_\_

Please check the level at which this student performs (Your assessment should be from start of placement up to the assessment point)	Mid Semester:			End of Semester:		
	Emerging	Clear	Exemplary	Emerging	Clear	Exemplary
Ethical Behavior						
Personal Appearance						
Health and Physical Energy						
Voice Quality						
Tact						
Ability to engage students						
Willingness to accept constructive, focused feedback						
Dependability						
Promptness and Thoroughness						
Oral Communication						
Written Communication						
Decision-making Skills						
Content Knowledge						
Initiative						
Management of Instructional Time						
Management of student behavior						
Provision for feedback to students						
Planning and use of resources						
Use of a variety of strategies						
Interactions with students						
Interactions with coworkers						
Assumption of non-instructional duties						
Evidence of professional growth						
Lesson/Unit Plans turned in on time						

**Student Signature:** \_\_\_\_\_

**Clinical Faculty Signature:** \_\_\_\_\_

Source: ETSU College of Education Student Teacher Handbook

## Salve Regina University

### Culturally Responsive Teaching Assessment – *Completion of Methods*

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

The following instrument is adapted by Salve Regina University's Department of Education from the Culturally Responsive Teaching Assessment tool designed as part of the RITER grant's diversity initiative. Embedded in this SRU assessment tool are the Education Departments Goals for Developing Culturally Responsive Teachers [*Preparing Culturally Responsive Teachers*, Villegas & Lucas, 2002]

This formative instrument builds on those cultural competency behaviors assessed prior to admission to the SRU Department of Education. The junior/professional level goals for developing culturally responsive teacher candidates ready to student teach are followed by samples of behaviors related to the area. These behaviors have been selected as examples of the common ways in which candidates for student teaching demonstrate their growth related to the goals.

**DIRECTIONS for teacher candidate:** Provide evidence of your behaviors that characterize your growth in each goal area. Present your evidence in narrative form to the right of the goal and rate your performance based on the rubric.

#### **Rubric Scale for Teacher Candidate**

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

#### **3-2 Clear:**

- **3** - I consistently meet performance expectations in competencies.
- **2** - I occasionally meet performance expectation and have a plan to address areas of need.

**1- Approaching:** [emerging] I occasionally meet expectations but need to work in this area. I lack a plan to address of need.

**0 No:** I did not demonstrate this.

**N** I had no opportunity to demonstrate such behavior.

**DIRECTIONS for faculty:** Use the rubric below to rate the teacher candidate in each goal area (competency).

#### **Rubric Scale for Education Faculty**

**4- Exemplary:** Consistently develops and implements culturally competent work; I am self-motivated and self-directed.

#### **3-2 Clear:**

- **3** - Consistently meets performance expectations in competencies.
- **2** - Occasionally meets performance expectation and has a plan to address areas of need.

**1- Approaching:** [emerging] Occasionally meets expectations but needs to work in this area; lacks a plan to address of need.

**0 No:** Did not demonstrate this.

**N** No opportunity to demonstrate such behavior

<b>PROFESSIONALISM</b>
<b>Goals &amp; sample behaviors</b>
<p><b>Commit to being an agent of change;</b> Every teacher candidate works towards shaping the education system to foster universal justice.</p> <ul style="list-style-type: none"> <li>• Shows awareness of the diverse cultural groups represented in field experience classrooms, investigates the socio-cultural factors which influence student learning</li> <li>• addresses possible misconceptions and omission in content</li> <li>• 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</li> <li>• 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.)</li> <li>• designs least-biased assessments possible, including rating scales and rubrics to match student characteristics and backgrounds.</li> <li>• demonstrates knowledge of state/federal laws in regard to disability, child welfare, and harassment</li> <li>• attends and participates in school and community functions</li> <li>• provides opportunities for students to use their first language and/or dialect as appropriate</li> <li>• develops communication vehicles that foster home and school partnerships that build effective learning climates for students of diverse socio-cultural backgrounds</li> </ul>
<b>Teacher Candidate's Evidence:</b>
<div>Teacher Candidate's score:</div> <div>Education Faculty Member's score:</div>

**Understanding the Constructivist Foundations of Culturally Responsive Teaching:** Every teacher candidate acknowledges the importance of building upon students' wide variety of prior knowledge and skills.

- selects materials that relate to and incorporate the views, prior knowledge and linguistic background of students
- utilizes a wide range of accommodations and modifications in designing, implementing, and interpreting assessments
- 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
- takes an inquiring stance to learn about the lives and experiences of students and their families
- connects teaching to the lives and experiences of students and their families, including family structure, language, values and traditions

**Teacher Candidate's Evidence**

Teacher Candidate's score:  
Education Faculty Member's score:

**TOTAL SCORES**

Teacher Candidate's total score:  
Education Faculty Member's total  
score:

**Signatures**

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Member: \_\_\_\_\_ Date: \_\_\_\_\_

## Candidate Selected Artifacts

**The candidate selects three to 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 Directions

“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 preparedness to student teach. This presentation will be given to clinical faculty. 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 Assessment Form)
3. Reflections on Professional Dispositions
4. Reflections on Culturally Responsive Teaching
5. Evidence of meeting Content Standards
6. For SED and ELC majors: Evidence of meeting CEC Standards, NAEYC Standards

This **presentation** should be persuasive and supported by evidence. We want to hear your voice, your experiences, and your insights. 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 Culturally Responsive Teaching
5. Your assessment of Professional Dispositions

This is your opportunity to persuade faculty 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: COMPLETION OF METHODS

**Student:**

**Advisor:**

**Portfolio Instructor:**

**Date of Presentation:**

**Evaluator:**

Anticipated Outcomes	Emerging	Clear	Exemplary
Enunciation is clear, free of dropped endings. Uses complete sentences.	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	1-3	4	5
Educational terminology is appropriately used throughout the presentation.	1-19	20-22	23-25
Knowledge and application of RIPTS standards, program standards, culturally responsive teaching, and professional dispositions are clearly demonstrated throughout the presentation and evidenced in artifacts	1-24	25-27	28-30
Knowledge and application of content was clearly evidenced	1-19	20-22	23-25

**Total Presentation Score:** \_\_\_\_\_

**Signature of the Evaluator:** \_\_\_\_\_

**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.

**Scored rubric is placed in Completion of Methods Portfolio upon completion.** Portfolio Instructor must provide copy to the Advisor.

## Completion of Methods Portfolio Checklist

Name \_\_\_\_\_ Date \_\_\_\_\_

Portfolio Instructor Signature (upon completion) \_\_\_\_\_

☐ Transcript

☐ Resume

☐ Evidence of membership in professional organization (One for each area of licensure.)

☐ Evidence of Attendance at 2 or more Professional Conferences/workshops.

☐ Field Assessment Forms Section

These **are** completed during your education methods courses. The professors from these courses provide you with these assessment forms.

☐ ELC 310

☐ ELC 311

☐ EDC 320

☐ EDC 305

☐ EDC 323

☐ SCD 320/321

☐ SED 305

☐ SED 310

☐ Professional Dispositions Assessment Section - completed by the student, signed by faculty member.

☐ Culturally Responsive Teaching Assessment - completed by the student, and signed by faculty member.

☐ Completion of Methods Presentation Section

☐ **Presentation:** The candidate selects 3-5 artifacts to demonstrate performance of the “C” RIPTS (with attached rubrics indicating “C” grade or better, and including student work). Creates the presentation, and delivers presentation. The pre-service teacher may use supporting materials which he/she has created to support RIPTS identified in specific artifacts.

☐ **Annotated Outline**

**Portfolio must be completed before candidate is scheduled to present.**



### **Prior to Licensure Assessment Point**

- 1) Candidates will complete Licensure Portfolios while enrolled in Student Teaching 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 their Licensure 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) **Education Office** should receive copies of Portfolio Scoring Sheets to be maintained in candidate folders.

## **Prior to Licensure Portfolio**

- ▶ **Weekly Reports (and Guidebook as required)**
- ▶ **3/4 Formal Observation Forms**
- ▶ **Mid-Placement Student Teacher Evaluation**  
Cooperating Teacher and Student Teacher
- ▶ **End-of-Placement Student Teacher Evaluation**  
Student Teacher  
Cooperating Teacher  
University Supervisor
- ▶ **Culturally Responsive Teaching Assessment**  
Student Teacher –provides narrative of evidence and rating, then submitted to  
Cooperating Teacher for comments/rating, then submitted to  
University Supervisor for comments/rating
- ▶ **Professional Dispositions Assessment**  
Student Teacher – self assessment  
Cooperating Teacher assessment  
University Supervisor assessment
- ▶ **Candidates will select three-five artifacts providing evidence of why the candidate is ready to be recommended for licensure**
- ▶ **Annotated Outline of Defense for evaluators**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**LESSON PLAN SCORING RUBRIC: ELEMENTARY AND SECONDARY EDUCATION**

<b>Lesson Plan Sections</b>	<b>Emerging</b>	<b>Clear</b>	<b>Exemplary</b>	<b>Not Included</b>
<b>1. Lesson Identification</b> <input type="checkbox"/> Included Grade Level/Content Area <input type="checkbox"/> Included the Lesson Title <input type="checkbox"/> Included the appropriate Common Core, GSE's, RIPTS, and/or CEC standards	1-2	3	4	○
<b>2. Objectives</b> <input type="checkbox"/> Stated clearly in measurable terms <input type="checkbox"/> Aligned lesson to the Common core/GSE's	1-3 1-3	4 4	5 5	○ ○
<b>3. Opportunities to Learn</b> <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 1-3 1-3 1-3 1-3 1-3	4 4 4 4 4 4	5 5 5 5 5 5	○ ○ ○ ○ ○ ○
<b>4. Instructional Procedures</b> <b>Opening</b> <input type="checkbox"/> Activated prior knowledge <input type="checkbox"/> Motivated new learning <b>Engagement</b> <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 <b>Closure</b> <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	1 1 1-3 1-3 1-3 1-3 1	2 2 4 4 4 4 2	3 3 5 5 5 5 3	○ ○ ○ ○ ○ ○ ○
<b>5. Assessment</b> <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	1-7	8	9-10	○

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

I have seen this lesson plan 24 hours in advance of lesson. \_\_\_\_\_

Identify any suggestions/revisions:

Objectives:

Opportunities to Learn:

Instructional Procedures:

Opening:

Engagement:

Closure:

Assessment:

Reflections on Student Work:

Reflections on Lesson Implementation:

**Cooperating Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**University Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Salve Regina University Special Education Learning Event/Lesson Plan Rubric

<b>Part I Chart</b> (50 points)	<b>Emerging</b>	<b>Clear</b>	<b>Exemplary</b>
IEP Academic Goal/ Objective/Benchmark (RIPTS 1,3,4, 11 CEC 2,3)	0-7	8	9-10
IEP Functional Performance Goal/Objective/Benchmark (RIPTS 1,3,4,11 CEC 2,3)	0-7	8	9-10
Accommodations & Modifications(RIPTS 5,6,7,8 CEC 4,5,6,7,9,10)	0-7	8	9-10
Supplemental Aids & Supports (RIPTS 5,6,7,8 CEC 4,5,6,7,9,10)	0-7	8	9-10
Pre & Post Assessment (RIPTS 9, CEC 8)	0-7	8	9-10
<b>Part II Lesson Development Brief Narrative</b> (50 points)			
Lesson Identification: Grade/Content/Title/ Standards (RIPTS 11, CEC 9)	0-3	4	5
Lesson Objectives (RIPTS 1,2,10, CEC 1)	0-3	4	5
Materials/Conditions/Groupings (RIPTS 3,4,6, CEC 4,5,7)	0-3	4	5
Instructional Procedures [time]: Opening, Engagement – [include decision tree] Closure (RIPTS 5,6,7,8 CEC 4,5,6,7,9,10)	0-23	24-26	27-30
Group Assessment (RIPTS 9, CEC 8)	0-3	4	5

# LESSON PLAN SCORING RUBRIC: EARLY CHILDHOOD EDUCATION

**Student Teacher:**

**Grade of Lesson:**

**Content Area:**

**Date:**

<b>Anticipated Outcomes</b>	<b>Emerging Evidence</b>	<b>Clear Evidence</b>	<b>Exemplary Evidence</b>	<b>Not Observed</b>
<b><u>Lesson Objective</u></b> The concept is specifically identified in terms of what students will be able to do.	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>
<b><u>Standard</u></b> The National Content Standard, Common Core, or RI GSE being met by the lesson is identified.	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>
<b><u>Anticipatory Set</u></b> The introduction connects the lesson to the children's <u>prior experiences</u> .	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>
The introduction connects the lesson to the children's <u>prior learning</u> .	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>
<b><u>Restated Objective</u></b> Children are made aware of what they will learn and how that learning will be measured.	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>
<b><u>Input</u></b> All information needed for mastery of the concept is clearly explained to the children.	<b>1-7</b>	<b>8</b>	<b>9-10</b>	<b>0</b>
<b><u>Modeling 1 and 2</u></b> Two concrete demonstrations of the concept are made utilizing a "think aloud" to support conceptual development.	<b>1-14</b>	<b>15-17</b>	<b>18-20</b>	<b>0</b>

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

**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.

## Cooperating Teacher Evaluation of Student Teacher's Professional Dispositions

***Please complete and turn in to the University Supervisor at each formal observation.***

***Cooperating Teacher:*** \_\_\_\_\_

***Student Teacher:*** \_\_\_\_\_

<i>Please check the level at which your student teacher performs</i>  <b><i>(Your assessment should be from start of placement up to the date of observation)</i></b>	Prior to 1 <sup>st</sup> Observation Date:			Prior to 2 <sup>nd</sup> Observation Date:			Prior to 3 <sup>rd</sup> Observation Date:			Prior to 4 <sup>th</sup> Observation Date:		
	Emerging	Clear	Exemplary	Emerging	Clear	Exemplary	Emerging	Clear	Exemplary	Emerging	Clear	Exemplary
Ethical Behavior												
Personal Appearance												
Health and Physical Energy												
Voice Quality												
Tact												
Ability to engage students												
Willingness to accept constructive, focused feedback												
Dependability												
Promptness and Thoroughness												
Oral Communication												
Written Communication												
Decision-making Skills												
Content Knowledge												
Initiative												
Management of Instructional Time												
Management of student behavior												
Provision for feedback to students												
Planning and use of resources												
Use of a variety of strategies												
Interactions with students												
Interactions with coworkers												
Assumption of non-instructional duties												
Evidence of professional growth												
Lesson/Unit Plans turned in on time												
<b><i>On back of sheet, please describe an event that exemplifies your student teacher's strongest achievement to date and/or your most pressing concern to date. Please be candid. This information will be used to help guide our specific work with this student.</i></b>												

Source: ETSU College of Education Student Teacher Handbook



## Prior to Licensure Culturally Responsive Teaching Assessment

Student Teacher: \_\_\_\_\_

This instrument is adapted by the SRU Department of Education from the Cultural Competency Assessment tool designed as part of the RITER grant's diversity initiative. The Salve Education Departments Goals for Developing Culturally Responsive Teachers [*Preparing Culturally Responsive Teachers*, Villegas & Lucas, 2002] are embedded in the instrument. This formative instrument builds on those cultural competency behaviors assessed prior to admission to the Department, and again prior to student teaching. The senior/leadership goals for developing culturally responsive teachers are followed by samples of behaviors related to the area. These behaviors have been selected as examples of the common ways in which candidates for student teaching demonstrate their growth related to the goals.

DIRECTIONS for student teacher: you are to provide evidence of your behaviors that characterize your growth in each goal area. Present specific detailed evidence of how you met each goal and rate your performance based on the rubric. Provide evidence of your competencies in the 2 goals areas listed below. Then present the form to your cooperating teacher and university supervisor for their rating. Special Education student teachers with two placements should complete this form at the end of the first placement and add to the form at the end of the 2<sup>nd</sup> placement using a different color font. Supervisors and cooperating teachers should rate at the appropriate time. In addition, on a separate sheet you must provide evidence of your competency in goals areas from prior Cultural Competency Assessments (Admissions and Methods) for which you received a score of < 3 as determined by self or instructor.

### Rubric Scale for Teacher Candidate

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

**2-Clear:** I consistently meet performance expectations in competencies.

**1- Approaching:** [emerging] I occasionally meet expectations but need to work in this area. I lack a plan to address of need.

**0 No:** I did not demonstrate this.

**N** I had no opportunity to demonstrate such behavior.

DIRECTIONS for cooperating teachers and university supervisors: After the student teacher has completed this form you are to use the rubric below to rate the student in each goal area (competency).

### Rubric Scale for Cooperating Teachers & University Supervisors

**3- Exemplary:** Consistently develops and implements culturally competent work; I am self-motivated and self-directed.

**2 - Clear:** Consistently meets performance expectations in competencies.

**1- Approaching:** [emerging] Occasionally meets expectations but needs to work in this area; lacks a plan to address of need.

**0 No:** Did not demonstrate this.

**N:** No opportunity to demonstrate such behavior

**I. Leadership Goal & Sample Behaviors**

**Learning about Students and their Communities:** Every teacher candidate familiarizes him/herself with the people, places, and events that impact the students' learning.

Sample behaviors:

- works effectively with translators and interpreters to conduct assessments and gather input from families to plan instruction.
- 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 support and promote student learning
- designs and implements activities and events that encourage family participation in student learning
- attends and participates in school and community functions
- researches community prior to student teaching
- familiarizes oneself with building staff and alternate settings within the school

**Evidence:**

<b>Rater/Name</b>	<b>Score</b>
<b>Student Teacher</b>	
<b>(SED Student Teacher second placement only)</b>	
<b>Cooperating Teacher</b>	
<b>Cooperating Teacher (SED placement only)</b>	
<b>University Supervisor</b>	
<b>University Supervisor (SED placement only)</b>	

## II. Leadership Goal & Sample Behaviors

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

Sample behaviors:

- uses knowledge of socio-cultural and linguistic diversity to support learning with appropriate instructional & assessment techniques and other resources
- incorporates the values, norms and/or perspectives of his/her students in class discussions, assignments, classroom rules, and grouping arrangements
- uses knowledge of cultural and linguistic diversity to collaborate with colleagues and advocate for students
- develops communication vehicles that foster home and school partnerships that build effective learning climates for students of diverse socio-cultural backgrounds
- maintains high standards for all students

### Evidence

Rater/Name	Score
<b>Student Teacher</b>	
<b>(SED Student Teacher second placement only)</b>	
<b>Cooperating Teacher</b>	
<b>Cooperating Teacher (SED placement only)</b>	
<b>University Supervisor</b>	
<b>University Supervisor (SED placement only)</b>	

Assessor	Signature	Date	Total Score
<b>Student Teacher</b>			
<b>Cooperating Teacher</b>			
<b>Comments</b>			
<b>SED Coop. Teacher*</b>			
<b>Comments</b>			
<b>University Supervisor</b>			
<b>Comments</b>			
<b>SED Univ. Supervisor*</b>			
<b>Comments</b>			

\*EDC & SED student teachers will complete this form at the end of the first placement and supplement their evidences at the end of the second placement.

## **Prior to Licensure Guidance for Defense Presentation**

Essential Question – “**Why am I ready to be recommended for licensure?**”

Your response should demonstrate the following:

- Understanding of the standards (RIPTS, CEC, NAEYC)
- Development toward meeting the standards (emphasis on P standards)
- Challenges and triumphs
- Reflections regarding your ability to meet and integrate the standards

Your presentation will be evaluated on the following:

- Communication skills
- Demeanor
- Quality of evidences selected for display in portfolio
- Ability to include all RIPTS when answering essential question
- Portfolio organization
- Oral self-assessment of cultural competency and professional dispositions

\*Annotated Outline for defense should include (but is not limited to).

### **Introduction**

Identify placement(s) for student teaching, current GPA, scores on Praxis II (Content Knowledge and Content Area Exercises) testing, and membership in professional organizations

### **Artifacts/Standards addressed**

Select three –five artifacts from your student teaching experience(s) that illustratively demonstrate understanding and integration of multiple standards. Be sure that you are able to discuss and clearly connect the standards to your artifacts.

### **Closure:**

Discuss how your assessment of your professional dispositions and cultural competency contribute to your readiness for licensure

\*A copy of the annotated outline should be printed out and handed to all members of review group.

## Prior to Licensure Scoring Sheet

Candidate: \_\_\_\_\_  
Date: \_\_\_\_\_

Reviewer: \_\_\_\_\_  
Advisor: \_\_\_\_\_

Artifacts	Acceptable	Unacceptable
Weekly Progress Reports		
Observation Forms		
Mid/Final Evaluations		
Professional Dispositions Assessment		
Culturally Responsive Teaching Assessment		Any areas scored "1"
Lesson Plans		
Guide Book (if applicable)		

Presentation	Emerging	Clear	Exemplary
<b>Presentation Score</b>	Below 80%	80-89%	90-100%

\_\_\_\_\_ Candidate recommended for licensure.

\_\_\_\_\_ Candidate not recommended for licensure.

**Candidate:** \_\_\_\_\_

**Advisor:** \_\_\_\_\_

**University Supervisor Signature:** \_\_\_\_\_

**Cooperating Teacher Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**RUBRIC FOR PRESENTATION: PRIOR TO LICENSURE**

<b>Anticipated Outcomes</b>	<b>Emerging</b>	<b>Clear</b>	<b>Exemplary</b>
Enunciation is clear, free of dropped endings. Uses complete sentences.	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	1-3	4	5
Educational terminology is appropriately used throughout the presentation.	1-19	20-22	23-25
Knowledge and application of RIPTS standards, program standards, culturally responsive teaching, and professional dispositions are clearly demonstrated throughout the presentation and evidenced in artifacts	1-24	25-27	28-30
Knowledge and application of content was clearly evidenced	1-19	20-22	23-25

**Total Presentation Score:** \_\_\_\_\_

**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.

**Scored rubric is returned to the candidate. A copy is maintained with Advisor.**

## Student Teaching Weekly Report (Early Childhood, Elementary, and Secondary Education)

Name \_\_\_\_\_ Report number \_\_\_\_\_ Week ending \_\_\_\_\_

Complete this form each week as indicated during Student Teaching Seminar. After 5 weeks of student teaching, some programs may use a modified weekly report. 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 if appropriate. 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.

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.

1. Class activities addressing the RI GSEs or National Common Core 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 GSEs (RIPTS 2, 3, 4, 9, 11) or National Common Core 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):  

<u>Date</u>	<u>Time</u>	<u>Topic</u>
-------------	-------------	--------------
8. Professional skills that I worked on this week (RIPTS 10):
9. Questions that I have for the university supervisor:
10. Successes/challenges of Student Teacher noted by Cooperating Teacher:

\_\_\_\_\_  
Student Teacher signature

\_\_\_\_\_  
Cooperating Teacher signature

Prior to Licensure Student Teacher Weekly Progress Report  
For weeks 6-10

**Salve Regina University**  
**EDC and SCD Student Teacher Reflection for weeks 6 – 10**

**Student Teacher:**  
8 9 10

**Date:**

**Week#:** 6 7

(Circle one)

Reflect on a successful lesson or experience you had this week. What do you think contributed to it being successful and how will you use this knowledge (experience) to enrich your teaching?

Reflect on a challenging experience that you had this week. What made it challenging? What did you learn from this experience? How will you use this experience to change your teaching?

---

Student Teacher Signature/Date

---

Cooperating Teacher Signature/Date



# Special Education Student Teacher Weekly Report

**Student Teacher** \_\_\_\_\_ **Date** \_\_\_\_\_ **Week #** \_\_\_\_\_

Each day you should reflect on one of the following listed below. This weekly report will be turned in each week at seminar. Over your semester of student teaching all areas below should be addressed in-depth.

1. Type of activity such as co-teaching, consulting, parent meeting, one-on-one instruction, planning, scheduling, review of documents, review of materials including technology (CEC 1,4,6,7 RIPTS 3,5,11)
  2. IEP review (CEC 2,3, 7 RIPTS 4)
  3. Collaboration partners (CEC 10 RIPTS 7)
  4. Teaching strategies such as DI, UDL, Cooperative Learning (CEC 2, 3, 4, 6, RIPTS 2,5, 8)
  5. Behavior management or social skills strategies (CEC 2,3, 5, RIPTS 6)
  6. Assessment data such as observational, informal, formal assessment, RTI (CEC 8, RIPTS 1,9)
  7. Initiative taken, becoming more efficient, organized, effective (CEC 9, RIPTS 10)
  8. Discussions with my cooperating teacher (CEC 9, RIPTS 7, 8, 11)
  9. Other
- At the end of the week you should identify strengths for yourself for the week and what you want to focus on for next week.

DAY/TIME	LOCATION	ACTIVITY	REFLECTION

Cooperating Teacher Comments: Please respond weekly. Thank you.

Strengths this week:

Suggestions for next week:

**SALVE REGINA UNIVERSITY**
**OBSERVATION BY UNIVERSITY SUPERVISOR**

The following evaluation of your lesson is for the purpose of helping you further develop the strengths you demonstrated, as well as improve and strengthen those limitations that were evident from close observation of the lesson. This lesson plan format provides a structure for measuring many of the Rhode Island Professional Teacher Standards and other professional standards.		Emerging	Clear	Exemplary	Not applicable/ Observed
<b>1. PRESENTATION OF THE LESSON</b>					
A. Motivational Activity					
1. Relates to previous learning/ Relates to students' experiences (RIPTS 2,3/NAEYC 4d/CEC 1,2,3)					
B. Statement of Objectives – Setting the Purpose (RIPTS 6/NAEYC 1/CEC 7)					
C. Development					
1. Teacher's role (RIPTS 2,3/NAEYC 4bcd, CEC 4,6,7)					
2. Teacher's/Students' role (RIPTS 5,6/NAEYC 4b/CEC 4,6,7)					
3. Students' role (RIPTS 3,5/NAEYC 4bcd/CEC 4,6,7)					
4. Differentiates instruction (RIPTS 4/NAEYC 1, 4d/CEC 4.1, 4.4)					
5. Selects, adapts and uses appropriate instructional strategies (RIPTS 2,5/NAEYC 4bd/CEC 4.1,4.4)					
D. Assessment					
1. Checks for understanding (RIPTS 4,9/NAEYC 4b/CEC 4,8)					
2. Provides reinforcement (RIPTS 4,9/NAEYC 3/CEC 5,8)					
3. Engage students in self-evaluation (RIPTS 9/NAEYC 1, 4b/CEC 5,8,10)					
4. Lesson aligned to IEP goals (RIPTS 4/NAEYC 1, 4d/CEC 7)					
<b>2. EFFECTIVE USE OF MATERIALS</b>					
A. Utilizes Appropriate Curricula for the Students' Diverse Learning Needs (RIPTS 4/NAEYC 4cd/CEC 4,7)					
B. Chooses Appropriate Instructional Materials/ Teaching Aids (RIPTS 2,6/NAEYC 4bcd/CEC4,5,6,7, 2,9)					
C. Appropriate to Developmental Levels (RIPTS 3/NAEYC 1, 4b/CEC 2)					
D. Technology (RIPTS 2/ NAEYC 1, 4bd, CEC 7)					
<b>3. INTERACTION WITH STUDENTS</b>					
A. Fosters Environments where Diversity is Valued (RIPTS 4 /NAEYC 2, 4a/CEC 5,6)					
B. Demonstrates Flexibility in Reacting to Circumstances (RIPTS 5/NAEYC 1,3,4b/CEC 2,9)					
C. Uses Appropriate Questioning Techniques (RIPTS 2/NAEYC 1, 4bd/CEC 4,6)					
D. Seeks Active Participation (RIPTS 5/NAEYC 4bd/CEC4,5)					
E. Uses Appropriate Language (RIPTS 8,3,4/NAEYC 1, 4bd/ CEC 6,9)					
F. Effectively Manages Whole-Small Group/Individual Work(RIPTS 6/ NAEYC 1,4b/ CEC 2,4,7,9, 10)					
<b>4. ASSESSMENT</b>					
A. Students					
1. Helps students to identify/correct errors (RIPTS 9/NAEYC 1,3,4b/CEC2,3,4)					
2. Establishes a plan for recording progress (RIPTS 9/NAEYC 3/CEC 9,10)					
B. Self					
1. Identifies strengths and weaknesses, Plans for improvements (RIPTS 10/NAEYC 5/ CEC 9)					
<b>5. COLLABORATION</b>					
A. Works collaboratively with classroom personnel (RIPTS 7,11/NAEYC 5/CEC 7, 10)					

Cooperating Teacher (signature)

University Supervisor (signature)

Student Teacher (signature)

School

Grade/Subject

Date

**Salve Regina University  
Special Education  
Observation Rubric**

Name: \_\_\_\_\_ Placement: \_\_\_\_\_  
 Date: \_\_\_\_\_ Observation #: \_\_\_\_\_  
 Content: \_\_\_\_\_ Setting: \_\_\_\_\_  
 SRU: \_\_\_\_\_ CT: \_\_\_\_\_ ST: \_\_\_\_\_

<b>Observation</b>	<b>Emerging</b>	<b>Clear</b>	<b>Exemplary</b>
<u>Instruction</u> (RIPTS 1,2,3,4,CEC 2,3,4) Direct instruction, guided practice, differentiation, link to new learning	0-14	15-17	18-20
<u>Opportunities to learn</u> (RIPTS 5,8, CEC 2,3,4) Student/teacher talk ratio, questioning to drive instruction, wait time	0-6	7-8	9-10
<u>Management</u> (RIPTS 2,6,7, CEC 5,6,10) Materials, time, other adults	0-6	7-8	9-10
<u>Behavior</u> (RIPTS 1,4, 6, CEC 2,3,4,5) Cues, reinforcement, motivate all learners, behavior plans	0-14	15-17	18-20
<u>Assessment</u> (RIPTS 9, CEC 7,8) Ongoing assessment of understanding: questioning, differentiation	0-14	15-17	18-20
<u>Flexibility</u> (RIPTS 6, CEC 5, 7) Adapting midstream, serendipitous responding	0-6	7-8	9-10
<u>Professionalism</u> (RIPTS 11,CEC 1,9)	0-3	4	5
<u>Reflection</u> (RIPTS 10 CEC 1,9)	0-3	4	5

(Comments on back)

Revised 6.11.12

**Student's Name:**

**Placement:**

**Date:**

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

**OBSERVATION BY UNIVERSITY SUPERVISOR: ELC**

The following evaluation of your lesson is for the purpose of helping you further develop the strengths you demonstrated, as well as improve and strengthen those limitations that were evident from close observation of the lesson. This lesson plan format provides a structure for measuring many of the Rhode Island Professional Teacher Standards and other professional standards.	Emerging	Clear	Exemplary	Not Observed Not Applicable
<b>1. <u>PRESENTATION OF THE LESSON</u></b>				
A. Motivational Activity:				
1. Relates to previous learning and students' experiences (RIPTS 2, 3/NAEYC 4b, c/CEC 1,2,3)				
B. Statement of Objectives – Setting the Purpose (RIPTS 6/NAEYC 5c/CEC 7)				
C. Development				
1. Teacher's role (RIPTS 2, 3/NAEYC 4bc, CEC 4,6,7)				
6. Teacher's/Students' role (RIPTS 5, 6/NAEYC 4bc/CEC 4,6,7)				
7. Students' role (RIPTS 3, 5/NAEYC 4bc/CEC 4,6,7)				
8. Differentiates instruction (RIPTS 4/NAEYC 1ac, 4d/CEC 4.1, 4.4)				
9. Selects, adapts and uses appropriate instructional strategies (RIPTS 2,5/NAEYC 4bc,5c/CEC 4.1,4.4)				
D. Assessment				
1. Checks for understanding (RIPTS 4, 9/NAEYC 4bc/CEC 4,8)				
5. Provides reinforcement (RIPTS 4, 9/NAEYC 4a/CEC 5,8)				
6. Engage students in self-evaluation (RIPTS 9/NAEYC 1c, 4b/CEC 5,8,10)				
<b>2. <u>EFFECTIVE USE OF MATERIALS</u></b>				
A. Utilizes Appropriate Curricula for the Students' Diverse Learning Needs (RIPTS 4/NAEYC 1 4bc/CEC 4,7)				
B. Chooses Appropriate Instructional Materials/Teaching Aids (RIPTS 2, 6/NAEYC 4bc/CEC 4,5,6,7,2,9)				
C. Appropriate to Developmental Levels (RIPTS 3/NAEYC 1, 4b/CEC 2)				
D. Technology (RIPTS 2/NAEYC 1c, 4bc, CEC 7)				
<b>3. <u>INTERACTION WITH STUDENTS</u></b>				
A. Fosters Environments where Diversity is Valued (RIPTS 4 /NAEYC 2a, 4a/CEC 5,6)				
B. Demonstrates Flexibility in Reacting to Circumstances (RIPTS 5/NAEYC 1ac, 3, 4b/CEC 2,9)				
C. Uses Appropriate Questioning Techniques (RIPTS 2/NAEYC 1c, 4bc/CEC 4,6)				
D. Seeks Active Participation (RIPTS 5/NAEYC 4bc/CEC4,5)				
E. Uses Appropriate Language (RIPTS 8, 3, 4/NAEYC 1a, 4bd/ CEC 6,9)				
F. Effectively Manages Whole-Small Group/Individual Work(RIPTS 6/ NAEYC 1c, 4b/ CEC 2,4,7,9,10)				
<b>4. <u>ASSESSMENT</u></b>				
A. Students				
1. Helps students to identify/correct errors (RIPTS 9/NAEYC 1c, 3bc, 4ac/CEC2,3,4)				
2. Establishes a plan for recording progress (RIPTS 9/NAEYC 3/CEC 9,10)				
B. Self				
1. Identifies strengths and weaknesses. Plans for improvements (RIPTS 10/NAEYC 4d, 6d/CEC 9)				
<b>5. <u>COLLABORATION</u></b>				
A. Works collaboratively with classroom personnel (RIPTS 7,11/NAEYC 6c/CEC 7, 10)				

**Cooperating Teacher Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**University Supervisor Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Teacher Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

Student's Name:

Placement:

Date:

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

**SALVE REGINA UNIVERSITY OBSERVATION BY UNIVERSITY SUPERVISOR (Secondary)**

The following evaluation of your lesson is for the purpose of helping you further develop the strengths you demonstrated, as well as improve and strengthen those limitations that were evident from close observation of the lesson. This lesson plan format provides a structure for measuring many of the Rhode Island Professional Teacher Standards and other professional standards.	Emerging	Clear	Exemplary	Not Observed
<b>1. PRESENTATION OF THE LESSON</b>				
A. Motivational Activity: Relates to previous learning and students' experiences (RIPTS2,3/NAEYC 4d/CEC 1,2,3)				
B. Statement of Objectives – Setting the Purpose (RIPTS 6/NAEYC 1/CEC 7)				
C. Development				
1. Teacher's role (RIPTS 2,3/NAEYC 4bcd, CEC 4,6,7)				
2. Teacher's/Students' role (RIPTS 5,6/NAEYC 4b/CEC 4,6,7)				
3. Students' role (RIPTS 3,5/NAEYC 4bcd/CEC 4,6,7)				
4. Differentiates instruction (RIPTS 4/NAEYC 1, 4d/CEC 4.1, 4.4)				
5. Selects, adapts and uses appropriate instructional strategies (RIPTS 2,5/NAEYC 4bd/CEC 4.1,4.4)				
D. Assessment				
1. Checks for understanding (RIPTS 4,9/NAEYC 4b/CEC 4,8)				
2. Provides reinforcement (RIPTS 4,9/NAEYC 3/CEC 5,8)				
3. Engage students in self-evaluation (RIPTS 9/NAEYC 1, 4b/CEC 5,8,10)				
4. Lesson aligned to IEP goals (RIPTS 4/NAEYC 1, 4d/CEC 7)				
<b>2. EFFECTIVE USE OF MATERIALS</b>				
A. Utilizes Appropriate Curricula for the Students' Diverse Learning Needs (RIPTS 4/NAEYC 4cd/CEC 4,7)				
B. Chooses Appropriate Instructional Materials/Teaching Aids (RIPTS 2,6/NAEYC 4bcd/CEC 4,5,6,7, 2,9)				
C. Appropriate to Developmental Levels (RIPTS 3/NAEYC 1, 4b/CEC 2)				
D. Technology (RIPTS 2/ NAEYC 1, 4bd, CEC 7)				
<b>3.INTERACTION WITH STUDENTS</b>				
A. Fosters Environments where Diversity is Valued (RIPTS 4 /NAEYC 2, 4a/CEC 5,6)				
B. Demonstrates Flexibility in Reacting to Circumstances (RIPTS 5/NAEYC 1,3,4b/CEC 2,9)				
C. Uses Appropriate Questioning Techniques (RIPTS 2/NAEYC 1, 4bd/CEC 4,6)				
D. Seeks Active Participation (RIPTS 5/NAEYC 4bd/CEC4,5)				
E. Uses Appropriate Language (RIPTS 8,3,4/NAEYC 1, 4bd/ CEC 6,9)				
F. Effectively Manages Whole-Small Group/Individual Work(RIPTS 6/ NAEYC 1,4b/ CEC 2,4,7,9, 10)				
<b>4. ASSESSMENT</b>				
A. Students				
1. Helps students to identify/correct errors (RIPTS 9/NAEYC 1,3,4b/CEC2,3,4)				
2. Establishes a plan for recording progress (RIPTS 9/NAEYC 3/CEC 9,10)				
B. Self				
1. Identifies strengths and weaknesses, Plans for improvements (RIPTS 10/NAEYC 5/CEC 9)				
<b>5.COLLABORATION</b>				
A. Works collaboratively with classroom personnel (RIPTS 7,11/NAEYC 5/CEC 7, 10)				
<b>6.CONTENT</b>				
Demonstrates content knowledge (see comments)				

Cooperating Teacher Signature \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor Signature \_\_\_\_\_ Date: \_\_\_\_\_

Student Teacher Signature \_\_\_\_\_ Date: \_\_\_\_\_

**SALVE REGINA UNIVERSITY**  
**UNIVERSITY SUPERVISOR'S EVALUATION OF COOPERATING TEACHER**

University Supervisor Name: \_\_\_\_\_

Cooperating Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade/Content Area: \_\_\_\_\_

Name of Student Teacher: \_\_\_\_\_

<b>The Cooperating Teacher</b>	<b>Yes</b>	<b>To some extent</b>	<b>No</b>
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			
3. worked collaboratively with the student teacher and provided opportunities to do this with other colleagues			
4. provided constructive recommendations for the student teacher's lesson plans and activities			
5. shared information about the student teacher's progress with the University Supervisor			
6. created a nurturing environment for the growth and development of the student teacher			

**Comments:**

**University Supervisor Name and Signature**

\_\_\_\_\_ **Date:** \_\_\_\_\_

**SALVE REGINA UNIVERSITY**  
**STUDENT TEACHER EVALUATION OF COOPERATING TEACHER**

Student Teacher Name: \_\_\_\_\_

Cooperating Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade/Content Area: \_\_\_\_\_

Name of University Supervisor \_\_\_\_\_

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

**Comments:**

**Student Teacher Name and Signature:**

\_\_\_\_\_ **Date** \_\_\_\_\_

**SALVE REGINA UNIVERSITY**  
**COOPERATING TEACHER'S EVALUATION OF UNIVERSITY SUPERVISOR**

University Supervisor Name: \_\_\_\_\_

Cooperating Teacher Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade/Content Area: \_\_\_\_\_

Name of Student Teacher: \_\_\_\_\_

<b>The University Supervisor:</b>	<b>Yes</b>	<b>To Some Extent</b>	<b>No</b>
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:

**Cooperating Teacher Name and Signature**

\_\_\_\_\_ **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: \_\_\_\_\_

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

**Comments:**

**Student Teacher Name and Signature:**

\_\_\_\_\_ **Date** \_\_\_\_\_



**SALVE REGINA UNIVERSITY  
EDUCATION DEPARTMENT  
STUDENT TEACHER MID PLACEMENT EVALUATION**

Student Teacher \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_  
 School \_\_\_\_\_ Grade /Level/Area \_\_\_\_\_  
 University Supervisor \_\_\_\_\_ Days of Absences \_\_\_\_\_

Directions: Check the box that describes the level of competency reached by the student teacher mid-placement.

	Emerging Evidence	Clear Evidence	Exemplary Evidence	Not at this time
<b>STANDARDS 1 AND 2 - GENERAL/CONTENT KNOWLEDGE</b> Demonstrates an understanding of subject area knowledge/ content standards (RIPTS 2, NAEYC 4c, 4d, CEC 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps students integrate knowledge across content areas (RIPTS 2, NAEYC 4c, 4d, CEC 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has an awareness of RIDE initiatives (i.e. GLE's, GSE's, PLP's, High school redesign, ...)(RIPTS 2, NAEYC4c, 4d)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses general knowledge to enhance classroom learning (RIPTS 2, NAEYC 4c, 4d, CEC 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STANDARD 3 - DEVELOPMENTALLY APPROPRIATE PRACTICE</b> Sets attainable objectives for all students (RIPTS 3, NAEYC 1, 4b, CEC 3, 4, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents material at the proper level of concreteness/abstraction (RIPTS 3, NAEYC 1, 4b, CEC 2, 4, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporates strategies that address varied levels of development (RIPTS 3, NAEYC 1, 4b, CEC 2, 4, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STANDARD 4 – DIVERSITY</b> Designs instruction based on knowledge of individual, language, and cultural differences (RIPTS 4, NAEYC 1, 3, 4b, CEC 3, 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modifies lessons as the situation demands in teaching small/whole groups (RIPTS 4, NAEYC 1, 3, 4b, CEC 4, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes varied multi-modal techniques to engage all students (RIPTS 4, NAEYC 1, 3, 4b, 4b, CEC 2, 4, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STANDARD 5- CRITICAL THINKING</b> Designs lessons that extend beyond factual recall (i.e. Bloom's Taxonomy...)(RIPTS 5, NAEYC 1,4b,4d,CEC 3,7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements learning experiences that require students to analyze and investigate concepts and problems (RIPTS 5, NAEYC 1, 4b, 4d, CEC 3,7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses questions to encourage inductive and deductive reasoning (RIPTS 5, NAEYC 1, 4b, 4d, CEC4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STANDARD 6- CLASSROOM MANAGEMENT</b> Fulfills daily routines to permit maximum attention to learning (RIPTS 6, NAEYC 1, 4b, 4d, CEC5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reinforces classroom rules in a consistent manner (RIPTS 6, NAEYC 1, 4a, 4d, CEC5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates specific outcomes and high expectations for learning (RIPTS 6, NAEYC 1, 4a, 4d, CEC 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Emerging Evidence	Clear Evidence	Exemplary Evidence	Not at This Time
<b>STANDARD 7- COLLABORATION</b> Works with others to create a strong learning community (RIPTS 7, NAEYC 2, 4a, 5, CEC 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attempts to develop a positive relationship with families/guardians (RIPTS 7, NAEYC 2, 4a, 5, CEC10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks and offers assistance to school personnel (RIPTS 7, NAEYC 2, 5, CEC 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STANDARD 8- COMMUNICATION</b> Listens attentively (RIPTS 8, NAEYC 1, 4b, 5, CEC 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks clearly and articulately (RIPTS 8, NAEYC 1, 4b, 5, CEC 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Projects well and is confident when speaking (RIPTS 8, NAEYC 1, 4b, 5, CEC 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes with clarity and correctness (RIPTS 8, NAEYC 1, 4b,5, CEC 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STANDARD 9- ASSESSMENT</b> Identifies variables that influence validity of student performance (RIPTS 9, NAEYC 2, 3, 4a, CEC 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses multiple types of assessment based on value of assessment data(RIPTS 9, NAEYC 1, 2, 3, 4b, CEC 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modifies instruction based on data from student assessments (RIPTS 9, NAEYC 3, 4c, 4d, 5, CEC 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STANDARD 10- PROFESSIONAL DEVELOPMENT</b> Attends all meetings that provide support for teaching (RIPTS 10, NAEYC 5, CEC 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in self-evaluation on a regular basis (RIPTS 10, NAEYC 5, CEC 1, 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses personal reflection to guide future teaching (RIPTS 10, NAEYC 5, CEC 1, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks help when necessary (RIPTS 10, NAEYC 5, CEC 1, 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STANDARD 11- ETHICS/POLICIES</b> Demonstrates a fair and just attitude in all school situations (RIPTS 11, NAEYC 2, 4a, 5, CEC 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models high morals for all in the school environment (RIPTS 11, NAEYC 2, 4a, 5, CEC 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows all aspects of the NAEYC/NEA/CEC/... Code of Ethics (RIPTS 11, NAEYC 5, CEC 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Classroom Teacher's Signature: \_\_\_\_\_

Date\_\_\_\_\_

Student Teacher's Signature\_\_\_\_\_ Date\_\_\_\_\_

Dates of Absences\_\_\_\_\_



**SALVE REGINA UNIVERSITY**  
**EDUCATION DEPARTMENT**  
**STUDENT TEACHER END OF PLACEMENT EVALUATION**

Student Teacher \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

School \_\_\_\_\_ Grade /Level/Area \_\_\_\_\_

University Supervisor \_\_\_\_\_ Days of Absences \_\_\_\_\_

Directions: Check the box that describes the level of competency reached by the student teacher at the end of his/her clinical placement

	Emerging Evidence	Clear Evidence	Exemplary Evidence	Not at This Time
<b>STANDARDS 1 AND 2 - GENERAL/CONTENT KNOWLEDGE</b>				
Demonstrates an understanding of subject area knowledge/ content standards (RIPTS 2, NAEYC 4c, 4d, CEC 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps students integrate knowledge across content areas (RIPTS 2, NAEYC 4c, 4d, CEC 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has an awareness of RIDE initiatives (i.e. GLE's, GSE's, PLP's, High school redesign, ...)(RIPTS 2, NAEYC4c, 4d)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses general knowledge to enhance classroom learning (RIPTS 2, NAEYC 4c, 4d, CEC 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizes learning activities in a logical and sequential manner (RIPTS 2, CEC 2, 4, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides experiences for students to apply understandings they have acquired (RIPTS 2, NAEYC 4c, 4d, CEC 2, 4, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is skilled in answering questions, providing illustrations, and making applications (RIPTS 2, NAEYC 4c, 4d, CEC 2, 4, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STANDARD 3 - DEVELOPMENTALLY APPROPRIATE PRACTICE</b>				
Sets attainable objectives for all students (RIPTS 3, NAEYC 1, 4b, CEC 3, 4, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents material at the proper level of concreteness/abstraction (RIPTS 3, NAEYC 1, 4b, CEC 2, 4, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporates strategies that address varied levels of development (RIPTS 3, NAEYC 1, 4b, CEC 2, 4, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sets reasonable, measurable objectives and evaluates outcomes (RIPTS 3, NAEYC 1, 4b, CEC 2, 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts material to the level of the learners (RIPTS 3, NAEYC 1, 4b, CEC 2, 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporates assessment data into the development of lessons (RIPTS 3, NAEYC 1, 4b, CEC 2, 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STANDARD 4 – DIVERSITY</b>				
Designs instruction based on knowledge of individual, language, and cultural differences (RIPTS 4, NAEYC 1, 3, 4b, CEC 3, 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modifies lessons as the situation demands in teaching small/whole groups (RIPTS 4, NAEYC 1, 3, 4b, CEC 4, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes varied multi-modal techniques to engage all students (RIPTS 4, NAEYC 1, 3, 4b, 4b, CEC 2, 4, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Emerging Evidence	Clear Evidence	Exemplary Evidence	Not at this time
<b>STANDARD 4 DIVERSITY (cont'd)</b>				
Matches appropriate teaching methods to varied learners (RIPTS 4, NAEYC 1, 4b, 4d, CEC 3, 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes appropriate accommodations to enable all students to achieve (RIPTS 4, NAEYC 1, 4b, 4d, CEC 4, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses IEP and consults with special educators when applicable (RIPTS 4, NAEYC 1, 4b, CEC 2, 4, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STANDARD 5 CRITICAL THINKING</b>				
Designs lessons that extend beyond factual recall (i.e. Bloom's Taxonomy,...) (RIPTS 5, NAEYC 1, 4b, 4d, CEC 3, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implements learning experiences that require students to analyze and investigate concepts and problems (RIPTS 5, NAEYC 1, 4b, 4d, CEC 3, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses questions to encourage inductive and deductive reasoning (RIPTS 5, NAEYC 1, 4b, 4d, CEC 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses higher order questions to promote student learning (RIPTS 5, NAEYC 1, 4b, 4c, 4d, CEC 3, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates learning groups to engage in problem solving (RIPTS 5, NAEYC 1, 4b, 4d, CEC 3, 5, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenges students to work beyond stated objectives (RIPTS 5, NAEYC 1, 4b, 4d, CEC 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STANDARD 6 CLASSROOM MANAGEMENT</b>				
Fulfills daily routines to permit maximum attention to learning (RIPTS 6, NAEYC 1, 4b, 4d, CEC 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reinforces classroom rules in a consistent manner (RIPTS 6, NAEYC 1, 4a, 4d, CEC 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates specific outcomes and high expectations for learning (RIPTS 6, NAEYC 1, 4a, 4d, CEC 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes respectful interpersonal relationships (RIPTS 6, NAEYC 1, 4a, 4d, CEC 5, 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows a consistent classroom schedule that allows flexibility (RIPTS 6, NAEYC 1, 4b, CEC 3, 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes self-management and responsibility of students (RIPTS 6, NAEYC 1, 4b, CEC 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STANDARD 7 COLLABORATION</b>				
Works with others to create a strong learning community (RIPTS 7, NAEYC 2, 4a, 5, CEC 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attempts to develop a positive relationship with families/guardians (RIPTS 7, NAEYC 2, 4a, 5, CEC 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks and offers assistance to school personnel (RIPTS 7, NAEYC 2, 5, CEC 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengthens the academic climate as an active team member (RIPTS 7, NAEYC 2, 4a, 5, CEC 5, 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supports a strong home/school connection (RIPTS 7, NAEYC 2, 4a, 5, CEC 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses community resources (RIPTS 7, NAEYC 2, 4a, 5, CEC 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrates RIDE initiatives into instruction (ie. GLE's, GSE's, PLP's, HS redesign, ...) (RIPTS 7, NAEYC 2, 4a, 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Emerging Evidence	Clear Evidence	Exemplary Not at Evidence This Time	
<b>STANDARD 8 COMMUNICATION</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listens attentively (RIPTS 8, NAEYC 1, 4b, 5, CEC 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks clearly and articulately (RIPTS 8, NAEYC 1, 4b, 5, CEC 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Projects well and is confident when speaking (RIPTS 8, NAEYC 1, 4b, 5, CEC 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes well with clarity and correctness (RIPTS 8, NAEYC 1, 4b, 5, CEC 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes discussion in small groups and class situations (RIPTS 8, NAEYC 1, 4b, 5, CEC 4, 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates opportunities to use technology to share information (RIPTS 8, NAEYC 1, 4b, 4d, CEC 6, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages students to communicate using multimedia approaches (RIPTS 8, NAEYC 1, 4b, 4d, CEC 4, 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STANDARD 9 ASSESSMENT</b>				
Identifies variables that influence validity of student performance (RIPTS 9, NAEYC 2, 3, 4a, CEC 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses multiple types of assessment based on value of assessment data (RIPTS 9, NAEYC 1, 2, 3, 4b, CEC 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses multiple types of assessment based on value of assessment data (RIPTS 9, NAEYC 1, 2, 3, 4b, CEC 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modifies instruction based on data from student assessments (RIPTS 9, NAEYC 3, 4c, 4d, 5, CEC 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops a process to engage students in self-evaluation (RIPTS 9, NAEYC 2, 3, CEC 3, 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collects data from a variety of formal and informal assessments to monitor, improve and report achievement (RIPTS 9, NAEYC 1, 2, 3, 4b, CEC 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares assessment results with students, teachers, and families/guardians (RIPTS 9, NAEYC 3, 4a, CEC 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STANDARD 10 PROFESSIONAL DEVELOPMENT</b>				
Attends all meetings that provide support for teaching (RIPTS 10, NAEYC 5, CEC 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages in self-evaluation on a regular basis (RIPTS 10, NAEYC 5, CEC 1, 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses personal reflection to guide future teaching (RIPTS 10, NAEYC 5, CEC 1, 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks help when necessary (RIPTS 10, NAEYC 5, CEC 1, 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in professional growth activities (RIPTS 10, NAEYC 5, CEC 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks and shares professional materials and ideas (RIPTS 10, NAEYC 5, CEC 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrolls in professional organizations (RIPTS 10, NAEYC 5, CEC 1, 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STANDARD 11 ETHICS/POLICIES</b>				
Demonstrates a fair and just attitude in all school situations (RIPTS 11, NAEYC 2, 4a, 5, CEC 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models high morals for all in the school environment (RIPTS 11, NAEYC 2, 4a, 5, CEC 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows all aspects of the NAEYC/NEA/CEC/... Code of Ethics (RIPTS 11, NAEYC 5, CEC 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discharges teaching and related responsibilities promptly and efficiently (RIPTS 11, NAEYC 2, 4a, 5, CEC 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treats each person as a unique individual (RIPTS 11, NAEYC 2, 4a, CEC 3, 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits patience, empathy, and understanding (RIPTS 11, NAEYC 2, 4a, 5, CEC 5, 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Classroom Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Salve Regina University**

**Evaluation of the Student Teaching Experience**

- 1. Discuss your adjustment to the student teaching experience.**
- 2. What aspects of your previous experience were most helpful in student teaching?**
- 3. What areas(s) in student teaching presented the great difficulty for you?**
- 4. List any suggestions you would make for improving the teacher education program.**
- 5. In what ways have you grown professionally as a result the student teaching experience?**
- 6. Discuss the seminar experience in terms of its helpfulness to you.**
- 7. Please provide specific information relative to the support provided to you by your:**
  - a. Cooperating Teacher:**
  - b. University Supervisor:**
  - c. Content Supervisor: (or Other:)**