

SALVE REGINA UNIVERSITY

EDUCATION DEPARTMENT



STUDENT TEACHING HANDBOOK

2014

Revised August 2014

TABLE OF CONTENTS

	<u>PAGE</u>
INTRODUCTION	1
I. <u>Purposes of Student Teaching</u>	2
II. <u>The Student Teacher</u>	2
III. <u>General Information for the Student Teacher</u>	3
A. School Calendar.....	3
B. Writing Lessons/Activity Plans.....	3
C. Policy Regarding Absences.....	3
D. Visits by University Supervisor.....	3
E. Daily Hours/Dress Code Required.....	4
F. Policy Regarding Substitute Teaching.....	4
G. Scheduling of Jobs or Other Coursework.....	4
H. Confidentiality/Professional Demeanor.....	4
I. Student Teaching Status If Strike/Work Stoppage.....	4
J. Policy Statement/Striking Cooperating Teachers/Faculties....	5
K. Completion of Student Teaching.....	5
IV. <u>Role Definitions of University Supervisors</u> <u>and Cooperating Teachers</u>	5
A. <u>The University Supervisor</u>	5
Responsibilities of the University Supervisor.....	6
B. <u>The Cooperating Teacher</u>	6
Selection/Retention of.....	6
Evaluation of.....	7
Role Description.....	7
Cycle of Supervision.....	9
Pre-Conference and Planning.....	9
Observing the Student Teacher.....	10
V. <u>Helpful Hints for the Cooperating Teacher</u>	14
A. Classroom Management.....	14
B. Collaboration and Support.....	15
VI. <u>Assessment System</u>	15
A. Evaluation of the Student Teacher.....	15
B. Evaluation by Cooperating Teacher.....	16
C. Evaluation by University Supervisor/Content Specialist.....	16
D. Student Teacher Self-Assessment.....	16
E. Salve Regina University Grading System/Quality Points.....	17
VII. <u>Appendices</u>	18
A. <u>Record-Keeping Forms</u>	19
1. Suggested Calendar for Student Involvement for EDC/ELC	19
2. Suggested Tasks for Student Teachers SED.....	20

3. a) Student Teaching Schedule-University Supervisor for EDC/ELC/SED (Mon-Friday format).....	21
b) Student Teaching Schedule-University Supervisor for EDC/ELC/SED (6 day format, Middletown, RI).....	22
4. Student Teaching at the Secondary Level (SCD).....	23
5. Suggested Weekly Guidelines for SCD.....	24
6. Student Teaching Schedule for University Supervisor for SCD	27
B. Assessment System Forms.....	28
Rhode Island Professional Teacher Standards (RIPTS).....	29
Student Teacher Weekly Report EDC, ELC.....	31
SCD Student Teacher Weekly Report for weeks 1-3.....	32
SCD Student Teacher Weekly Report for weeks 4-10.....	33
Prior to Licensure (EDC) Student Teacher Weekly Progress Report for Weeks 6-10.....	34
SED Student Teacher Weekly Report.....	35
Early Childhood Lesson Plan Format.....	36
Early Childhood Lesson Plan Rubric.....	37
EDC Lesson Plan Template.....	39
EDC Lesson Plan Scoring Rubric.....	41
SCD Lesson Plan Map.....	43
SCD Lesson Plan Template.....	45
SCD Analysis of Student Work.....	47
EDC Student Teacher Plan for Observation.....	49
EDC Cooperating Teacher Observation (Feedback Form)...	50
SED Learning Event/Lesson Plan.....	51
SED Learning Event Rubric.....	53
SED Data Driven Instructional Project Rubric.....	55
SED Service Learning Student Teaching Project.....	56
SCD Procedure Potpourri.....	57
SCD Student Teaching Performance Assessment.....	60
Cooperating Teacher Evaluation of Student Teacher's Professional Dispositions.....	61
Prior to Licensure Culturally Responsive Teaching Assess.	62
Observations by University Supervisor ELC.....	65
Observations by University Supervisor EDC.....	66
SED Observation Rubric.....	67
Observations by University Supervisor SCD.....	68
Student Teacher Mid-Placement Evaluation.....	69
Student Teacher End of Placement Evaluation.....	71
University Supervisor Evaluation of Cooperating Teacher...	74
Cooperating Teacher Evaluation of University Supervisor...	75
Student Teacher Evaluation of Cooperating Teacher and University Supervisor.....	76
EDC/ELC Contents of the Prior to Licensure Portfolio.....	77
Prior to Licensure Guidance for Defense Presentation.....	78
Prior to Licensure Scoring Sheet.....	79

	Rubric for Defense Interview: Prior to Licensure.....	80
	Evaluation of the Student Teaching Experience.....	81
VIII.	<u>Professional Organizations Code of Ethics</u>	82
	American Federation of Teachers (AFT), AFL-CIO.....	82
	National Association for Education of Young Children (NAEYC).....	83
	Council for Exceptional Children (CEC).....	88
IX.	<u>Faculty Staff Directory</u>	90
	Student/Cooperating Teacher Sign Off Form.....	92

INTRODUCTION

This handbook has been prepared for students in the Salve Regina University Education Programs to inform and guide them as they prepare to become teachers, as well as for university supervisors, cooperating teachers, and other school personnel who work with the students.

The student teaching experience is the culminating event of a student's preparation for a career in Education. It is a joint effort of cooperation between the university and the site schools that make this experience a successful one. This partnership of mutual assistance and benefit is integral to the development of our teacher candidates. The work of cooperating teachers and principals is valued by the University for its unique contribution to the growth and evolution of a professional teacher.

During student teaching, candidates will demonstrate their proficiency in meeting the Rhode Island Professional Teaching Standards (RIPTS) necessary for initial licensure and those of the professional educational organizations.

It is recommended that the cooperating teacher and student teacher review the handbook together to gain mutual understanding of the process and to foster a mentor-mentee relationship. The university supervisor will review all aspects of the program throughout the student teaching experience.

I. PURPOSES OF STUDENT TEACHING

The purpose of student teaching is to provide candidates with an opportunity to participate in real-world application of theory and practice through the teaching/learning process under the supervision of a university supervisor, cooperating teacher, and other school personnel. This experience will provide a clinical environment in which to observe and participate in all aspects related to teaching, and develop proficiency in the skills necessary to guide children's learning. Specifically, the student teaching experience should -

1. Provide for the professional development of the student teacher in an environment that nurtures development by building upon his/her previous training.
2. Enable the student teacher to understand the developmental stages and learning styles of each student.
3. Help the student teacher to gain a clearer understanding of the need for a close relationship between schools and homes, and to value the diversity that characterizes the school community.
4. Encourage the professional growth of the student teacher by providing exposure to current professional literature, organizations, and technological resources.
5. Assist the student teacher in gaining an understanding of the organization of schools.
6. Provide the student teacher with meaningful practice in planning instruction and assessment, organizing materials, managing routines, developing effective classroom management skills, and evaluating student performance in authentic situations.
7. Build upon and bring closure to the experiences that have been specifically designed to meet the RIPTS at the readiness, completion of methods, and prior to licensure levels, as well as those of the varied professional and content area standards.

II. THE STUDENT TEACHER

Student teaching is the culminating phase of a candidate's initial professional preparation. It is the laboratory in which the student teacher demonstrates proficiency in meeting the standards of the RIPTS and related professional, educational, and content standards. Listed below are basic guiding principles to aid the student teacher as he/she begins this experience and assumes a new role in the school setting. It is important that the student teacher -

- Become familiar with the school system-its standards, policies, regulations, procedures, and available resources.
- Become knowledgeable about the cooperating school - its community, faculty, organization, regulations, curriculum, and physical plant.
- Become knowledgeable about the students under his/her care.
- Have a receptive attitude toward suggestions and feedback of the cooperating teacher.
- Prepare carefully and in sufficient detail for each day.
- Make appropriate unit and lesson plans under the direction of the cooperating teacher and university supervisor.

- Assume increasing responsibilities for teaching and demonstrate initiative for new ideas and creative activities.
- Assume responsibility for all other activities directly or indirectly related to the classroom experience, such as: arranging bulletin board displays and operating technological equipment, grading papers and recording marks, taking attendance, preparing materials, and also attending parent/teacher conferences, PTA, faculty, and department meetings, and special school functions.
- Maintain appropriate standards of personal grooming and dress.
- Maintain confidentiality at all times and in all settings.
- Adhere to all rules, regulations, and time requirements that apply to the teachers in the school.

III. GENERAL INFORMATION FOR STUDENT TEACHERS

A. SCHOOL CALENDAR FOR THE STUDENT TEACHER

The student teacher follows ***the calendar of the school to which she/he has been assigned***. She/he is expected to begin when teachers first report to school. She/he ends on ***the last day of final examinations*** at Salve Regina University for the semester in which she/he student teaches. The student teacher should attend any teacher preparation day(s) prior to the official opening of school. In addition, she/he is expected to attend in-service meetings, parent-teacher conferences, and other school-related functions that the cooperating teacher attends.

B. WRITING LESSON/ACTIVITY PLANS

A lesson/activity plan should be submitted for *EACH* lesson/activity that is taught, and presented to the cooperating teacher ***at least ONE DAY prior to*** the implementation of the lesson/activity. Generally, the student teacher begins to write and use formal lesson/activity plans beginning the second or third week of student teaching in accordance with the time schedule established by the cooperating teacher. Planning helps student teachers organize materials, develop appropriate pacing, and establish a positive classroom environment. Being ready provides a feeling of security for the student teacher and allows the cooperating teacher to know exactly what the student teacher will be teaching. Noting the Common Core/RI GSEs/Frameworks and specific content standards met by the lesson/activity helps the student teacher to focus on purpose and content being met.

C. POLICY REGARDING ABSENCES

Daily attendance is ***required*** of all student teachers. Rarely, students may be absent due to religious holidays, accidents, illness, or a death in the family. If a student teacher leaves school prior to dismissal time, ***the university supervisor must be informed by the student teacher***. The student teacher is expected to contact his/her university supervisor by telephone or email ***on that day***. The reason for having to leave early should be indicated in the message.

When a student teacher must be absent, ***both the cooperating teacher and the university supervisor MUST be notified as soon as possible***. It is the student teacher's responsibility to call the school, cooperating teacher, and university supervisor. Plans for any lesson the student teacher was expected to teach must be available for use either by the cooperating teacher or substitute.

D. VISITS BY UNIVERSITY SUPERVISOR(S)

The university supervisor(s) will visit each student, by appointment, to observe a formal lesson four times during the semester. The formal observations are always planned ahead of time. The university supervisor(s) will talk to the student and cooperating teacher at the time of each observed lesson. The university supervisor(s) may also make periodic “drop-in” visits throughout the semester. These are unannounced and designed to serve as a means to keep in direct contact with the teacher candidates and cooperating teachers.

E. DAILY HOURS AND DRESS CODE REQUIRED OF STUDENT TEACHERS

In regard to arrival time, departure time, and dress codes, the student teacher should abide by the standards expected of teachers in the assigned school. It is critical that *no tattoos* are visible on the student teacher and that body piercing *be limited to* one set of earrings. Attire should be consistent with the professional status of the experience. Student teachers are expected to arrive in plenty of time to be prepared for the day and stay as long as needed to prepare for the following day’s lessons/activities. All materials for the following day should be located on the teacher’s desk before the student teacher leaves at the end of each day.

F. POLICY REGARDING SUBSTITUTE TEACHING

It is against the policy of Salve Regina University and state regulations to use a student teacher as a substitute teacher. Although student teachers receive a certificate, this certificate does not allow them to assume the teaching responsibilities undertaken by a substitute during the student teaching semester. In the event of the cooperating teacher’s absence, a regular substitute must be hired. ***Once student teaching is successfully completed***, candidates may substitute teach in school districts in Rhode Island for the remainder of the academic year in which the certificate was awarded by Rhode Island.

G. SCHEDULING OF JOBS OR OTHER COURSEWORK

Student teaching requires a ***total commitment*** on the part of the candidate. Because of this, only coursework related to student teaching is allowed. It has been our experience that students who do not have the additional responsibility of a job are likely to perform better during student teaching. For students who must work, their job should not interfere with their teaching responsibilities. If a candidate has fallen out of sequence in taking course work, and the student teaching semester is the only semester in which to take additional course work, the Education Department Chair will approve no more than one course.

H. CONFIDENTIALITY/PROFESSIONAL DEMEANOR

Student teachers are expected to maintain confidentiality regarding students; refrain from unprofessional remarks about colleagues, parents, or students; and apply the basic rules of courtesy toward all teachers, administrators, and other members of the school community.

I. STUDENT TEACHER STATUS IF THERE IS A STRIKE OR WORK STOPPAGE

If the school district to which a student teacher has been assigned has a teachers’ strike, the student teacher will not go to the school. She/he will notify the principal and cooperating teacher that she/he will be available to start student teaching when teachers return to work.

Candidates will take no part in any strike activities or cross picket lines. Student teachers will attend all university required activities (seminar, etc.). How long a student teacher may stay assigned to a school on strike will depend on the circumstances.

J. POLICY STATEMENT CONCERNING WHERE COOPERATING TEACHERS SCHOOL FACILITIES ARE STRIKING *(Adopted by the Ed. Dept., 1967; reaffirmed 9/5/72)*

To maintain a posture of complete neutrality, the Education Department of Salve Regina University requires student teachers not to report for their student teaching assignments for the duration of the current strike. University supervisors will make ad hoc assignments should their original assignments be unavailable by the second Monday of the school term.

K. COMPLETION OF STUDENT TEACHING

While the university is eager to provide every opportunity for all student teachers to complete their professional training program in a truly credible way, it reserves the right to remove students temporarily or permanently from the student teaching program. Should the cooperating teacher believe that a student teacher should withdraw from the student teaching experience, the university supervisor should be notified immediately. Also, if the university supervisor believes the student teacher should withdraw, the cooperating teacher should be notified immediately.

IV. ROLE DEFINITIONS: ALLOCATION OF RESPONSIBILITY

Many substantial and indispensable contributions are made to the student teaching programs by other persons not mentioned in this particular section such as: superintendents, principals, and administrative staffs of all cooperating school systems and the academic departments of the university, which provide the very substance, the content, for the education of future teachers.

This section focuses on the personnel most directly involved in the student teaching program: the university supervisor and the cooperating teacher.

A. THE UNIVERSITY SUPERVISOR

The university supervisors serve as liaisons between the university and the local school systems to which student teachers are assigned. They ease the transition of the student teacher from college student to prospective teacher, and provide a support system during the student teaching experience. As such, the university supervisor works more closely than any other faculty member with the student teacher.

University supervisors are responsible for ensuring adherence to requirements designed to meet the RIPTS for the student teachers they supervise. These requirements are identified under Prior to Licensure contents requirements in Assessment Handbook and further in this handbook. University supervisors also serve as a resource for student teachers and provide suggestions and support as needed.

The university supervisor's primary function is to assist student teachers in becoming effective teachers. To that end, supervisory responsibilities include, but are not limited to, lesson observations, conferences, and evaluation.

THE RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR ARE:

1. To visit student teachers with sufficient frequency to adequately check progress through observations of student teaching and through conferences with both student and cooperating teachers. Each student teacher will be formally observed four times.
2. To schedule meetings during the time of visits with: a) the student teacher alone, b) the cooperating teacher alone, and 3) the student teacher and the cooperating teacher together whenever possible.
3. To inform the Office of the Principal of his/her presence in the school. All schools have policies that require visitors to sign in at the office.
4. To inform the cooperating teacher of university policy concerning advance notice of school visitations. For all formal, written evaluations, advance notice is necessary.
5. To maintain a folder for each student teacher in which is kept all records, evaluations by cooperating teachers, and correspondence concerning the student teacher. These folders will be maintained by the university supervisor assigned to the student teacher.
6. To attend Student Teacher Seminar each week and conduct weekly conferences with student teachers (group/individual).
7. To be familiar with the philosophy, the curriculum, the practice, and the personnel of the cooperating schools.
8. To be responsible, on behalf of the university, for determining the final grade for the performance of the student teacher and for filing the final grade with the Office of the Registrar. Such a determination will follow discussion of the final grade with the cooperating teacher.

B. THE COOPERATING TEACHER

The cooperating teacher like all classroom teachers has the primary and legal responsibility of teaching classes of students, plus innumerable tasks assigned as part of the regular duties of a classroom teacher. In addition, the cooperating teacher has the task of guiding a student teacher to achieve the general aims of the student teaching program. Below are the criteria for selection and retention of cooperating teachers by the university and the specific responsibilities of each cooperating teacher.

SELECTION AND RETENTION OF COOPERATING TEACHERS

1. Minimum of three years teaching experience, not all of which must be done in one district
2. Minimum of one year teaching experience in current assignment
3. Appropriate certification in the area of responsibility
4. Administrative approval by the school district

5. Familiarity with, and demonstrated implementation of, the RIPTS and other professional standards
6. Documented evidence of continuous professional growth
7. Completion of school district and/or university RIPTS, RIDE initiatives, and/or professional development workshops.
8. Completion of training for new cooperating teachers and a review for experienced cooperating teachers.

EVALUATION OF COOPERATING TEACHERS

Cooperating teachers will be evaluated at the completion of each semester in which they are responsible for a student teacher. The criteria to be used are those listed above under “Selection and Retention of Cooperating Teachers” and the specific responsibilities listed in their role description. Forms utilized by the university supervisor and student teacher for these evaluations are included in the appendices.

ROLE DESCRIPTION

Cooperating teachers are expected to:

1. Guide the growth of student teachers by stressing the skill of reflective self-evaluation, particularly in relationship to the RIPTS and other professional standards.
2. Involve the student teacher in the instruction of small groups of students as soon as possible.
3. Involve the student teacher in the routines related to teaching as soon as possible, (example: homeroom and other duties needed).
4. Provide a sequential experience for the student teacher. It is important that the student teacher observe the cooperating teacher extensively at first, and regularly throughout the semester, except for the weeks of full-time teaching. This observation should be deliberate with particular goals in mind.

The gradual induction into teaching includes orientation to the school, techniques of observation, scheduled conferences, and short range / long range planning, including expected format of lesson plans. Student teachers will vary in readiness to begin actual teaching. Initial teaching is left to the discretion of the cooperating teacher. Student teachers should teach as extensively as possible, starting with a few routine lessons and accelerating to full-time teaching. It is more important that student teachers teach well than teach often. However, responsibility should be given to the student teacher in an organized sequence.

5. Provide the student teacher with as many classroom routine experiences as possible, i.e., taking attendance, keeping record books, marking report cards, assuming responsibilities for lunch room activities, and other normal school assignments. It is important for student teachers to have exposure to these, but not take sole responsibility for them. Also, experience participating in IEP/504 meetings, eligibility conferences for special services, and parent conferences is strongly encouraged.

6. Review the student teacher's lesson plans prior to (at least 24 hours) the teaching of the lesson and provide focused, explicit, constructive feedback to improve the teaching/learning process. One of the critical elements in effective teaching is instructional planning. Each time the candidate teaches, a written lesson/assessment should be submitted and written comments should be made by the cooperating teacher. This focused feedback should be shared as early as possible after the lesson concludes.
7. Allow the student teacher to conduct some activities without the presence of the cooperating teacher. However, it should be noted that in order to provide instructional assistance, the cooperating teacher needs to view the student teacher's actual teaching.
8. Provide a conference period ***no less than*** once a week, during which the cooperating teacher and the student teacher can discuss planning, preparation of teaching techniques, and evaluation of the student's teaching. Regular formal observations of a student teacher by the cooperating teacher with specific notes are necessary for good reports. It is also helpful for candidates to bring to the conference their own notes about their successes, needs, and questions. The weekly report should be completed in time for the student teacher to submit it to the cooperating teacher for review and ***comment***. Student teachers are required to bring the previous week's completed Weekly Report ***signed by the Cooperating Teacher*** to the Student Teaching Seminar each week. Weekly Reports must be handed in to the university supervisor as required by each program.
9. Seek help from the university supervisor when problems arise. It is best if cooperating teachers establish and maintain regular communication via email and/or telephone with their student's University Supervisor in order that miscommunications not arise.
10. Complete evaluation forms on schedule. These forms will be given to cooperating teachers at the start of the semester and they should be completed and returned to the University at the specified times to the specifically assigned individual. Cooperating teachers ***should review reports and evaluations with candidates***, sharing the reasons for the various ratings. Student teachers ***must co-sign all evaluation forms after completion***.
11. Note any absences on the mid/final placement evaluation.
12. Allow the university supervisor to see the student teacher in action without the cooperating teacher's presence in the room. Often the university supervisor needs to appraise the rapport the student teacher has established with the class; the validity of such observations may be compromised by the presence in the classroom of the cooperating teacher.

In conclusion, the primary function of the cooperating teacher is to help each student teacher find ways of teaching that are appropriate to the native talent and unique personality of the individual student teacher and the needs of the students. It is a responsibility that demands dedication as well as intelligence, imagination, and talent. There is not a person in the teacher education programs who has greater influence over the beginning teacher than the cooperating teacher.

CYCLE OF SUPERVISION

The following theory and practical suggestions should be of help to all involved with the student teacher, including the university supervisor, but are included here for cooperating teachers as they will have the most frequent contact with the student teacher.

The cycle of supervision should be done on a daily basis. Cooperating teachers need to provide opportunities in which the student teacher is left with the responsibility for planning and teaching early in the semester. In order for the student teacher to be effective, she/he will need guidance and supervision as she/he gradually takes on responsibilities for the entire teaching load. Lack of sufficient guidance and specific feedback can result in decreased learning for the students, as well as increased difficulties for the student teacher. This situation can be avoided with attention to the cycle of supervision.

The cycle of supervision consists of three steps:

- a. Pre-conference and planning (for both the teaching and the observation of teaching)
- b. Observing the student teacher
- c. Post-conference and analyzing the teaching in conference

PRE-CONFERENCE AND PLANNING

The first step of the supervision cycle includes discussing and planning for teaching (what the student teacher will teach in the lesson and how), and planning for the observation of teaching (what particular aspects of the teaching activity the student teacher will be attending to: e.g., questioning technique, use of technology, motivation, management). Student teachers are expected to provide lesson plans to the cooperating teacher prior to the teaching. No student teacher should be permitted to teach without first having discussed his/her plans with the cooperating teacher.

1. Plan with the student teacher. The cooperating teacher's experience will enable her/him to indicate and explain some of the alternatives and subtleties in planning.
2. During the first days of student teaching, ask the student teacher to abstract a lesson plan from a class he/she is observing the cooperating teacher teach. A comparison of the resulting plan with the cooperating teacher's plan, and perception of what took place, would help the student teacher learn the process of translating plans to teaching.
3. Help the student teacher think carefully through the process of instruction by discussing the following questions related to context for the lesson with him/her:
 - a. What standards are being addressed through the lesson (Common Core/NGSS/Frameworks, content standards)?
 - b. What is the context for the lesson and how have you addressed opportunities to learn?
 - c. What are the objectives for the lesson? Are these objectives specific, measurable, appropriate, realistic, and time-based? What will the students learn?
 - d. Have all materials (handouts, equipment, tests, blackboard material) been identified and prepared?
 - e. What organizational tasks will there be (attendance, reminders, assignments, collecting papers)?
 - f. How do you plan to introduce your lesson? Will it be stimulating and motivating? (ELC: Anticipatory set; EDC/SED/SCD: Opening)

- g. What are the procedures or main activities you plan to use to develop your lesson? Are procedures appropriate for achieving the desired goals? (ELC: Models 1-2 and Check for Understanding; EDC/SED/SCD: Engagement)
- h. How do you plan to close or summarize your lesson? (CLOSURE)
- i. What assignment, if any, will you be giving today? Is it appropriate to **the objective of the lesson?** Will students be stimulated and challenged? (ELC: Guided Practice and Independent Practice; EDC/SED/SCD: Assessment)
- j. How do you plan to evaluate your lesson? How will students receive feedback on performance? (ELC- all rubrics; EDC/SED/SCD Assessments)
- k. How much time do you expect to give each part of your lesson? In the event that you run short of material or time, how might you respond?
- l. What accommodations/modifications are necessary for individual students/groups of students before, during, or after the lesson?
- m. What are your major concerns about this lesson?
- n. What role would you like me to play: observer, resource person, and/or participant?
- o. What particular aspects of your teaching would you like me to observe and comment on later (e.g. questioning techniques, motivation, management)?
- p. Before this conference occurs, the student teacher is expected to have thought through and planned the lesson carefully, but may have questions about the lesson, and there may be changes in the lesson resulting from the planning conference.

OBSERVING THE STUDENT TEACHER

It may be best that no specific focus be taken by the cooperating teacher during the first few days of observation. During that time, the cooperating teacher should observe various aspects of the student teacher's activity, view the reaction of the class, and consider how the student teacher might best be guided toward more effective teaching. After the "settling in," the cooperating teacher can, with the student teacher, determine a focus for observation according to the cooperating teacher's perception of areas requiring attention, according to the type of lesson being given, and according to the student teacher's personal concern about his/her own teaching skills.

During the lesson the cooperating teacher observes and records comments on the lesson. While there are a number of methods available for collecting data on the lesson it is suggested that the cooperating teacher limit the behaviors observed in one lesson, and attempt to ensure that the data and comments are as objective as possible. Observation probably should become more selective as the student teacher progresses and attention should become more focused on aspects to which the student teacher needs to pay more attention. *Clear, descriptive, and productive feedback is essential to our candidates' growth in their profession.*

1. **PUT THE STUDENT TEACHER AT EASE** At first, it is often quite disconcerting for a student teacher to have someone at the back of the room taking extensive notes. In order to alleviate this concern, the cooperating teacher should make clear in the planning session that extensive note-taking may occur so they can get accustomed to it. In addition, there should be agreement on what is to be observed.
2. **OBSERVING THE LESSON** The main idea in observing a lesson is to record what is happening in the classroom-what the students and the teacher are doing-rather than reactions to what is happening. The cooperating teacher's purpose is to keep a record of what happened during the teaching/learning that can be used later for analysis and commentary.

The cooperating teacher should try to record as much of what is said and done as is possible, but particularly that information that related to the agreed upon focus for observation.

Occasionally indicating the time at which various happenings occurred can also be helpful. The result will be a large amount of evidence for the cooperating teacher and the student teacher to draw on during the conference when they analyze what went on in the lesson. The more specifics the cooperating teacher and student teacher have to draw on, the more meaningful their analysis will be. It is particularly useful to note and record patterns of behavior so that they too, can be dealt with in the conference.

a. Student behavior to note

- i. Are all students engaged throughout the lesson?
- ii. Are they attending to visual aids?
- iii. Are they completing the required work? Are they interested and enthusiastic?
- iv. Is there any indication of changes in attitudes or perceptions?
- v. Is there any indication that they are learning new concepts, principles, generalizations?
- vi. Are they solving problems, suggesting new problems, relating the points to other learning?
- vii. Is there any evidence of critical thinking regarding the material of the lesson?

b. Student teacher behavior to note

- i. The student teacher's ability to communicate (Is there evidence of visual/auditory/tactile communication).
- ii. The student teacher's classroom management skills.
- iii. The motivational effect of the teaching.
- iv. The logic of the teaching strategies or methods employed. (To what extent was the achievement of the objectives helped or hindered by the strategies used in the lesson?).
- v. The quality of the personal relationship established between the student teacher and his/her students.

3. INTERVENTION Generally, it is advisable to avoid intervening in a class unless serious problems might ensue. The following points might be kept in mind:

- a. Cooperating teachers should resist the temptation to correct the student teacher's error in front of the class. It is preferable to have the student teacher correct his/her own error in the following day's class. Note errors and address them in the post observation conference.
- b. If the cooperating teacher would like to "team teach" a lesson, arrange to do so in advance, rather than spontaneously.
- c. If the cooperating teacher must intervene, try to do it at a convenient point and in a mutually respectful manner. It might be useful to have a "signal" arranged in advance, so that the student teacher can discreetly seek help if necessary.

4. VIDEOTAPING A LESSON

One of the main goals is to have students be reflective teachers. They should reflect on lessons they have taught and think of ways to improve their effectiveness. To help develop this skill, student teachers may be required to videotape a 20 to 30 minute lesson at least once during the student teaching semester. If taping is required by the student teacher's program, it will take place sometime around the eighth week. The taped lesson will be analyzed by the university supervisor. If videotaping equipment is not available, student teachers should make arrangements with the university supervisor as early as possible. Students who are required to tape a lesson will be asked to provide a written analysis of the taped lesson. More detailed directions will be provided during the seminar. Student teachers are expected to check with the cooperating teacher regarding district policy in regard to videotaping procedures.

POST-CONFERENCE AND ANALYSIS OF LESSON

Ultimately, the function of observing the student teacher is to help her/him grow in her/his ability as a teacher. The purpose of the conference is to help the student teacher analyze, reflect upon, and evaluate his/her own teaching. Positive feedback, support, and encouragement are an essential part of the process of supervision. Students need these to have a clear understanding of what is accepted as “best practice” and what is not.

As soon as possible after the teaching activity, the student teacher and cooperating teacher should discuss the lesson and analyze the observational data collected. This session, which should serve as the basis for the improvement of future teaching, should involve the following:

- Share perceptions of the lessons (both strengths and challenges).
- Explore the reasons for various classroom events.
- Provide some possible alternative approaches.
- Provide positive reinforcement and constructive comments directed toward the student teacher’s performance.
- Encourage the student teacher to be self-analytical, capitalize on strengths, identify and attend to challenge areas, and develop an individual teaching style.
- Plan for future lessons.

1. FEEDBACK

Feedback that can help another person improve has the following characteristics:

- a. It is ***descriptive*** rather than evaluative. Reporting specific, observable actions without placing a value on them leaves the other individual free to use it or not use it as she/he sees fit. Avoiding evaluative language reduces the need for the other individual to react defensively.
- b. It is specific-rather than general. Quoting examples of specific situations will be more useful to the student teacher than simply making general statements.
- c. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only the cooperating teacher’s needs and fails to consider the needs of the student teacher on the receiving end.
- d. It is directed toward behavior that the receiver can control. The value of feedback to the student teacher is in being able to modify the behavior if needed. Reactions to things that can’t be changed are usually not helpful.
- e. Identifies recurring patterns of behavior (such as constantly turning to the same pupils for answers) rather than isolated occurrences.
- f. It is not an overload. If the cooperating teacher gives the student teacher too much feedback or too many things all at once, it may be overwhelming to the student teacher. She/he may lose track of all that the cooperating teacher is trying to say. It is helpful to stick to three or four main points/recommendations.

- g. It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, on support available from others, privacy, and so on).
- h. It is checked to ensure clear communication. The way of doing this is to have the receiver try to rephrase the feedback she/he has received to see if it corresponds to what the sender had in mind.
- i. It is often written so that it allows for a permanent record of what has taken place.
- j. It is frequent.

Feedback, then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well his/her behavior matches his/her intentions, i.e., to better understand the gaps in his/her communication with others.

2. DEALING WITH PROBLEM AREAS

Growth is most likely to occur if the student teacher is led to see the problem areas, rather than simply confronted with them. Cooperating teachers should attempt to ask the kind of questions that will allow the student teacher to see the difficulties for her/himself, and should resist the temptation to do most of the talking during the conference. A common approach is to start with an area of strength, then focus on the problem areas, and then end with another area of strength.

The use of "evidence" from observation notes seems to be more effective in bringing a student teacher to the realization of difficulties than is the use of general statements. Also, suggesting alternatives helps to set a more positive tone by giving the student teacher a way out of her/his difficulties. Planning for future lessons can proceed from the analysis of the student teacher's present situation.

3. HELPING THE STUDENT TEACHER TO GET THE MOST OUT OF THE CONFERENCE

In addition to the suggestions already made, it is important for the cooperating teacher to be aware of the emotional state of the student teacher. It must be remembered that this experience is often highly laden with emotion for a student teacher. Sometimes the student teacher may appear overly defensive. It is necessary to deal with these emotions first so that conferences can be as productive as they should be. In many cases some time should elapse between the teaching of the lesson and the conference. The cooperating teacher's observation notes allow the lesson to be recreated so the conference does not have to follow immediately.

4. LOCATION OF CONFERENCE

Conferences should occur in a situation where privacy is ensured as much as possible. The faculty room is the least desirable setting. The presence of a third party who "drops by" can be most unsettling. Much of the value of conferences depends on the quality of the relationship between the cooperating teacher and the student teacher, so interruptions and distractions from others should be minimized.

5. FREQUENCY OF CONFERENCES

It is necessary to make a distinction between the more formal conference discussed here and the more casual discussions between the cooperating teacher and student teacher which will occur on a daily, weekly, or “ad hoc” basis. While these “formal” conferences are time-consuming, they would seem to be fundamental to the improvement of teaching on the part of the student teacher. Conferences should be held for specific purposes and will vary with the abilities of the student teacher, the nature of his/her teaching assignment, and the amount of his/her experience. However, it is recommended that they be held no less than once a week to ensure that the student teacher is receiving sufficient and timely feedback.

ASSESSING STUDENT PROGRESS

As you know, assessment involves much more than “correcting papers,” but student teachers do not have the experience or background to comprehend the complexity of tasks involved in assessing student progress. Therefore, we would like to ask your help in involving your student teacher in as many aspects of assessment as possible. Methods of both recording and reporting student progress you may want to share could include

- | | |
|--------------------------------|--------------------------|
| 1. Observations | 9. Rating sales |
| 2. Discussion | 10. Portfolios |
| 3. Checklists | 11. Pupils’ work |
| 4. Standardized assessments | 12. Report cards |
| 5. Informal assessment results | 13. Rubrics |
| 6. Interest surveys | 14. Criteria checklist |
| 7. Written work | 15. Permanent records |
| 8. Anecdotal records | 16. Group projects, etc. |

V. HELPFUL HINTS FOR COOPERATING TEACHERS

A. CLASSROOM MANAGEMENT

As a new school year with a new student teacher begins, it is likely that one of the cooperating teacher’s concerns is of the student teacher’s skills in the area of classroom management. It is probably a concern of the student teacher as well! It is important that the cooperating teacher share his/her approach to control and discipline with the student teacher. This will enable the student teacher to know where to start, as well as provide for consistency for the partnership. Of course, the student teacher will be developing a personal style and personality distinct from the cooperating teacher’s. When she/he is teaching, it is usually best that she/he has the responsibility and the authority for class discipline. The cooperating teacher might want to leave the student teacher alone for short periods at the beginning so the children will realize that s/he is more than an “assistant.” When the cooperating teacher does leave the room, however, s/he should leave a note on the desk as to where s/he can be found in case s/he is needed. By law and school policies, the cooperating teacher holds ultimate responsibility for his/her class.

The cooperating teacher should share her/his philosophy of education with the student teacher so that the student teacher can apply sound principles of classroom management. The student teacher will be trying to develop his/her own philosophy and will probably enjoy and appreciate any philosophical discussions the cooperating teacher might have. It will be helpful for the cooperating teacher to relate her/his disciplinary measures to her/his own philosophy of life and education. The education program at the

university has emphasized that teachers must have strong, child-centered beliefs as the foundation of their teaching. The student teacher will only be able to employ measures s/he believes in and with which s/he feels comfortable. The cooperating teacher can guide the student teacher who is developing his/her own philosophy throughout student teaching. The school and classroom policies of the cooperating teacher will take on much more meaning when the underlying principles/beliefs for them are understood.

B. COLLABORATION AND SUPPORT

Research on effective teaching demonstrates that collaboration and support are important. Effective teachers are able to engage their students in the lesson and provide a purpose for the learning. Teachers can not expect their students to be enthusiastic about school if they themselves are not. Enthusiasm is measured by the tone of voice, questions and feedback offered, and body language. Student teachers are learning habits and dispositions as well as instructional content and strategies. Modeling by cooperating teachers on how to establish and maintain a climate for inquiry and risk-taking provides a student teacher with a frame of reference for developing his/her own style. A sense of security is also important in teaching and learning. This is a feeling the student teacher will need support in developing. She/he will look to you, at least initially, for security.

The following suggestions may help:

- a. Keep the student teacher informed as to how you think s/he is progressing.
- b. Introduce the student teacher to other teachers. The student teacher is likely to feel more secure if s/he feels a part of things.
- c. Allow the student teacher to teach what s/he plans to teach. Don't give last minute duties to "test" her/him.
- d. Let the student teacher know where you are at all times.
- e. Ask the student teacher regularly how s/he feels things are going.
- f. Encourage the student teacher to try her/his own ideas.
- g. Do not correct or interrupt the student teacher when she/he is teaching the class. This can be embarrassing and cause insecurity. If you must correct misinformation given to the students, find a respectful and constructive way to provide correction.
- h. Recognize a job well done, whether it is a lesson, interaction(s) with students, development of a bulletin board, or a learning activity/game. Give the student teacher a place or desk where she/he can put her/his things and call her/his own.

Confidence that comes from an effective plan that is well executed can enable the cooperating teacher and student teacher to look forward to teaching with a minimum of classroom management concerns.

VI. ASSESSMENT SYSTEM

A. EVALUATION OF THE STUDENT TEACHER

A continuous process of evaluation of a student teacher's progress is an essential part of a student teaching program. Everyone who is connected with the student teaching process has the responsibility of using evaluation techniques. It cannot be too strongly emphasized that evaluation in our education programs is considered to be an ongoing process.

Early Childhood, Elementary, and Special Education student teachers are evaluated by their cooperating teacher, university supervisors, and by self-evaluation. Secondary student teachers

are evaluated by their cooperating teachers, university supervisors and content specialists. All forms utilized in the assessment of the student teacher are provided in the appendices.

B. EVALUATION BY COOPERATING TEACHER

Mid-placement and final placement formal evaluations must be completed and submitted to the university supervisor by cooperating teachers by the dates specified in the Cooperating Teacher's folder distributed at the start of the semester. If on-going, regular feedback and continuing assessment is provided to the student teacher by the cooperating teacher, the formal evaluations will contain few surprises for either the student teacher or the university personnel receiving the reports. Cooperating teachers should not hesitate to contact the university supervisor at any time to discuss any matters or concerns.

C. EVALUATION BY THE UNIVERSITY SUPERVISOR/CONTENT SPECIALIST

The university supervisors/content specialists are required to conduct four formal observations of the student teacher. After each assessment the supervisor/specialist discusses lesson events with the student teacher, and together prioritizes next steps and goals. The supervisor/specialist also discusses with the cooperating teacher the outcome of the supervisory visit and gives both the student teacher and the cooperating teacher their appropriate copy of the completed observation form.

The university reserves the right and the responsibility for the final letter grade awarded for student teaching. This grade is based on criteria delineated in the student teaching syllabus given to each student teacher at the beginning of the semester. Clinical feedback is incorporated into the student's final grade.

D. STUDENT TEACHER SELF-ASSESSMENT

Evaluation is a continuous process of reflection. Perhaps no function of student teaching is more important than the refinement by the student teacher of the skill of self-assessment. The student teacher is advised to use all self-assessment opportunities to grow as professionals. The RIPTS require and support on-going professional reflection and development. The student teaching experience provides an on-going opportunity for students to identify strengths and plan appropriately to meet challenges. The student teacher has been trained as and is expected to be a reflective practitioner. The guidance, support and specific targeted feedback provided to the student teacher by cooperating teachers, university supervisors, and content specialists will assist the student in her/his growth in this area.

E. GRADING SYSTEM/QUALITY POINTS

The grading policy used in student teaching is consistent with the grading policy outlined in the Salve Regina University Catalog.

<u>Grading System</u>	<u>Quality Points</u>	<u>Numerical Equivalence</u>
A - Excellent	A = 4.0	95-100
B - Above Average	A- = 3.7	90-94
C - Average	B+ = 3.3	87-89
D - Below Average	B = 3.0	84-86
F - Failure	B- = 2.7	80-83
	C+ = 2.3	77-79
	C = 2.0	74-76
	C- = 1.7	70-73
	D = 1.0	65-69
	F = 0.0	Below 65

APPENDICES

A. RECORD-KEEPING FORMS

ELC/EDC PROGRAMS 16 WEEK – SUGGESTED CALENDAR for STUDENT INVOLVEMENT

From the first day, it is important for a student teacher to be reflective about how s/he is demonstrating competency in reaching RIPTS and other standards. Each night the student teacher should make a notation in the standards/skills/examples handbook to identify any evidences she/he will present for initial licensure.

WEEK 1: The student teacher should be involved in activities which promote -

- a. Familiarity with students, standards, staff, school facilities, and all classroom and building policies.
- b. Creation of bulletin boards, learning centers, instructional materials, board work, worksheets, and any other educational tool identified by the cooperating teacher as beneficial to instruction for students.
- c. Guided observations of classroom instruction, management, and discipline.
- d. Assisting the cooperating teacher in clerical and grading activities, for example: lunch money collection, lunch duty, attendance, notices, and daily correction of paper and tests.
- e. Instruction with individual students.
- f. Monitoring of students, (i.e. bathroom, lunch, playground, hallway supervision).

WEEK 2: The student teacher will continue with assignments from General Activities. In addition -

- a. Work with small group of students;
- b. Begin to plan and teach in one specific subject area on a daily basis. This is often done through an introductory lesson combined with activities provided for appropriate learning centers.

WEEK 3: The student teacher will continue with assignments. In addition:

- a. Continue to plan and conduct a workshop in one subject area;
- b. Create a pacing calendar for the acquisition of teaching responsibilities in consultation with the cooperating teacher.

WEEKS 4 AND 5: The student teacher will continue with WEEK 3 assignments, as well as:

- a. Add a second subject area to planning and teaching on a daily basis. This will involve whole group and small group teaching.

WEEKS 6, 7, AND 8: The student teacher will continue with regular assignment, as well as:

- a. Add a third subject area to planning and teaching on a daily basis.
- b. ELC - VIDEO TAPE LESSON-20-30 minute maximum sometime between week 7 and week 8.

WEEKS 9, 10 AND 11: The student teacher will continue with regular assignments, as well as:

- a. Plan and teach one-half of each school day. The cooperating teacher begins to leave the student teacher alone in the classroom for short periods of time at first, and gradually for longer periods. However, the cooperating teacher should be in close proximity should the student teacher need her/ his assistance
- b. Prepare for week 12, 13, and 14.

- c. **WEEKS 12, 13, and 14:** The student teacher will assume total classroom responsibility for the entire three weeks. The cooperating teacher may choose to instruct any groups within the classroom based on the needs of the students.

WEEK 15 TO END OF STUDENT TEACHING: The student teacher will share the planning and instructional responsibilities with the cooperating teacher.

SPECIAL EDUCATION (SED) 16 WEEK – SUGGESTED TASKS DURING STUDENT TEACHING

The Special Education Student Teacher should have the opportunity to gain an understanding of the roles and responsibilities of the special educator. Given the complexity and legal implications in special education a list of suggested tasks for the student teacher will be presented. The student teacher has had prior experience in special education settings working one-on-one and in small group teaching settings. The student teacher is expected to assume some responsibility from the start. Although the sequence of the following tasks may vary dependent on the placement, the responsibilities for the following tasks must be ongoing.

- Read IEPs
- Implement IEPs
- Participate in IEP meeting
- Participate in IEP development
- Implement different types of instruction
- Modify instruction
- Design instruction
- Teach in a variety of settings
- Teach in different roles
- Direct para-educators
- Direct other professionals in instructional settings
- Use technology
- Collaborate with general educators
- Collaborate with related services
- Collaborate with families
- Implement informal assessment
- Implement formal assessment
- Participate in RTI process
- Implement behavior plans
- Design behavior plans
- Collect data
- Use data for instructional decision making
- Participate in team meetings, school meetings, professional development
- Collaborate with special educator
- Reflect to inform instruction
- Implement appropriate Service Learning project

STUDENT TEACHER SCHEDULE FOR UNIVERSITY SUPERVISOR

EARLY CHILDHOOD/ELEMENTARY EDUCATION /SPECIAL EDUCATION

Student Teacher: _____ Semester/Year: _____

Cooperating Teacher: _____ School/Grade: _____

School Name and Telephone: _____

Indicate schedule for each day of the week, including planning times, lunch, co-curricular times, etc.*

Time	Monday	Tuesday	Wednesday	Thursday	Friday

*This form should be completed by student teacher and **returned to university supervisor by end of first week of placement.**
Any changes/updates to this schedule should be promptly communicated by email to the university supervisor.

STUDENT TEACHER SCHEDULE FOR UNIVERSITY SUPERVISOR
(Middletown, RI Public Schools)
EARLY CHILDHOOD/ELEMENTARY EDUCATION /SPECIAL EDUCATION

Student Teacher: _____ Semester/Year: _____

Cooperating Teacher: _____ School/Grade: _____

School Name and Telephone: _____

Indicate schedule for each day of the week, including planning times, lunch, co-curricular times, etc.*

Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6

*This form should be completed by student teacher and **returned to university supervisor by end of first week of placement.**
Any changes/updates to this schedule should be promptly communicated by email to the university supervisor.

STUDENT TEACHING - SECONDARY SCHOOL LEVEL (SCD 441)

Sequential Nature of Student Teaching

It is expected that secondary student teachers will gain an understanding of the day-to-day workings of a secondary school as they progress through their student teaching experience. Opportunities should be provided for them to observe all aspects of the school, not just academic classes, whenever this is feasible. It is the responsibility of the cooperating teacher to provide a sequential experience for the student teacher moving from observation of the cooperating teacher and other faculty members in the school, to acceptance of routine duties such as homeroom or advisory, to acceptance of classroom teaching responsibilities. The student teacher should have interactions with students ranging from one-on-one, to small groups, to full class teaching, throughout the course of their field experience.

Class Load

Students will vary in their ability to assume full classroom responsibilities. Some student teachers have profited from being responsible for teaching one class from the first day of student teaching. Usually student teachers are gradually inducted into teaching, moving from teaching one class for a week or two, to two classes for the next two weeks, to three classes, etc. A sample calendar for a student teacher's gradual assumption of responsibilities follows. The procedure is left to the judgment of the cooperating teacher. It is hoped that by the completion of the student teaching experience, students will be teaching a minimum of three (3) classes, and will have assumed this load in addition to responsibility for related duties, for at least two weeks of the student teaching experience. Wherever feasible, the student teacher is encouraged to assume a full teaching load and related duties during the last two weeks of the semester in the placement. However, the cooperating teacher must judge the readiness of the student teacher to assume this responsibility.

Suggested Weekly Guidelines for Secondary (SCD) Student Teaching Schedule

WEEK 1	The cooperating teacher will help the student teacher understand:	<ul style="list-style-type: none"> • Appropriate classroom routines • Classroom and school policies <ul style="list-style-type: none"> ▪ Attendance ▪ Hall passes ▪ Grading records ▪ ID requirements • Acceptable behavioral norms • Management routines –what students are expected/allowed to do
	The cooperating teacher will inform the student teacher of:	<ul style="list-style-type: none"> • Support staff and programs <ul style="list-style-type: none"> ▪ Librarian ▪ Counselors ▪ Resource teachers ▪ Mentoring program ▪ Advisor/advisees program ▪ Volunteer program • Instructional materials and programs <ul style="list-style-type: none"> ▪ Texts ▪ AV equipment ▪ Library/learning centers ▪ Copying ▪ Computer usage
	The cooperating teacher will help the student teacher establish a collegial relationship with school staff:	<ul style="list-style-type: none"> • Other teachers in department • Other teachers in school • School staff • Other student teachers
	The cooperating teacher will help the student teacher become part of the classroom instructional processes by asking him to:	<ul style="list-style-type: none"> • Take attendance • Give makeup quizzes/tests • Tutor individual/small groups of students • Teach small lesson segments
	The cooperating teacher will set aside time to discuss with the student teacher	<ul style="list-style-type: none"> • Long range planning for specific teaching assignments • Specific expectations and plans for gradual student teacher take-over
WEEKS 2-3	Joint planning by the cooperating teacher and the student teacher	The major role in planning for this time period should remain that of the cooperating teacher
	Shared teaching responsibilities by the cooperating and student teachers	<ul style="list-style-type: none"> • Team teaching lessons on a unit previously planned by the cooperating teacher

		<ul style="list-style-type: none"> • Team teaching on a unit jointly planned • Team teaching lessons planned by the student teacher
WEEK 4	<p>By the end of week four, the student teacher should:</p> <p>Student teacher will take over three-fifths of the teaching of classes</p>	<ul style="list-style-type: none"> • Plan and implement individual lessons with learning outcomes clearly specified • Provide all lesson plans at least one day in advance of teaching to cooperating teacher • Perform paperwork duties, such as attendance and grading with some efficiency • Perform routine directions of student behavior with some efficiency • Employ teaching materials other than a textbook (technology, media, periodical literature, etc.) • Utilize some basic teaching methods as appropriate (lecture, providing demonstrations, conducting discussions, directing small group work) and articulate reasons for using these methods • Create teaching activities that engage students in active learning • Begin to adapt teaching techniques and purposes to accommodate diverse learners • Master the curriculum content of the course being taught • Prepare assessments to accurately measure achievement of learning outcomes
	<p>The cooperating teacher should take time every day to confer with the student teacher about</p> <ul style="list-style-type: none"> • The student teacher's performance • The cooperating teacher's expectations • Specific feedback and suggestions for improvement/enhancement of lesson(s) taught that day 	

WEEKS 5-7	Student teacher will take over four-fifths of the teaching of classes	
	Much of the planning and teaching will be conducted by the student teacher with specific “advise and consent” of the cooperating teacher. The cooperating teacher needs to allow the student teacher to teach alone but also needs to stay in close proximity and monitor the student teacher’s effectiveness.	
	The cooperating teacher may always participate in the classroom in some way by:	<ul style="list-style-type: none"> • Teaching a lesson at times • Working with students with special needs • Aiding in student assessment and evaluation • Stepping in tactfully if student teacher is needing assistance
	The cooperating teacher is expected to complete Mid-Placement Evaluation halfway through the student teacher’s placement. The evaluation should be discussed with student teacher and given to the university supervisor.	
WEEKS 8-14	<p>It is expected that each student teacher will develop increasing competency in/understanding of teaching. Student teacher will developmentally assume total responsibility for classes (planning, implementing, assessing, reporting). It is important that cooperating teacher provide feedback regarding preparation of lessons prior to implementation and provide specific, form-ative feedback to student in timely manner after teaching lessons. Transition of responsibilities back to cooperating teacher should be planned for last week of placement. Student teacher is responsible for all grading required during time of complete responsibility for classes. Cooperating teacher is expected to complete Final Placement Evaluation by end of student’s placement.</p> <p>This evaluation should be discussed with student teacher and given to the university supervisor.</p>	

STUDENT TEACHER SCHEDULE FOR UNIVERSITY SUPERVISOR
SECONDARY EDUCATION

Student Teacher: _____ Semester/Year: _____

Cooperating Teacher: _____ School/Subject Area(s): _____

School Name and Telephone: _____

Indicate subjects and grade levels and preparation times in the blocks under the days of the week.*

Room	Time	Period	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6

*This form should be completed by student teacher and **returned to university supervisor by end of first week of placement.**
Any changes/updates to this schedule should be promptly communicated by email to the university supervisor.

B. ASSESSMENT SYSTEM FORMS

Throughout the student teaching experience, formal and informal assessments will be used. The formal assessments are listed below. Sample copies are on the pages that follow.

1. Each week, student teachers complete a Weekly Progress Report, review it with the cooperating teachers (complete signatures), and submit to their supervisors at the next seminar.
2. Prior to formal assessments, student teachers send “Lesson Plan” to the university supervisor.
3. The supervisor assesses the plan using the appropriate SRU Lesson Plan Rubric.
4. Supervisors conduct four formal assessments using the appropriate program Formal Observation Form.”
5. At the designated mid-point of the placement, the cooperating teacher provides the university supervisor with the completed Mid-Placement Student Teacher Evaluation form.
6. At completion of the placement, the cooperating teacher, and the teacher candidate will complete and submit the “End of Placement Student Teacher Evaluation.” The Cooperating Teacher also completes a “Prior to Licensure Evaluation of Student Teacher’s Professional Dispositions,” and submits comments/rating on student teacher’s Prior to Licensure Culturally Responsive Teaching Assessment for her/his student teacher and submit them to the student’s University Supervisor.
7. At the end of the placement, the university supervisor submits “University Supervisor Evaluation of Cooperating Teacher” to the office coordinator.
8. At the end of the placement, the cooperating teacher completes and submits the “Cooperating Teacher Evaluation of University Supervisor” to the office coordinator.
9. At the end of the placement, the student teacher completes and submits the “Student Teacher Evaluation of Cooperating Teacher” and “Student Teacher Evaluation of University Supervisor” to the Field Placement Coordinator or online as appropriate.

Rhode Island Professional Teacher Standards (RIPTS)

<p>1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and the world in which we live. Teachers...</p> <ul style="list-style-type: none"> reflect a variety of academic, social, and cultural experiences in their teaching. R use a broad content knowledge base sufficient to create interdisciplinary learning experiences designed to ensure that all students achieve state standards for content and achievement. R exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students. R facilitate student involvement in the school and wider communities. P 	<p>2. Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of the central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach. Teachers...</p> <ul style="list-style-type: none"> know their discipline/content areas and understand how knowledge in their discipline/ content area is created, organized, linked to other disciplines and applied beyond the school setting.) R (C for SCD program) design instruction that addresses the core skills, concepts, and ideas of the disciplines/ content areas to help all students meet Rhode Island's learning standards. C/P select appropriate instructional materials and resources (including technology resources) based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concept in the discipline/content areas. C/P engage students in a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations that help all students develop conceptual understanding. C represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts and encourage all students to see, question, and interpret concepts from a variety of perspectives. P 	<p>3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop. Teachers...</p> <ul style="list-style-type: none"> understand how students use their prior knowledge to construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning. R design instruction that meets the current cognitive, social, and personal needs of their students. R create age-appropriate lessons and activities that meet the variety of developmental levels of students within a class. P
<p>4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. Teachers...</p> <ul style="list-style-type: none"> design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning. R use their understanding of students (e.g., individual interests, prior learning, cultural background, native language, and experiences) to create connections between the subject matter and student experiences. C seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students. P make appropriate accommodations for individual students who have identified learning differences or needs in an Individual Educational Plan (IEP), 504 Accommodation Plan, Personal Literacy Plan (PLP), or other school-based individualized learning plan (ILP). C/P 	<p>5. Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas. Teachers...</p> <ul style="list-style-type: none"> design lessons that extend beyond factual recall and challenge students to develop higher-level cognitive skills. C pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives. P make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to try to solve a problem. P engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence. P use tasks that engage students in exploration, discovery, and hands-on activities. C/P 	<p>6. Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. Teachers...</p> <ul style="list-style-type: none"> use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. P establish a safe, secure, and nurturing learning environment that supports the active engagement of all students. P provide and structure the time necessary to explore important concepts and ideas. C help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. P create learning groups in which students learn to work collaboratively and independently. P communicate clear expectations for achievement that allow all students to take responsibility and advocate for their own learning. P

<p>7. Teachers work collaboratively with all school personnel, families, and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning, and student achievement. Teachers...</p> <ul style="list-style-type: none"> work collaboratively with colleagues to examine teacher practice, student work and student assessment results with the goal of improving instruction and achievement. P develop relationships with students and their families to support learning. P understand the role of community agencies in supporting schools and work collaboratively with them when appropriate. R/P 	<p>8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. Teachers...</p> <ul style="list-style-type: none"> use a variety of communication strategies (e.g., listening, restating ideas, questioning, offering counter examples) to engage students in learning. P use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote learning. C/P use technological advances in communication including electronic means of collecting and sharing information to enrich discourse in the classroom and school. P emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others, and group interaction. P seek knowledge of and demonstrate sensitivity to the particular communication needs of all students. P 	<p>9. Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction. Teachers...</p> <ul style="list-style-type: none"> select and/or design individual and group classroom assessments based on the strengths, limitations, and data provided by the assessments. C/P identify and consider student and contextual variables that may influence performance so that a student's performance can be validly interpreted. P systematically collect, synthesize, and interpret assessment results from multiple assessments to monitor, improve, and report individual and group achievement. P provide students with opportunities and guidance to evaluate their own work and behavior against defined criteria and use the results of self-assessment to establish individual goals for learning. C/P maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues. P use information from their assessment of students to reflect on their own teaching, to modify their instruction, and to help establish professional development goals. P
<p>10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals. Teachers...</p> <ul style="list-style-type: none"> solicit feedback from students, families, and colleagues to reflect on and improve their own teaching. P explore and evaluate the application of current research, instructional approaches and strategies, including technologies to improve student learning. P take responsibility for their own professional growth and improvement of their students' learning by participating in workshops, courses, or other individual and collaborative professional development activities that support their plans for continued development as teachers. C/P take responsibility for learning about and implementing federal, state, district, and school initiatives to improve teaching and learning. P 	<p>11. Teachers maintain professional standards guided by legal and ethical principles. Teachers...</p> <ul style="list-style-type: none"> maintain standards that require them to act in the best interests and needs of students. R/C/P follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families. C/P follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/guardians', and teachers' rights and responsibilities. R/P interact with students, colleagues, parents, and others in a professional manner that is fair and equitable. P are guided by codes of professional conduct adopted by their professional organizations. R/C/P 	<p>Note: The R/C/P designation attached to RIPTS indicators is intended to identify where in the Salve Regina University Assessment System each indicator is <i>assessed</i>, <u>not</u> where in the Assessment System the indicator is <i>addressed</i>. Most indicators are addressed throughout programs, from a developmental perspective (meaning at a foundational knowledge level at Admissions, at an experiential level at Methods, and at an applied/professional level at Licensure).</p>

Readiness for Admission
Completion of Methods
Prior to Licensure

Elementary (EDC) & Early Childhood Education (ELC)
Student Teacher Weekly Report

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 NGSS 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 NGSS (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/Date

Cooperating Teacher signature/Date

SCD Student Teaching Weekly Report (Weeks 1-3)

Name _____ Report number _____
Week ending _____

Complete this form each week as indicated during Student Teaching Seminar. After 3 weeks of student teaching, we will 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. Answers must include an explanation of how your student teaching activities demonstrate the Rhode Island Professional Teaching Standards.

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>
-------------	-------------	--------------

Moving Forward: Reflections and Action Plan

8. My plans to address specific feedback I received from my cooperating teacher.
9. Area of professional skill that I would like to focus on in the next week.
10. Based on your responses to 8 & 9 (above), what support can your university supervisor provide to you.

Signature of Student Teacher

Date

Secondary Education (SCD)
Student Teacher Weekly Report for weeks 4 – 10

Student Teacher:

Date:

Week#: 4 5 6 7 8 9 10 (Circle)

I. 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?

II. Instructional:

Identify your main student learning goals.

How did you know if your students learned what you wanted them to learn?

How did you respond when some students did not learn?

How did you enrich and extend the learning for students who demonstrated proficiency?

Is there anything you would do differently the next time you presented that lesson and, if so, what?

III. Classroom Management

Identify an area of **growth** in either yourself or your student(s) in the area of classroom management (examples: developing trust, confidence, motivation, compliance, working relationships with students, parents, or colleagues, other).

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

Moving Forward: Reflections and Action Plan

V. My plans to address specific feedback I received from my cooperating teacher.

VI. Area of professional skill that I would like to focus on in the next week.

VII. Based on your responses to 8 & 9 (above) what support can your university supervisor provide to you.

Student Teacher signature/Date

Cooperating Teacher signature/Date

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

Elementary Education (EDC) Student Teacher Reflection for weeks 6 – 10

Student Teacher:

Date:

Week#: 6 7 8 9 10

(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 (SED) 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:

EARLY CHILDHOOD PROGRAM LESSON PLAN FORMAT

Lesson Design

LESSON OBJECTIVE - Before a lesson can be designed, an objective must be written. In teacher talk, the lesson objective will state what the student will be able to do at the end of the lesson. What the student can do at the end of the lesson is something that he/she could not do at the beginning of the lesson.

Eight Steps to Lesson Design

1. **ANTICIPATORY SET** – An activity to focus students’ attention provides a brief practice and/or develops a readiness for instruction that will follow. It should relate to some previous learning/experience. If successful, the anticipatory set should help the student get mentally or physically ready for the lesson. It involves both previous experience and previous learning.
2. **RESTATED OBJECTIVE** – Teacher clearly informs the student what to expect and what to be able to accomplish by the end of the instruction. The objective should be specific in content and focus on observable behavior. The objective should let the student know what is going to happen in his/her own language (restating the lesson objective in his/her own words).
3. **INPUT** – What information must the student have in the lesson so that he/she may reach the objective? The teacher needs to determine how the student is going to get this information or what the means of instruction will be. It is important that the teacher determine what new information is needed by the learner. List specifically what students will learn in the lesson. The input chart clearly illustrates this.
4. **MODELING** – Using verbal, visual, and tactile models, the teacher presents the new concept through a think aloud process. Continual reference is made to input chart.
5. **CHECK FOR UNDERSTANDING** – Here the teacher checks for the students’ possession of essential information and the skills necessary to achieve the instructional objective. This can be done by the teacher observing the student performing the new skill. Look for bits and pieces and small segments of the whole.
6. **GUIDED PRACTICE** – The students’ first attempts with new learning are guided so they are accurate and successful. Teachers must closely monitor what the students are doing to see that the instruction has ‘taken’. Mistakes need to be corrected when seen by the teacher. A ‘product’ of the learning should be completed in guided practice.
7. **INDEPENDENT PRACTICE** – When the student can perform the skill or process without major errors, then he/she is ready to develop fluency by practicing without the availability of the teacher. The teacher does not need to monitor the practice as the student is doing it, but should check the finished product.
8. **CLOSURE** – Closure provides an effective closing to the lesson. Closure solidifies the whole lesson. In it, children verbalize what has been learned.

Lesson Plan Scoring Rubric: Early Childhood Education (ELC)

Student Teacher:

Grade of Lesson:

Content Area:

Date:

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

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

Scoring Guide:

Emerging evidence supplies limited detail to reach the anticipated outcome.

Clear evidence supplies sufficient detail to reach the anticipated outcome.

Exemplary evidence supplies abundant detail to reach the anticipated outcome.

Lesson Plan Template: Elementary Education (EDC) Student Teachers

1. Lesson Identification

- a. Grade Level /Content Area
- b. Title
- c. RIPTS list those standards that are addressed through this lesson
- d. Common Core, Content and/or ISTE standards that are met through the lesson

2. Context

Include any important background information that is relevant for understanding the lesson. Cite original sources and acknowledge adaptations or resources used within the lesson.

- What is the reason for using this lesson?
- What data/evidence supports the need for using this lesson?
- How much time is required for this lesson?
- What other information supports using this lesson?

3. Objectives

- a. What do you want the students *to learn* and *be able to do* from this lesson (not just the activity they will complete)?
- b. What are the objectives of the lesson? How do objectives match and/or correspond with the Common Core?
- c. Do all of your objectives align with your assessment(s)?

4. Opportunities to Learn

If any of these components are embedded within the lesson, then a notation must be made within this section.

- How are you using multiple ways of approaching or engaging students in the lesson activities?
- How are students given an opportunity to apply skills and concepts learned?
- How do you differentiate instruction to accommodate different learning styles of your students?
- How do you group the class to best engage students in the lesson?
- What materials do you need to prepare prior to this lesson? (handouts, writing implements, manipulatives, texts, etc.)
- What conditions must exist to facilitate or enhance the lesson? (access to technology, special equipment, structure of work space, integration across content areas)

5. Instructional Procedures

- a. Opening (10-15% of lesson)
 - How do you activate students' prior knowledge and connect it to this new learning?
 - How do you get students interested in this lesson?
- b. Engagement (60-70% of lesson):
 - What questions can you pose to encourage students to take risks and to deepen students' understanding?
 - How do you facilitate student discussion?
 - How do you facilitate the lesson so that all students are active learners and reflective during the lesson (differentiation)?

- How do you monitor students' learning throughout the lesson?
- c. Closure (10-15% of lesson):
 - What kinds of questions do you ask to get meaningful student feedback?
 - What opportunities do you provide for students to share their understanding of the task? How do you ensure that the salient points of this lesson are highlighted to guide student understanding?

6. Assessment

- How do you assess students' learning? Are assessment[s] aligned with lesson objective[s] and appropriate to the task?
- How do you include multiple opportunities for assessing student work?
- How do you provide specific, constructive, and timely feedback to your students to promote student learning?

7. Reflection on Student Performance

*Utilize the following questions when reflecting on **each** piece of student work:*

- What does the student work tell you about the student's understanding and the effectiveness of your lesson? (cite examples)
- What are students' misunderstandings, if any? How will you provide instructional support to improve students' learning?

8. Self-Reflection on Lesson Implementation

Were the lesson objectives met?

- Did your lesson meet your objective(s), in conjunction with GLEs/NGSS?
- Was your assessment(s) appropriate for your objective(s)?

What worked well in this lesson?

- How do you know that this lesson was effective?
- How do you determine the effectiveness?
- Were the modifications appropriate for the students?
- How were all students engaged in the lesson?

What changes would you propose for the next time you implement this lesson?

- What part of this lesson proved easy or difficult for the students?
- How will you connect students' new learning from this lesson to the next lesson?
- How will you summarize students' learning to inform your instruction?
- What did you learn from the assessment(s) used in this lesson?
- When you use this lesson again, what will you do differently or similarly?

What did you learn from teaching this lesson?

- How do you know you were successful in engaging all students to be active and reflective learners?
- What have you learned about your growth as a teacher?
- How will this help you plan effective instruction for all of your students?

Lesson Plan Scoring Rubric: Elementary Education

Name: _____ Date: _____
 Observation: 1 2 3 4 (please circle one)

Lesson Plan Sections	Emerging	Clear	Exemplary	Not Incl.
1. Lesson Identification <input type="checkbox"/> Included Grade Level/Content Area <input type="checkbox"/> Included the Lesson Title <input type="checkbox"/> Included the appropriate Common Core, NGSS, RIPTS, and/or CEC standards	1-2	3	4	○
2. Objectives <input type="checkbox"/> Stated clearly in measurable terms <input type="checkbox"/> Aligned lesson to the Common core/NGSS	1-3 1-3	4 4	5 5	○ ○
3. Opportunities to Learn <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	○ ○ ○ ○ ○ ○
4. Instructional Procedures Opening <input type="checkbox"/> Activated prior knowledge <input type="checkbox"/> Motivated new learning Engagement <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 Closure <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	○ ○ ○ ○ ○ ○ ○
5. Assessment <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	○
6. Reflections Student Work <input type="checkbox"/> Analyzes 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	○
7. Reflections Lesson Implementation <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 1-2 1-2	3 3 3	4 4 4	○ ○ ○
Final Grade _____ %				

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: _____

Secondary Education (SCD) Lesson Plan Map

Name:

Lesson Plan Map

Level:

Lesson Title:

Grade

Content Standards	Literacy – Reading and Writing, Speaking and Listening Standards	Practice Standards (Science & Math majors)

Objectives	Standard	Objectives	Standard

Lesson Plan Map (Continued)
Level:

Lesson Title:

Grade

Learning Progression	Objectives	Assessments	Objectives
		Pre Self Peer Formative Summative	

Secondary Education (SCD) Lesson Plan Template

Name _____

1. Lesson Identification

- * Grade level/content area
- * Lesson title
- * Appropriate CCSS, NGSS, etc.

2. Objectives

- * Objectives, clear and in measurable terms
- * Appropriate agenda
- * Lesson frame
- * Alignment with CCSS, NGSS, etc.
- * Alignment with assessment

3. Opportunities to learn

- * Opportunity(ies) for students to apply skills
- * Materials prepped ahead of time
- * Conditions that must exist in order to teach this lesson
- * Included multiple ways of approaching and engaging students
- * Differentiated instruction to accommodate for students' learning needs
- * Grouped the class the best to engage students in the lesson

4. Instructional Procedures

Opening

- * Appropriate warm-up
- * Activation of prior knowledge
- * Motivation of new learning

Engagement

- * Opportunities for students to be active (NOT passive) learners
- * Provided the opportunity for relevant student discourse
- * Provided differentiated modes of learning

Closure

- * Opportunities for student reflection
- * Opportunities for student sharing of understanding
- * Appropriate lesson wrap-up

5. Assessment

- * Alignment with objectives/appropriateness to task
- * Multiple opportunities for assessment: pre-, formative, summative, peer, and self-
- * Constructive feedback to students

6. Models of Teaching

- * Choice of model(s)
 - *Explanation of why this choice (defense)

7. Technology

- * Digital tools and resources to promote student learning
 - * Appropriate information resources, virtual environments, and digital tools

Secondary Education (SCD) Analysis of Student Work

Name:

Grade level/Subject Area:

Number of students:

- I. **Connections:** What is the content standard of focus? What is the task or product that was used to assess student learning:

Content standard:

Assessment:

- II. **Expectations:** What specific skills, knowledge, and/or processes will students demonstrate?

- III. **Describe performance:** What are examples and evidence of what students know and are able to do for each level of performance?

Far below standard	Approaching standard	Meeting standard	Exceeding standard

- IV. **Performance Levels:** What are the performance levels of your entire class? Write student names (first names only) in the appropriate column and determine percentages.

Far below standard	Approaching standard	Meeting standard	Exceeding standard
% of class	% of class	% of class	% of class

V. **Identify:** What are possible misconceptions? What are student learning needs?

Far below standard	Approaching standard	Meeting standard	Exceeding standard

VI. **Plan:** How will you differentiate instruction to move students forward?

Far below standard	Approaching standard	Meeting standard	Exceeding standard

VII. **Next Steps:** Based upon your findings, what steps will you take to address learning

Elem. Education (EDC) Student Teacher Plan for Observation by Cooperating Teacher
Student: _____ **Date:** _____

Subject: _____

Objective/Big Idea/Essential Learning: _____

Student teachers in the Elementary Program are asked to complete a Student Teacher Plan for Observation by Cooperating Teacher for four observed lessons during the first 10 weeks of the student teaching experience. The student teacher is expected to provide the cooperating teacher with the completed Student Teacher Plan for Observation by Cooperating Teacher for each lesson that provides basis for this observation. The cooperating teacher will observe the student and complete the Cooperating Teacher Lesson Observation form for each lesson observed. Each set of forms will be submitted to the university supervisor. All four required observations by the cooperating teacher must be completed by the end of the tenth week of the student teaching experience.

Time Planned:	Introduction/Opening (activating schema – tying new learning to existing knowledge):
Time Planned:	Teaching/Modeling:
Time Planned:	Whole Group Guided Practice:
Time Planned:	Small Group Guided Practice:
Time Planned:	Independent Practice:
Time Planned:	Closure:

Cooperating Teachers in the Elementary Program are asked to complete a Cooperating Teacher Observation Feedback Form for four observed lessons during the first 10 weeks of the student teacher's experience. The student teacher is expected to provide the cooperating teacher with the completed Student Teacher Plan for Observation by Cooperating Teacher for each lesson that provides basis for this observation.

Subject:

Time Planned:	Introduction/Opening (activating schema – tying new learning to existing knowledge): Strengths I noticed: Suggestions for improvement:	Actual Time:
Time Planned:	Teaching/Modeling: Strengths I noticed: Suggestions for improvement:	Actual Time:
Time Planned:	Whole Group Guided Practice: Strengths I noticed: Suggestions for improvement:	Actual Time:
Time Planned:	Small Group Guided Practice: Strengths I noticed: Suggestions for improvement:	Actual Time:
Time Planned:	Independent Practice: Strengths I noticed: Suggestions for improvement:	Actual Time:
Time Planned:	Closure: Strengths I noticed: Suggestions for improvement:	Actual Time:
Assessment: How I am going to determine if the students learned what I intended: Strengths I noticed: Suggestions for improvement:		

50

Special Education Learning Event Plan

Teacher Candidate: _____ Setting: _____ School _____

PART I

Lesson Identification and IEP requirements (successfully completed gives evidence of RIPTS 1,2,10, 11 CEC 1,9)

Grad : _____ Content: _____ Title: _____

CCSS addressed:

Lesson Length: _____ No. of students with IEPs: _____ No. of students without IEPs: _____

General Education Lesson Objectives [Only when students without IEPs are included in group]

Condition: Environmental Factors

PLAN FOR INDIVIDUALIZING INSTRUCTION Add a chart for each student with an IEP				
Student Name (add row for each student with iep)	IEP Academic Achievement Objective[s] or <u>Benchmark[s]</u> targeted for instruction during the lesson, <u>Current Achievement</u> & <u>Individualized learning objective(s)</u> (successfully completed provides evidence of RIPTS 1,2,3,4, 10,11 CEC 2,3)	Pre & Post Assessments for individualized learning objectives (academic) Include a plan for recording assessment data (Successfully completed provides evidence of RIPTS 9, CEC 8)	IEP Functional Performance Objective[s] or <u>Benchmark[s]</u> targeted for instruction during the lesson, <u>Current Performance</u> & <u>Individualized lesson objective(s)</u> (successfully completed provides evidence of RIPTS 1,3,4,11 CEC 2,3)	Pre & Post Assessment for individualized learning objectives (functional) Include a plan for recording assessment data (Successfully completed provides evidence of RIPTS 9, CEC 8)

How will you respond to the student's learning strengths and needs? Identify and explain your instructional decisions that respond to the learner's strengths and needs; the ways the instructional modifications, accommodations and aids required by the IEP are incorporated in this lesson AND additional instructional modifications, accommodations and aids that you bring to this lesson from your prior learning and research. Cite all references. (Refer to the directions for each LE for further detail). NOTE: This section requires individualization of those considerations included in the EDC Lesson plan section *Opportunities to Learn*: How are you using multiple ways of approaching or engaging this student in the lesson activities? How is this student given an opportunity to apply skills and concepts learned? How do you differentiate instruction to accommodate the learning styles of this student? How do you group the students to best engage this student in the lesson What conditions must exist to facilitate or enhance the lesson for this student? (Access to technology, special equipment, structure of work space, integration across content areas). ? What materials do you need to prepare prior to this lesson? (Handouts, writing implements, manipulatives, texts, etc.).
(successfully completed gives evidence of RIPTS 3,4,5, 6, 7, 8 CEC 4,5,6, 7, 9, 10)

Special Education Learning Event Plan

PART II

The EDC Lesson Plan format for the remaining portion of the LE plan with the addition of a 'decision tree' as noted.

1. Instructional Procedures: Opening /Engagement /Closure (successfully completed gives evidence of RIPTS 5,6,7,8 CEC 4,5,6,7,9,10) Include a detailed plan of the teacher role and the student role. Take it from the opening scene to the closing scene. Think it through and plan it out carefully. SCRIPT exactly the teacher's role including the words, illustrations and actions you will use for giving directions, explanations and asking questions.
 - a. Opening (10-15% of lesson)
How do you activate students' prior knowledge and connect it to this new learning?
How do you get students interested in this lesson?
Decision Tree
 - b. Engagement (60-70% of lesson):
What questions can you pose to encourage students to take risks and to deepen students' understanding?
How do you facilitate student discussion?
How do you facilitate the lesson so that all students are active learners and reflective during the lesson (differentiation)?
How do you monitor students' learning throughout the lesson?
Decision Tree
 - c. Closure (10-15% of lesson):
What kinds of questions do you ask to get meaningful student feedback?
What opportunities do you provide for students to share their understanding of the task? How do you ensure that the salient points of this lesson are highlighted to guide student understanding?
Decision Tree
 - d. Reflection (successfully completed gives evidence of RIPTS 9, CEC 8):
 1. Assessment and Analysis of student[s]' individual performance: What background knowledge and skills did you assume the student(s) was bringing to the lesson- were they accurate? Analyze the observations you made of the student's performance, the student's work samples, and other data you collected on the student's performance. Compare the student's performance to his/her previous performance, the performance that is expected of a student his/her grade and the performance of typical developing peers. What level of mastery did the student(s) reach? Make recommendations for future instruction, e.g. What would you plan for the following lesson? Why? What instructional supports would you employ to improve student learning for the individual learner. Why? What additional information on the students understanding and skills would you gather? Why?
 2. Self-Reflection on Lesson Implementation Please do not re-describe that which was planned out above. Rather, describe any changes you made to your plan. Then, use 2 or 3 of the questions (or add your own) below to guide your reflection on your development as a teacher. Do not respond to all the questions. Select the 2or 3 that will enhance your reflection on the experience.

Could I have eliminated or reorganized steps? Were the instructional strategies I chose the right ones for this lesson? Were the needs of the learner(s) met? How could I have increased the student's opportunities to learn? How effectively did I implement best practices I have learned thru my University course work? How do I know they were effective? Were any elements of the lesson more effective than other elements? Did some aspects need improvement? Could I adapt instructional approaches I used in this lesson to other lessons? How would I incorporate the best aspects of this lesson in the future? How was this experience different from other teaching experiences I have had? Do I see patterns in my teaching style? What changes would I make to correct areas in need of improvement? How could I further modify this Learning Event for the student and/or for other students I teach? How am I progressing as a teacher? How can I best use my strengths to improve? What steps should I take or resources should I use to meet my challenges? Are there resources I could tap that would help me to meet my professional goals? What suggestions do I have for the teacher or school that would improve the student's learning environment?

Learning Event/Lesson Plan Scoring Rubric: Special Education

	Emerging	Clear	Exemplary
Part I			
Lesson identification items, targeted IEP short-term objectives [STO]/benchmarks [B], individual learning objectives, assessment plan 20%			
Lesson identification: Grade/content/title/ccss/length/students/conditions/ gen ed lesson obj	0	1	2
IEP academic and/or functional STO or B which the individual lesson objective appropriately targets. [if TC does not have access to IEP, include the area of exceptional learning needs (ELN) – and indicates the info was provided by the teacher not directly from IEP]	0	1	2
Description of the student's current level of academic achievement and/or functional performance in each <i>individual learning objective</i>	0	1	2
Individualized learning objectives with condition, student behavior and criteria	0-7	8	9-10
Plan for how student will be assessed on each individualized learning objective pre and post lesson and for recording student performance	0-7	8	9-10
_____ Weighted points (pts. earned/ 26 X 20)			
Response to individual learner's strengths & needs 30%			
Instructional decisions regarding special education instruction, accommodations and modifications, supplemental aids and supports for the student required by the IEP [Items taken from the IEP must be labeled]	0-7	8	9-10
TC additions to special education instruction, accommodations, supplemental aids or supports- evidenced based methods learned thru course study, CEC resources, or other references. Labels the items as 'ADDED' [sources must be cited]	0-7	8	9-10
Materials created by the teacher candidate: motivational, responsive to individual learners needs and culture, well-constructed, visually appealing	0-7	8	9-10
_____ Weighted points (pts. earned/30 x 30)			

	Emerging	Clear	Exemplar
Part II – Narrative and Script 20%			
Integration of accommodations, modifications, supplemental aids and supports for student with IEP	0-2	3-4	5
Clear and explicit script of TC role including the questions, directions, explanations, etc.	0-2	3-4	5
Detailed plan for guided practice and teacher modeling	0-2	3-4	5
Opportunities for individual learners to practice skills targeted for instruction	0-2	3-4	5
Appropriate schedule and type of specific feedback and reinforcement for each student	0-1	2	3
Appropriateness of time indicated for each phase of the lesson	0	1	2
Effectiveness of decision tree at opening/engagement/closure	0-1	2	3
Lesson narrative : clarity and detail of opening, engagement and closure	0	1	2
Language of Instruction: use of language that is consistent with curriculum	0-1	2	3
_____Weighted points (pts. earned/33 X 20)			
Part III REFLECTION 30%			
Explanation of the changes to the plan that occurred in response to unanticipated circumstances	0-2	3-4	5
Assessment and Analysis of student[s]' individual performance	0-7	8	9-10
Self-Reflection on Lesson Implementation	0-7	8	9-10
_____Weighted points (pts. Earned/25 X 30)			

Final Score _____

Special Education SED411/432 Data Driven Instructional Project

Teacher Candidate Name: _____

Directions: This is your opportunity to demonstrate your ability to explain the process of using data to drive instruction. First, you should share some contextual factors about your student, (area of disability, type of placement years in Sped, any initial assessment data and current IEP services, as well as the Learning Goal). Second, based on the data, describe the intervention plan that you developed, and implemented. Describe your student's progress data; review your student's results along with your analysis. Briefly discuss what recommendation you would have for your student and the IEP goal. You will be sharing this with your colleagues during a poster presentation session.

On your poster include the baseline data, researched intervention and schedule, graphic display of progress, all assessments you administered to your student, and your plan for future instruction.

Your first observation with your University Supervisor should be linked to this project.

	Emerging	Clear	Exemplary
1. Contextual Factors/ Learning Goal <ul style="list-style-type: none"> Included Area of disability Initial date of Special Ed services IEP instruction area and service times Learning goal with baseline measure and projected goal 	0-6	7-8	9-10
2. Instructional Intervention Plan <ul style="list-style-type: none"> Intervention is a researched based strategy Clearly described including frequency, duration and intensity Includes a clear description of the projected progress monitoring plan 	0-6	7-8	9-10
3. Student Progress Graph <ul style="list-style-type: none"> Title Labeled Axis, all data points 	0-6	7-8	9-10
4. Analysis of student achievement <ul style="list-style-type: none"> Clear and concise summary analyzing students response to intervention Includes error analysis 	0-6	7-8	9-10
5. Recommendations/IEP <ul style="list-style-type: none"> Brief description of further areas of need A research-based strategy is recommended for future use. 	0-6	7-8	9-10

Special Education SED411/432 Service Learning Student Teaching Project

Name(s): _____ **School(s):** _____
Grade level(s): _____ **Semester:** _____

“Service-Learning is a teaching method that combines academic instruction, meaningful service, and critical reflective thinking to enhance student learning and civic responsibility.”

<http://www.servicelearning.org/what-service-learning>

Description: In collaboration with your cooperating teacher you will determine an identified need and conduct service learning with your students. The project must be tied to your School Improvement Plan and IEP/RTI goals of your students. It may be as small as one student or as large as engaging the entire school community. It is an individual decision based on the needs in your particular setting. You may work with other SRU special education student teachers in your school or across schools.

Diversity link: 5. Learning about students and their communities. 6. Cultivating the practice of culturally responsive teaching.

Service Learning Rubric SED 411/432

	Developing	Satisfactory	Accomplished
<u>DATA - NEED</u> (CEC 1,8, RIPTS 9) 1. Identify School Improvement Plan Goal 2. School/community needs that will guide project	0-6	7-8	9-10
<u>BACKGROUND</u> (CEC 1,2, 3, 7,10, RIPTS 1,2,4,6,7) 1. Overall goal of the project. 2. Goals from curriculum/GLEs or CC/IEPs are stated 3. Collaboration 4. Permission from Principal	0-6	7-8	9-10
<u>WRITTEN DESCRIPTION</u> (CEC 4,5,7, RIPTS 2 3) 1. Written description or Learning Event Plan of the teaching and learning	0-6	7-8	9-10
<u>WORK SAMPLES</u> (CEC 5,6,8, RIPTS 2,5,8) 1. Work samples if applicable and photos if possible	0-6	7-8	9-10
<u>REFLECTION</u> (CEC 9, RIPTS 10,11) 1. Reflection on project by your students, yourself and by your cooperating teacher – you may provide a written summary of oral reflections	0-6	7-8	9-10

Secondary Education (SCD) Procedure Potpourri

Planning procedures and constantly evaluating their effectiveness is crucial in creating a productive learning environment. Read through the regularly occurring events listed below. During your first observation, you will be asked to complete an assignment that addresses procedures.

Entering the classroom

Beginning the school day or the class period

Taking attendance

Students returning from absences

Dealing with tardies

Distributing materials and student work

Collecting materials and student work

Dealing with broken or missing supplies

Students asking for and receiving help

Making transitions

What to do when work is finished

Restroom visits and requests for drinks

Gaining student attention

Giving directions

Communicating outcomes and agenda

Structuring small group work

Handling missing or incomplete assignments

Student movement around room

Leaving the classroom/Dismissal

Secondary Education Program Student Teaching Performance Assessment

During the closing weeks of student teaching, all secondary education students are required to present to their supervisors/others a Secondary Program Student Teaching Performance Assessment which they have designed, developed, and implemented throughout senior year.

The twin focus of this assessment should be teaching and learning.

This performance assessment should include

- Unit plan overview
- Lesson plan maps to generate the lessons presented
- Lesson plans including all student materials
- Video of lesson that provides evidence of research-based best practices to include student engagement, formative/summative assessment, and student learning
- Analysis of student work including evidence of differentiation
- Reflection on implementation addressing future planning and implementation

All students will be provided with the assessment rubrics necessary to guide this entire process.

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> <i>(Your assessment should be from start of placement up to the date of observation)</i>	Prior to 1 st Observation Date:			Prior to 2 nd Observation Date:			Prior to 3 rd Observation Date:			Prior to 4 th 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												
<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>												

Source: ETSU College of Education Student Teacher Handbook

Prior to Licensure Culturally Responsive Teaching Assessment

Salve Regina University Culturally Responsive Teaching Assessment– *LICENSURE*

Student Teacher: _____

This instrument is adapted by the SRU Department of Education from the Cultural Responsive Teaching Assessment tool designed as part of the RITER grant's diversity initiative. The Salve Education Department's Goals for Developing Culturally Responsive Teachers [*Preparing Culturally Responsive Teachers*, Villegas & Lucas, 2002] are embedded in the instrument. This formative instrument builds on those culturally responsive teaching 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 goal 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 2nd 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 goal areas from prior Culturally Responsive Teaching Assessments (Readiness for Admissions and Completion of 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:

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

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
Student Teacher	
(SED Student Teacher second placement only)	
Cooperating Teacher (EDC Placement)	
Cooperating Teacher (SED placement)	
University Supervisor (EDC Placement)	
University Supervisor(SED placement)	

Assessor	Signature	Date	Total Score
Student Teacher			
Cooperating Teacher			
Comments			
SED Cooperating Teacher*			
Comments			
University Supervisor			
Comments			
SED University Supervisor*			
Comments			

*EDC & SED student teachers will complete form in the first placement and supplement their evidences in the second placement.

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
1. <u>PRESENTATION OF THE LESSON</u>				
A. Motivational Activity:				
1. Relates to previous learning and students' experiences (RIPTS 2, 3/NAEYC 4b, c/CEC 1,2,3)				
B. <u>Statement of Objectives</u> – Setting the Purpose (RIPTS 6/NAEYC 5c/CEC 7)				
C. <u>Development</u>				
1. Teacher's role (RIPTS 2, 3/NAEYC 4bc, CEC 4,6,7)				
2. Teacher's/Students' role (RIPTS 5, 6/NAEYC 4bc/CEC 4,6,7)				
3. Students' role (RIPTS 3, 5/NAEYC 4bc/CEC 4,6,7)				
4. Differentiates instruction (RIPTS 4/NAEYC 1ac, 4d/CEC 4.1, 4.4)				
5. Selects, adapts and uses appropriate instructional strategies (RIPTS 2,5/NAEYC 4bc,5c/CEC 4.1,4.4)				
D. <u>Assessment</u>				
1. Checks for understanding (RIPTS 4, 9/NAEYC 4bc/CEC 4,8)				
2. Provides reinforcement (RIPTS 4, 9/NAEYC 4a/CEC 5,8)				
3. Engage students in self-evaluation (RIPTS 9/NAEYC 1c, 4b/CEC 5,8,10)				
2. <u>EFFECTIVE USE OF MATERIALS</u>				
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)				
3. <u>INTERACTION WITH STUDENTS</u>				
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)				
4. <u>ASSESSMENT</u>				
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)				
5. <u>COLLABORATION</u>				
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)

OBSERVATION BY UNIVERSITY SUPERVISOR: EDC

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
1. <u>PRESENTATION OF THE LESSON</u>					
A. Motivational Activity:					
1. 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)					
2. <u>EFFECTIVE USE OF MATERIALS</u>					
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)					
3. <u>INTERACTION WITH STUDENTS</u>					
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)					
4. <u>ASSESSMENT</u>					
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)					
5. <u>COLLABORATION</u>					
A. Works collaboratively with classroom personnel (RIPTS 7,11/NAEYC 5/CEC 7, 10)					

Cooperating Teacher Signature _____ Date: _____

University Supervisor Signature _____ Date: _____

Student Teacher Signature _____ Date: _____

Special Education Observation Rubric

Name: _____ Placement: _____
 Date: _____ Observation #: _____
 Content: _____ Setting: _____
 SRU: _____ CT: _____ ST: _____

Observation	Emerging	Clear	Exemplary
<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: SCD

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
1. PRESENTATION OF THE LESSON					
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)					
2. EFFECTIVE USE OF MATERIALS					
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)					
3. INTERACTION WITH STUDENTS					
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)					
4. ASSESSMENT					
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)					
5. COLLABORATION					
Works collaboratively with classroom personnel (RIPTS 7,11/NAEYC 5/CEC 7, 10)					
6. CONTENT					
Demonstrates sufficient content knowledge (RIPTS2) –Please see comments.					

Cooperating Teacher Signature _____ Date: _____

University Supervisor Signature _____ Date: _____

Student Teacher Signature _____ Date: _____

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
STANDARDS 1 AND 2 - GENERAL/CONTENT KNOWLEDGE 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"/>
STANDARD 3 - DEVELOPMENTALLY APPROPRIATE PRACTICE 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"/>
STANDARD 4 – DIVERSITY 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"/>
STANDARD 5- CRITICAL THINKING 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"/>
STANDARD 6- CLASSROOM MANAGEMENT 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
STANDARD 7- COLLABORATION 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"/>
STANDARD 8- COMMUNICATION 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 will with clarity and correctness (RIPTS 8, NAEYC 1, 4b,5, CEC 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STANDARD 9- ASSESSMENT 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"/>
STANDARD 10- PROFESSIONAL DEVELOPMENT 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"/>
STANDARD 11- ETHICS/POLICIES 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"/>

Cooperating Teacher's Signature: _____

Date_____

Student Teacher's Signature: _____ Date_____

Dates of Absences_____

Education Department Student Teacher End 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
STANDARDS 1 AND 2 - GENERAL/CONTENT KNOWLEDGE				
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"/>
STANDARD 3 - DEVELOPMENTALLY APPROPRIATE PRACTICE				
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"/>
STANDARD 4 – DIVERSITY				
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
STANDARD 4 DIVERSITY (cont'd)				
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"/>
STANDARD 5 CRITICAL THINKING				
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"/>
STANDARD 6 CLASSROOM MANAGEMENT				
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"/>
STANDARD 7 COLLABORATION				
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	
STANDARD 8 COMMUNICATION				
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"/>
STANDARD 9 ASSESSMENT				
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"/>
STANDARD 10 PROFESSIONAL DEVELOPMENT				
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"/>
STANDARD 11 ETHICS/POLICIES				
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"/>

Cooperating Teacher's Signature:

_____ Date: _____

Student Teacher's Signature:

_____ Date: _____

University Supervisor's Evaluation of Cooperating Teacher

Survey Gizmo

University Supervisor Name: _____

Cooperating Teacher Name: _____

School: _____ Grade/Content Area: _____

Name of Student Teacher: _____

The Cooperating Teacher	Yes	To some extent	No
1. oriented the student teacher to the school and classroom procedures, policies, and practices			
2. met regularly with the student teacher to plan and provide feedback regarding meeting Rhode Island Teaching Standards			
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: _____

Cooperating Teacher's Evaluation of University Supervisor

Survey Gizmo

University Supervisor Name: _____

Cooperating Teacher Name: _____

School: _____ Grade/Content Area: _____

Name of Student Teacher: _____

	Yes	To Some Extent	No
The University Supervisor:			
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.

Student Teacher's Evaluation of Cooperating Teacher

Student Teacher's Evaluation of University Supervisor

All student teachers must complete:

Student Teacher's Evaluation of Cooperating Teacher on line at *mid semester* and at *end of semester*. Directions for this online evaluation will be reviewed at seminar.

Student Teacher's Evaluation of University Supervisor at the *end of the semester*. Directions for this online evaluation will be reviewed at seminar.

Education Department
EDC/ELC Contents of the Prior to Licensure Portfolio

Student Teacher:

Placement:

Dates of Placement:

► 10 Weekly Reports

#1 _____ #2 _____ # 3 _____ #4 _____ #5 _____

#6 _____ #7 _____ # 8 _____ #9 _____ #10 _____

► 4 Formal Observation Forms

#1 Date: _____ Subject: _____

#2 Date: _____ Subject: _____

#3 Date: _____ Subject: _____

#4 Date: _____ Subject: _____

► **Mid-Placement Evaluation Form** (*give to University Supervisor*) Due:

► **End of Placement Final Evaluation completed form** (*give to University Supervisor*)

From Student Teacher

From University Supervisor

From Cooperating Teacher

► **Culturally Responsive Teaching Assessment completed form** (*give to Univ. Supervisor*)

From Student Teacher with comments/rating from Cooperating Teacher and University Supervisor

► **Professional Dispositions Assessment** (*give to University Supervisor*)

From Student Teacher

From Cooperating Teacher

► **Student Teacher Evaluation of Cooperating Teacher and**

► **Student Teacher Evaluation of University Supervisor**

► **Annotated Outline of Defense**

Prior to Licensure Guidance for Defense Interview

“Why am I ready to be recommended for licensure?” is the essential question for you to consider at the conclusion of student teaching. To demonstrate this readiness you will answer interview style questions that directly relate to your student teaching experience.

Your responses should demonstrate the following:

- Understanding of the RIPTS with an emphasis on P standards
- Understanding of NAEYC or CEC standards when applicable
- Dispositions related to those of a culturally responsive teacher
- Assessment of professional dispositions

Your interview will be evaluated on the following:

- Communication skills
- Demeanor
- Connection to evidences included in the licensure portfolio
- Ability to connect to relevant RIPTS when answering interview questions
- Application of culturally responsive teaching dispositions
- Articulation of professional dispositions
- Use of educational terminology

Prior to Licensure Portfolio Scoring Sheet

Candidate: _____
Date: _____

Reviewer: _____
Advisor: _____

Artifacts	Acceptable	Unacceptable Any areas scored "1"
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
Presentation Score	Below 80%	80-89%	90-100%

_____ Candidate recommended for licensure.

_____ Candidate not recommended for licensure.

Rubric for Defense Interview: Prior to Licensure

Candidate: _____

Advisor: _____

University Supervisor Signature: _____

Cooperating Teacher Signature: _____

Date: _____

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: _____

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.

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 greatest 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 of 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. Faculty Supervisor:**
 - c. Content Supervisor: (or Other:)**

VIII. PROFESSIONAL ORGANIZATIONS

American Federation of Teachers, AFL-CIO CODE OF ETHICS

I. Teacher-Student Commitment

- a. The Teacher works to develop each student's potential as a worthy and effective citizen.
- b. The Teacher works objectively to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals in each of his students for their advancement.
- c. The Teacher works to develop and provide sound and progressively better educational opportunities for all students.

II. Teacher-Public Commitment

- a. The Teacher believes that patriotism in its highest form requires dedication to the principles of our democratic heritage.
- b. The Teacher shares with all other citizens the responsibility for the development of sound public policy and assumes full political and citizenship responsibilities.
- c. The Teacher has the privilege and the responsibility to enhance the public image of his school in order to create a positive community atmosphere which will be beneficial to education.

III. Teacher-Profession Commitment

- a. The Teacher believes that the quality of his service in the education profession directly influences the nation and its citizens.
- b. The Teacher exerts every effort to raise professional standards, to improve a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education.
- c. The Teacher urges active participation and support in professional organizations and their programs.

IV. Teacher-District Commitment

- a. The Teacher strives to do the job for which she/he was hired to do with honesty and to the best of his/her ability.
- b. The Teacher pledges to communicate this code, along with a positive attitude toward it, to all teachers.
- c. The Teacher discourages the breaching of this code and requests that all charges be presented in writing to the union Executive Board for their deliberation and judgment.

NAEYC CODE OF ETHICAL CONDUCT

Preamble

NAEYC recognizes that many daily decisions required of those who work with young children are of a moral and ethical nature. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The primary focus is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschools, child care centers, family child care homes, kindergartens, and primary classrooms. Many of the provisions also apply to specialists who do not work directly with children, including program administrators, parent and vocational educators, college professors, and child care licensing specialists.

Core Values

Standards of ethical behavior in early childhood care and education are based on commitment to core values that are deeply rooted in the history of our field. We have committed ourselves to

- Appreciating childhood as a unique and valuable stage of the human life cycle
- Basing our work with children on knowledge of child development
- Appreciating and supporting the close ties between the child and family
- Recognizing that children are best understood and supported in the context of family, culture, community, and society
- Respecting the dignity, worth, and uniqueness of individuals (child, family member, colleague)
- Helping children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard

Conceptual Framework

The Code sets forth a conception of our professional responsibilities in four sections, each addressing an arena of professional relationships: (1) children, (2) families, (3) colleagues, and (4) community and society. Each section includes an introduction to the primary responsibilities of the early childhood practitioner in that arena, a set of ideals pointing in the direction of exemplary professional practice, and a set of principles defining practices that are required, prohibited, and permitted.

The ideals reflect the aspirations of practitioners. **The principles** are intended to guide conduct and assist practitioners in resolving ethical dilemmas encountered in the field. There is not necessarily a corresponding principle for each ideal. Both ideals and principles are intended to direct practitioners to those questions which, when responsibly answered, will provide the basis for conscientious decisionmaking. While the Code provides specific direction and suggestions for addressing ethical dilemmas, many others will require the practitioner to combine the guidance of the Code with sound professional judgment. The ideals and principles in this Code present a shared conception of professional responsibility that affirms our commitment to the core values of our field. The Code publicly acknowledges the responsibilities that we in the field have assumed and in so doing supports ethical behavior in our work. Practitioners who face ethical dilemmas are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole.

Ethical Dilemmas Always Exist

Often, "the right answer" -- the best ethical course of action to take is not obvious. There may be no readily apparent, positive way to handle a situation. One important value may contradict another. When we are caught "on the horns of a dilemma," it is our professional responsibility to consult with all relevant parties in seeking the most ethical course of action to take.

Section I: Ethical Responsibilities to Children

Childhood is a unique and valuable stage in the life cycle. Our paramount responsibility is to provide safe, healthy, nurturing, and responsive settings for children. We are committed to support children's

development, respect individual differences, help children learn to live and work cooperatively, and promote health, self-awareness, competence, self-worth, and resiliency.

Ideals

I-1.1.To be familiar with the knowledge base of early childhood care and education and to keep current through continuing education and in-service training.

I-1.2.To base program practices upon current knowledge in the field of child development and related disciplines and upon particular knowledge of each child.

I-1.3.To recognize and respect the uniqueness and the potential of each child.

I-1.4.To appreciate the special vulnerability of children.

I-1.5.To create and maintain safe and healthy settings that foster children's social, emotional, intellectual, and physical development and that respect their dignity and their contributions.

I-1.6.To support the right of each child to play and learn in inclusive early childhood programs to the fullest extent consistent with the best interests of all involved. As with adults who are disabled in the larger community, children with disabilities are ideally served in the same settings in which they would participate if they did not have a disability.

I-1.7.To ensure that children with disabilities have access to appropriate and convenient support services and to advocate for the resources necessary to provide the most appropriate settings for all children.

Principles

P-1.1.Above all, we shall not harm children. We shall not participate in practices that are disrespectful, degrading, dangerous, exploitative, intimidating, emotionally damaging, or physically harmful to children. This principle has precedence over all others in this Code.

P-1.2. We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their race, ethnicity, religion, sex, national origin, language, ability, or the status, behavior, or beliefs of their parents. (This principle does not apply to programs that have a lawful mandate to provide services to a particular population of children.)

P-1.3.We shall involve all of those with relevant knowledge (including staff, parents) in decisions concerning a child.

P-1.4.For every child we shall implement adaptations in teaching strategies, learning environment, and curricula, consult with the family, and seek recommendations from appropriate specialists to maximize the potential of the child to benefit from the program. If, after these efforts have been made to work with a child and family, the child does not appear to be benefiting from a program, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall communicate with the family and appropriate specialists to determine the child's current needs; identify the setting and services most suited to meeting these needs; and assist the family in placing the child in an appropriate setting.

P-1.5.We shall be familiar with the symptoms of child abuse, including physical, sexual, verbal, and emotional abuse, and neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.

P-1.6.When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral has been made.

P-1.7. When another person tells us of a suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action to protect the child.

P-1.8.When a child protective agency fails to provide adequate protection for abused/ neglected children, we acknowledge a collective ethical responsibility to work toward improvement of these services.

P-1.9. When we become aware of a practice or situation that endangers the health or safety of children, but has not been previously known to do so, we have an ethical responsibility to inform those who can remedy the situation and who can protect children from similar danger.

Section II: Ethical Responsibilities to Families

Families are of primary importance in children's development. (The term family may include others, besides parents, who are responsibly involved with the child.) Because the family and the early childhood practitioner have a common interest in the child's welfare, we acknowledge a primary responsibility to bring about collaboration between the home and school in ways that enhance the child's development.

Ideals

I-2.1.To develop relationships of mutual trust with families we serve.

I-2.2.To acknowledge and build upon strengths and competencies as we support families in their task of nurturing children.

I-2.3.To respect the dignity of each family and its culture, language, customs, and beliefs.

I-2.4.To respect families' childrearing values and their right to make decisions for their children.

I-2.5.To interpret each child's progress to parents within a framework of developmental perspective; to help families understand/appreciate the value of developmentally appropriate early childhood practices.

I-2.6.To help family members improve their understanding of their children and enhance skills as parents.

I-2.7.To participate in building support networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.

Principles

P-2.1.We shall not deny family members access to their child's classroom or program setting.

P-2.2.We shall inform families of program philosophy/policies/personnel qualifications; explain why we teach as we do which should be in accordance with our ethical responsibilities to children (see Section I).

P-2.3.We shall inform families of and when appropriate, involve them in policy decisions.

P-2.4.We shall involve families in significant decisions affecting their child.

P-2.5.We shall inform the family of accidents involving their child, of risks such as exposures to contagious disease that may result in infection, and of occurrences that might result in emotional stress.

P-2.6.To improve the quality of early childhood care and education, we shall cooperate with qualified child development researchers. Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.

P-2.7 We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness in working with children.

P-2.8.We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

P-2.9.We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies and individuals who may be able to intervene in the child's interest.

P-2.10.In cases where family members are in conflict, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

P-2.11.We shall be familiar with and appropriately use community resources and professional services that support families. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.

Section III. Ethical Responsibilities to Colleagues

In a caring, cooperative work place, human dignity is respected, professional satisfaction is promoted, and positive relationships are modeled. Based upon our core values, our primary responsibility in this arena is

to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children are inherent in our responsibilities to adults.

A. Responsibilities to Co-Workers

Ideals

I-3A.1. To establish and maintain relationships of respect, trust, and cooperation with co-workers.

I-3A.2. To share resources and information with co-workers.

I-3A.3. To support co-workers in meeting their professional needs and in their professional development.

P-3A.4. To accord co-workers due recognition of professional achievement.

Principles

P-3A.1. When we have concern about the professional behavior of a co-worker, we shall first let that person know of our concern, in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially.

P-3A.2. We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge and relevant to the interests of children and programs.

B. Responsibilities to Employers

Ideals

I-3B.1. To assist the program in providing the highest quality of service.

I-3B.2. To do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children or the provisions of this Code.

Principles

P-3B.1. When we do not agree with program policies, we shall first attempt to effect change through constructive action within the organization.

P-3B.2. We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.

P-3B.3. We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.

C. Responsibilities to Employees

Ideals

I-3C.1. To promote policies and working conditions that foster mutual respect, competence, well-being, and positive self-esteem in staff members.

I-3C.2. To create a climate of trust and candor that will enable staff to speak and act in the best interests of children, families, and the field of early childhood care and education.

I-3C.3. To strive to secure equitable compensation (salary/benefits) for those who work with/on behalf of young children.

Principles

P-3C.1. In decisions concerning children and programs, we shall appropriately utilize the education, training, experience, and expertise of staff members.

P-3C.2. We shall provide staff members with safe, supportive working conditions that permit them to carry out responsibilities, timely and nonthreatening evaluation procedures, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3. We shall develop and maintain comprehensive written personnel policies that define program standards and, when applicable, that specify the extent to which employees are accountable for their conduct outside the work place. These policies shall be given to new staff members and shall be available for review by all staff members.

P-3C.4. Employees who do not meet program standards shall be informed of areas of concern and, when possible, assisted in improving their performance.

P-3C.5. Employees who are dismissed shall be informed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6. In making evaluations and recommendations, judgments shall be based on fact and relevant to the interests of children and programs.

P-3C.7. Hiring and promotion shall be based solely on a person's record of accomplishment and ability to carry out the responsibilities of the position.

P-3C.8. In hiring, promotion, and provision of training, we shall not participate in any form of discrimination based on race, ethnicity, religion, gender, national origin, culture, disability, age, or sexual preference. We shall be familiar with and observe laws and regulations that pertain to employment discrimination.

Section IV: Ethical responsibilities to Community and Society

Early childhood programs operate within a context of an immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet its needs, to cooperate with agencies and professions that share responsibility for children, and to develop needed programs that are not currently available. Because the larger society has a measure of responsibility for the welfare and protection of children, and because of our specialized expertise in child development, we acknowledge an obligation to serve as a voice for children everywhere.

Ideals

I-4.1. To provide the community with high-quality (age and individually appropriate, and culturally and socially sensitive) education/care programs and services.

I-4.2. To promote cooperation among agencies and interdisciplinary collaboration among professions concerned with the welfare of young children, their families, and their teachers.

I-4.3. To work, through education, research, and advocacy, toward an environmentally safe world in which all children receive adequate health care, food, and shelter, are nurtured, and live free from violence.

I-4.4. To work, through education, research, and advocacy, toward a society in which all young children have access to high-quality education/care programs.

I-4.5. To promote knowledge/understanding of young children and their needs. To work toward greater social acknowledgment of children's rights/greater social acceptance of responsibility for their well-being.

I-4.6. To support policy/laws that promote the well-being of children and families, and to oppose those that impair their well-being. To participate in developing policies and laws that are needed; to cooperate with other individuals and groups in these efforts.

I-4.7. To further professional development of the field of early childhood care and education and to strengthen its commitment to realizing its core values as reflected in this Code.

Principles

P-4.1. We shall communicate openly and truthfully about the nature/extent of services that we provide.

P-4.2. We shall not accept/continue to work in positions for which we are personally unsuited or professionally unqualified. We shall not offer services that we do not have competence, qualifications, or resources to provide.

P-4.3. We shall be objective/accurate in reporting knowledge upon which we base our program practices.

P-4.4. We shall cooperate with other professionals who work with children and their families.

P-4.5. We shall not hire or recommend for employment any person whose competence, qualifications, or character makes him or her unsuited for the position.

P-4.6. We shall report unethical/incompetent behavior of colleague to supervisor when informal resolution is not effective.

P-4.7. We shall be familiar with laws and regulations that serve to protect the children in our programs.

P-4.8. We shall not participate in practices which are in violation of laws and regulations that protect the children in our programs.

P-4.9. When we have evidence that Early Childhood Program is violating law/regulations protecting children, we shall report it to persons responsible for the program. If compliance is not accomplished

within a reasonable time, we will report the violation to appropriate authorities who can be expected to remedy the situation.

P-4.10. When we have evidence that an agency or a professional charged with providing services to children, families, or teachers is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public.

P-4.11. When a program violates or requires its employees to violate this code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.

Statement of Commitment

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the NAEYC Code of Ethical Conduct.

To the best of my ability I will

- Ensure that programs for young children are based on current knowledge of child development and early childhood education.
 - Respect and support families in their task of nurturing children.
 - Respect colleagues in early childhood education and support them in maintaining the NAEYC Code of Ethical Conduct.
 - Serve as an advocate for children, their families, and their teachers in community and society.
 - Maintain high standards of professional conduct.
 - Recognize how personal values, opinions, and biases can affect professional judgment.
 - Be open to new ideas and be willing to learn from the suggestions of others.
 - Continue to learn, grow, and contribute as a professional.
 - Honor the ideals and principles of the NAEYC Code of Ethical Conduct.
-

COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)

Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.

4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children, (1993), CEC Policy Manual, Section Three, Part 2 (p. 4), Reston, VA: Author.

Originally adopted by the Delegate Assembly of the Council for Exceptional Children in April, 1983.

**EDUCATION DEPARTMENT
FACULTY STAFF DIRECTORY**

TITLE	FACULTY/STAFF/ROOM	TELEPHONE/EMAIL
Department Chair:	Elizabeth McAuliffe, RSM, Ed.D. McAuley Hall 207	341-3257 elizabeth.mcauliffe@salve.edu
Office Coordinator:	Ms. Joyce Darcy McAuley Hall 208	341-2936 joyce.darcy@salve.edu
Field Placement Coordinator:	Mrs. Elizabeth Vendituoli McAuley Hall 231	341-3223 elizabeth.vendituoli@salve.edu
Early Childhood Program Coordinator:	Dr. Juliette Relihan McAuley Hall 204	341-3283 relihanj@salve.edu
Early Childhood Faculty:	Mrs. Lissa Fernandez McAuley Hall 232	341-3224 fernandl@salve.edu
	Dr. Laura Harper McAuley 201	341- 3195 laura.harper@salve.edu
Elementary Program Coordinator:	Mrs. Mary E. Foley McAuleyHall 211	341-3124 mary.foley@salve.edu
Elementary Faculty:	Dr. Eula Fresch McAuleyHall 233	341-3276 fresche@salve.edu
	Dr. M. Elizabeth LeBlanc McAuleyHall 210	341-3148 elizabeth.leblanc@salve.edu
	Dr. Elaine Mangiante McAuleyHall 210	341-2936 elaine.mangiante@salve.edu
Music Education Department Chair:	Mr. Peter Davis Angelus Hall	341-2297 davis@salve.edu
Music Education Department Faculty:	Dr. Donald St. Jean Angelus Hall	341-3273 stjeand@salve.edu
Special Education Program Coordinator:	Dr. Alice Graham McAuley Hall 203	341-3152 grahama@salve.edu
Special Education Faculty:	Dr. Gia Renaud McAuley Hall 206B	341-3154 gia.renaud@salve.edu
	Mrs. Kathryn Rok McAuleyHall 206B	341-2157 rokk@salve.edu
	Dr. Martha M. Rose Miley Hall-Garden Level	341-3149 martha.rose@salve.edu
Secondary Program Coordinator:	Dr. Kathleen Vespia McAuley Hall 202	341-3293 kathleen.vespia@salve.edu

Salve Regina University

Review of Student Teaching Handbook

(To be completed by student teacher and cooperating teacher together)

TO: Student Teacher and Cooperating Teachers

Please sign below to indicate that you have reviewed the Salve Regina University Student Teaching Handbook together regarding roles and responsibilities for this collaborative experience. Information contained in this Handbook and other documents pertaining to the student teaching experience should be reviewed and clarified by the university supervisor or Coordinator of Field Placement as needed.

NOTE: Elementary Education/ Special Education split placements –you will need to sign and return a form for each placement.

Student Teacher Name: _____

Signature: _____ **Date:** _____

Cooperating Teacher Name: _____

Signature: _____ **Date:** _____

Please return this signed form to your University Supervisor at the first Student Teaching Seminar class. Elementary/Special Education student teachers are to return second form at end of first week of second placement.