Mission Statement

The Brown Teacher Education Program prepares future educators to understand fundamental principles of teaching and learning and to employ that understanding to work effectively with all children, youth, families and communities. Intentionally small in size, the program seeks to ensure that future teachers learn best practices in curriculum design and instruction, and to develop personal characteristics that enable them to work collaboratively with others. Student teachers are encouraged to seek constructive feedback, take risks, engage with colleagues in exploring sensitive issues of race, class, linguistic diversity and gender, and to explore opportunities for personal and professional growth. Our commitment to contributing to the creation of a truly democratic, multiracial, multicultural society begins with the program’s work in the community and the schools and is best seen through the ability of graduates to reflect critically on their work and the world.

Education Department
Providence, Rhode Island
### Calendar
#### 2012-2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Semester</strong></td>
<td></td>
</tr>
<tr>
<td>June 18</td>
<td>MAT/UTEP Orientation</td>
</tr>
<tr>
<td>June 18-July 25</td>
<td>EDUC 2110 Summer Practicum and Analysis Workshops and SummerPrep</td>
</tr>
<tr>
<td>June 27</td>
<td>Professional Conduct/Child Abuse Seminar</td>
</tr>
<tr>
<td>July 7</td>
<td>Summer Letter of Understanding submitted to SummerPrep Principals</td>
</tr>
<tr>
<td>July 26</td>
<td>Portfolio &amp; Technology Workshop/Closing Conferences</td>
</tr>
<tr>
<td>July 26-August 3</td>
<td>Summer Reading Period/Final Work Week</td>
</tr>
<tr>
<td>July 27</td>
<td>Orientation to Fall Practicum</td>
</tr>
<tr>
<td>July 31</td>
<td>Portfolio Presentations</td>
</tr>
<tr>
<td>August 3</td>
<td>Summer Work due</td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>End of August</td>
<td>MATs attend professional development days with mentor teacher and help set up room and prepare for students</td>
</tr>
<tr>
<td>First Day of School</td>
<td>Fall Practicum begins on the first day with mentor teachers. This varies from school to school (check with your mentor teacher).</td>
</tr>
<tr>
<td>August 31</td>
<td>Graduate School Orientation</td>
</tr>
<tr>
<td>September 5</td>
<td>Semester I classes begin at Brown &amp; Opening Convocation</td>
</tr>
<tr>
<td>September 7</td>
<td>4-6pm, Fall Kickoff: MATs, Mentor Teachers, Supervisors &amp; Faculty</td>
</tr>
<tr>
<td>September 7</td>
<td>Fall Practicum Daily Schedule and Letter of Understanding submitted to MAT Supervisor</td>
</tr>
<tr>
<td>September 18</td>
<td>Last day to add a course without a fee</td>
</tr>
<tr>
<td>October 2</td>
<td>Last day to add a course or change a grade option declaration</td>
</tr>
<tr>
<td>October 8</td>
<td>Fall Weekend Holiday</td>
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<td>October 15</td>
<td>Career Workshop 1</td>
</tr>
</tbody>
</table>
October 15-24  2nd Observation/Mid-semester Conference (BPBS Formative Assessments by Mentor & MAT due to Director)

November 5  Fall Monday Night Colloquium

November 6-13  Registration for Semester II

November 20  Last day of Fall Practicum

November 21-25  Thanksgiving Recess

December 4  Fall observation materials & Final Fall BPBS assessment due

December 5  4-6pm, Spring Student Teaching Orientation: MATs, Mentor Teachers, Supervisors & Faculty
            Goal Setting Meeting with Supervisor, Mentor Teacher, and MAT Candidate

December 8-12  Brown Reading Period

December 12  Brown classes end for courses not observing Reading Period
            Last day to drop a course or to file for an incomplete

December 12  Hopeful Moments Presentations & Holiday Gathering

December 17  Career Workshop 2

December 13-21  Brown Final Examination Period

December 20  All work due (including Readiness for Student Teaching Checklist)

**Spring Semester**

January 7  Spring Student Teaching begins

January 18  Student Teaching Daily Schedule and Spring Letter of Understanding submitted to MAT Supervisor

January 25  Semester II classes begin at Brown

January 28  Career Workshop 3

February 5  Last day to add a course without a fee

February 16-19  Long Weekend at Brown

February 18-22  Public School Vacation

February 20  Last day to add a course or change a grade option declaration

March 1  Deadline to take Praxis II tests
<table>
<thead>
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</tr>
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<tr>
<td>March 13</td>
<td>2nd Observation/Mid-semester (BPBS Formative Assessments due to Mentor &amp; MAT). Advancement to Student Teaching is determined at this time.</td>
</tr>
<tr>
<td>March 23-31</td>
<td>Brown Spring Recess</td>
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<td>April</td>
<td>Independent/Solo Student Teaching window &amp; 3rd observation</td>
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<td>April 1</td>
<td>Spring Monday Night Colloquium Certification Meeting</td>
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<tr>
<td>April 15-19</td>
<td>Public School Vacation (no Analysis seminar)</td>
</tr>
<tr>
<td>April 27</td>
<td>Last day of Student Teaching, BPBS Final Assessments due.</td>
</tr>
<tr>
<td>May 7</td>
<td>Brown classes end for courses not observing Reading Period</td>
</tr>
<tr>
<td></td>
<td>Last day to drop a course or to file for an incomplete</td>
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<tr>
<td>May 8-17</td>
<td>Brown Final Examination Period</td>
</tr>
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<td>May 9</td>
<td>Teacher Research Project Panel Presentations</td>
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<td>May 15</td>
<td>Electronic Portfolio Presentations</td>
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<td></td>
<td>All Work due</td>
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<td>May 26</td>
<td>Commencement</td>
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MASTER OF ARTS IN TEACHING
ELEMENTARY EDUCATION

INTRODUCTION

This handbook serves to address issues of concern to candidates seeking teacher certification in Elementary Education in the Brown University/Wheeler School MAT in Elementary Education. In particular, it addresses the course schedule and field-based experiences of the MAT program. It also presents the Brown University Practice-based Standards for Beginning Teachers. The standards – which may be said to best capture the philosophy of the Brown Teacher Education Program – are a measure by which candidates will be evaluated on their professional development over the course of their practical teaching experiences during the year. In addition, this handbook serves as a guide and resource for mentor teachers in their partnership with the Brown Teacher Education Program.
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WEBSITE  
For more information about the Education Department, please visit:  
www.brown.edu/education  

TITLE II: It is required of each teacher education program that receives funding from the federal government that it make public the results of the professional test taken by each completer.  
Brown University’s Teacher Education Program had a 95% pass rate in the year 2011.  

Brown University does not discriminate on the basis of sex, race, color, religion, handicap, status as a veteran, national or ethnic origin, or sexual orientation in the administration of its educational policies, admission policies, scholarship and loan programs, or other school-administered programs. In general, the University affirms that admission to and employment at the University are based on individual merit and performance and not on personal convictions, preferences, or happenstance of birth unrelated to academic or job performance.
MASTER OF ARTS IN TEACHING
ELEMENTARY EDUCATION

The need for skilled, dedicated, teachers has never been greater. We believe excellent teaching is intellectually rigorous, highly political work that can provide the opportunity to deliver everyday justice. By bringing high expectations, strong academic preparation, and a caring and collaborative focus to all of the children they teach, MAT graduates pursue leadership and advocacy roles in the classroom and beyond. As teachers, educational researchers, school leaders, and community and family advocates, they influence reform in our nation’s schools and communities.

THE BROWN ELEMENTARY MAT PROGRAM

The elementary program is practice-based, requiring three clinical experiences that take place in a range of grade levels in urban, suburban, charter, and independent schools. The program offers interactive seminars that engage MAT candidates in methods, theory, materials, and workshops relating to all of the elementary subject areas as well as opportunities to work with diverse populations of students. The hallmarks of the program are a small, collaborative cohort; clinical experiences at the core of each semester; a steeping in critical educational theory regarding the politics of race, class, and gender; disciplinary methods aligned with classroom teaching practice; continuous reflection on practice; and frequent supervision by faculty who teach the analysis seminars accompanying each teaching experience.

The MAT is a pre-professional program. Candidates do not simply take courses and “pass” them. The Brown Teacher Education Program is accredited by the State of Rhode Island and given the responsibility to ensure that all graduates have met the standards established by the state.

To move from one phase of the program to the next, candidates must make progress in meeting the Brown Practice-based Standards. Progress is assessed regularly through the means described in each section of the handbook. If it is determined that a candidate is having difficulty making progress, s/he is referred to the Teacher Education Graduate Committee. Using the Brown Practice-based Standards, this committee then decides the conditions under which the candidate may continue in the program with a well-articulated Professional Growth Plan (see p.15, Summary Pages of BPBS Rubric). In the case of non-satisfactory performance to the degree expected on the Practice-based Standards at the end of a semester, a candidate may be required to extend his/her practice teaching or student teaching for the appropriate amount of time to acquire the necessary skills and experiences. In order to be recommended for certification, candidates must fulfill all degree requirements for the Master of Arts in Teaching Program at Brown University.

Goals of the Program
The goals of the Elementary MAT Program are to provide prospective teachers experiences with and an understanding of critical theory in issues of diversity; standards-based teaching and curriculum, including the elements of balanced literacy instruction;
hands-on, problem-solving approaches to math instruction; inquiry-based science and interdisciplinary, thematically linked instruction. The coursework and Analysis seminars ground MAT candidates in reflection and inquiry of learning and teaching with particular emphases on child development and the social and political contexts of diverse classroom settings.

The 12-month program is small and personalized, clinically-based and closely supervised by the Director and Program Coordinator of the Brown University Elementary Education MAT Program. The program prepares B.A. and B.Sc. candidates for teaching careers in Elementary grades 1-6.

Course of Study
The Graduate School at Brown offers a twelve-month (summer plus academic year) MAT program in cooperation with Providence public, charter, and independent schools. The MAT program draws from current knowledge of children’s development, learning, and teaching from both theoretical and practical perspectives. As such, it provides coursework, observation, supervisory analysis and practice with standards-based practices across the curriculum in elementary education. These practices emphasize current principles of human development, culturally and linguistically responsive learning and teaching, cooperative learning, and individual special needs. MAT candidates participate in a highly collaborative program, taking courses with Brown faculty and adjunct lecturers from Providence Public Schools, area charter schools, and The Wheeler School, while working with experienced elementary teachers and spending significant time in both public and independent school settings.

The summer clinical component of the program, SummerPrep, is a uniquely designed lab-school experience located at Community Preparatoriy School, an independent urban academy for students pursuing an academically rigorous program of study. The fall practicum and spring student teaching placements are in area public schools, which are ethnically, linguistically, and socio-economically diverse, and at The Wheeler School or the Hamilton School at Wheeler. Candidates practice teaching in three different grade levels over the course of the year in order to provide maximum exposure to diverse age groups, developmental levels, and a range of classrooms and school settings. Participation in faculty meetings and school-site workshops further the professional experience of MAT candidates throughout the year. This range of teaching and professional experiences in a variety of school settings helps candidates recognize the importance of social context in the construction of schooling opportunities for children of diverse backgrounds. The intention of the Elementary MAT program is to consolidate the best and most appropriate teaching strategies to guarantee excellent educational and social outcomes for all children.

The three clinical experiences require MAT candidates to lead small and whole group instruction, develop units of instruction and individual lessons as part of the school/district and classroom requirements, construct and carry out a variety of assessment practices, and provide summative evaluations in the form of report cards and
parent conferences. These experiences are carried out under the supervision of the mentor teacher and the co-directors of the MAT program.

Requirements for Admission
All applicants must have taken at least one course in child development and one course in multicultural perspectives in education or demonstrate equivalent experience before entering the MAT program at Brown.

- **Experience:** Applicants are strongly encouraged to have some prior experience with children in a role such as tutor, mentor or counselor. No prior teaching experience or degree in education is necessary.
- **Interview:** An interview is required of each potential candidate for admission. Applicants are strongly encouraged to come to Brown for an interview, but if necessary, a telephone or Skype interview may be arranged.
- **Deadline for Application:** Completed applications must be received by the Graduate School by January 15. The GRE is required of all applicants. The Praxis II Elementary Education: Content Knowledge test (#0014) is strongly recommended as it is a requirement for Rhode Island Certification.
- **Tuition and Financial Aid:** Tuition for the 2012-2013 academic year is $42,808. MATs are eligible for financial aid in the form of tuition support. Financial aid is awarded on the basis of financial need, past performance and evidence of potential success in the program. In addition, students may be eligible to borrow funds through the Federal Direct Student Loan Program depending on financial need. Consideration for need-based federal aid (Federal Direct Loans and Federal Work-Study) is based on status as a U.S. citizen or permanent resident of the U.S. and is determined by completing the Free Application for Federal Student Aid (FAFSA): [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Candidates applying for financial aid must complete a FAFSA and the Brown University Supplemental Financial Aid Application. Forms and detailed information can be found at: [www.financialaid.brown.edu](http://www.financialaid.brown.edu).
- **Status of Application:** Applicants will be notified of admission decisions no later than April 1.

PROGRAM DESCRIPTION

Schedule
The MAT program begins with a summer session that runs from June 18 through August 3. The Brown academic year (2012-2013) begins Wednesday, September 5, but candidates are required to begin their fall practicum during the professional development days with their mentor teacher and on the first day of school in their placement school. This is normally before Labor Day, during the last week of August. Students will have an orientation to the Fall Practicum during the last week of SummerPrep and during the first week of classes at Brown on Friday, September 7th. Commencement is Sunday, May 26, 2013.

The summer session will comprise a three-week practicum where MAT candidates team-teach under the supervision of a mentor teacher from local schools. During the academic
year, a 2 ½ day per week practicum will start at the beginning of the school’s fall semester and will continue until Thanksgiving vacation. Student teaching will officially start the second week in January and continue through the end of April. Each of these placements will be in a different setting.

**Attendance**
For the most part, MAT candidates will follow the elementary school’s vacation calendar, not the University’s. If the candidate must be absent from school, we ask that they inform the mentor teacher BY PHONE (not email). Please note, the candidate must also inform the directors of the MAT program, by email. Unforeseen absences should only occur in the case of illness or family emergency. Planned absences (e.g., a professional development day, a job interview, or a religious holiday) need to be discussed with the mentor teacher and the directors as far in advance as possible.
**Program Course Credits**

A total of eight courses (32 credit hours) is required for the MAT degree. For Brown 5th-year candidates, a total of six or seven courses (24 or 28 credit hours) is required for the MAT degree.

**Summer**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 2110</td>
<td>Summer Practicum and Analysis (SummerPrep and Methods workshops)</td>
<td>1 cr.</td>
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**Semester I**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 2120</td>
<td>Practicum and Seminar in Elementary Education</td>
<td>1 cr.</td>
</tr>
<tr>
<td>EDUC 2140</td>
<td>Methods and Materials of Math, Science and Technology</td>
<td>½ cr.</td>
</tr>
<tr>
<td>EDUC 2150</td>
<td>Language and Literacy in the Elementary School Classroom</td>
<td>½ cr.</td>
</tr>
<tr>
<td>POBS 2020D</td>
<td>Recommended Elective: Theories in First and Second Language Acquisition</td>
<td>1 cr.</td>
</tr>
<tr>
<td>TBD</td>
<td>2nd Elective approved in consultation with director</td>
<td>1 cr.</td>
</tr>
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</table>

- Choose 2 Electives to fulfill requirement

**Semester II**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2140</td>
<td>Methods and Materials of Math, Science and Technology</td>
<td>½ cr.</td>
</tr>
<tr>
<td>EDUC 2150</td>
<td>Language and Literacy in the Elementary School Classroom</td>
<td>½ cr.</td>
</tr>
<tr>
<td>EDUC 2270</td>
<td>Student Teaching and Analysis</td>
<td>1 cr.</td>
</tr>
<tr>
<td>EDUC 2280</td>
<td>Seminar: Principles of Learning and Teaching (Analysis)</td>
<td>1 cr.</td>
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</tbody>
</table>

- Please note: Candidates MUST register for both EDUC 2270 AND EDUC 2080

**Courses Taught by Brown and Adjunct Faculty**

*Seminars*

An integral part of the practice teaching experiences are the Analysis seminars – EDUC 2110, EDUC 2120 and EDUC 2280 – co-taught by the Director and Program Coordinator of the MAT program. The seminars refine concepts learned in methods classes, explore critical and other educational theory, and give practicing teachers an opportunity to reflect on their experiences with their peers.
Methods Courses
An essential component of the MAT program that supports the clinical experiences in
elementary classrooms are the methods courses offered during the summer, fall and
spring semesters. They are taught by adjunct faculty from The Learning Community, a
charter school in Central Falls, The Wheeler School and Providence Public Schools. The
courses – EDUC 2140 and EDUC 2150 – focus on the methods of instruction in math,
science, and language arts in elementary classroom settings and meet approximately bi-
weekly throughout the fall and spring semesters. The methods courses draw on the latest
knowledge about children’s development, learning and teaching from both theoretical
and practical perspectives and candidates will be required to develop units of study in
specific subject areas. These units will be taught to students within the host classrooms
and will be reflected on with the adjunct lecturers from the methods courses.

** See appendix for program overview. **

Academic Courses
In either the fall or spring semester, candidates will take two elective courses in
education, that relate to urban educational issues in a broad sense. One of these courses
will directly deal with linguistic and cultural diversity. Fifth-year candidates may take
these courses during their undergraduate studies and count them towards the MAT
requirements. Fifth-years will consult with their faculty director to review their transcript
and all other MAT Candidates will consult with the MAT faculty director regarding
elective selection.

URBAN EDUCATION FELLOWS PROGRAM

Beginning in 2008-09, Brown University established the Urban Education Fellows (UEF)
program in response to recommendations made by the Steering Committee on Slavery
and Justice. The MAT program selects qualified candidates as Urban Education Fellows.
These candidates show a strong commitment and dedication to serving Rhode Island’s
urban public schools. Each fellow receives full-tuition support while completing the
program and loan forgiveness upon graduation, in exchange for a three-year commitment
to teaching in a Providence-area urban school.

Upon completion of the Master of Arts in Teaching program, Urban Education Fellows
are expected to begin a three-year commitment to the Providence urban core serving in a
full-time teaching position at the elementary or secondary level. A teacher is defined as a
person who provides students direct classroom teaching, or classroom-type teaching in a
non-classroom setting, or educational services directly related to classroom teaching such
as school librarian or guidance counselor positions. In order to receive loan cancellation,
fellows must be directly employed by a school system in the Providence urban core. A
Providence urban core school system is defined as a school district that qualifies for
federal funds within the year of employment by the fellow and/or a district whose
enrollment is made up of 30% or more of low-income families.
Urban Education Fellows are required to attend special sessions during the year. These meetings are designed to assist UEFs in networking and job placement, and will be scheduled during non-student teaching hours. UEFs will be contacted by the director of education outreach with the dates and times of the UEF sessions.

UEFs must participate in the Urban Teacher Leadership Collaborative, a summer induction seminar that takes place at Brown in August. The workshop includes five days of intensive dialogue, planning and sharing, and focuses on the topic of what works in urban schools. The Urban Collaborative is facilitated by veteran urban teachers who have worked with the program for several years.

Requirements for UEF Consideration
In addition to the general application for the MAT program, prospective fellows are required to submit a supplementary statement in order to be considered for the Urban Education Fellows program. Candidates are asked to describe how their experiences and commitments have prepared them to be a strong teacher for Providence-area urban youth.

THE MAT YEAR

Summer Practicum
MAT candidates will begin with a two-week, intensive preparation for SummerPrep, which includes a daily art workshop, as well as seminars in theory, and methods of math, science, and literacy. Candidates then spend three weeks at SummerPrep, an enrichment program offered to urban rising 2nd-6th graders in the Providence area. The instructional program is taught by teams of MAT candidates under the guidance of mentor teachers from local schools. Each team prepares and executes units and lessons in literacy, math, science, and art. Candidates tailor their curriculum to specific elementary grade levels and are supervised through a collaborative process by the program supervisors (mentor teachers and the directors of the MAT program). The accompanying seminar and practicum assignments will deal with establishing community, routines and spaces in the elementary classroom, diversity and critical educational theory, an introduction to strategies for teaching literacy, math and science (which will continue into the fall semester), and creating lesson plans, hands-on activities and materials to engage learners.

At the conclusion of SummerPrep, MAT candidates will have individual conferences with the Director, Program Coordinator, and mentor teacher to evaluate their progress towards meeting the Brown Practice-based Standards and determine their readiness for the fall practicum.

**See appendix for Brown Practice-Based Standards Rubric**

Fall Practicum
During the fall semester MAT candidates will be in their public or independent school placement for 2 ½ days per week. While on site they will participate in a range of activities for which their mentor teacher is responsible. Examples include conducting routine instruction such as morning meetings, math problem solving and read alouds;
supervising students; writing progress reports; attending planning meetings with their mentor teacher or with their team; staying for in-service workshops or after-school help, etc. Should a conflict arise as a result of course scheduling at Brown, permission to attend the Brown class must be obtained from the directors of the MAT program and the mentor teacher must be notified in advance of any absence.

At the mid-point of the fall semester, candidates will have a 3-way conference with their program supervisor and mentor teacher to evaluate their progress towards meeting the Brown Practice-based Standards and determine their readiness for student teaching.

Candidates end their fall practicum with Thanksgiving break and spend several days in the beginning of December in their spring student teaching placement (a different grade and school) to get an introduction to their students and the curricular and classroom expectations of their student teaching placement before the semester break.

**Spring Student Teaching**

During student teaching in the spring semester, MAT candidates will be in their school 4 ½ days per week. While on site they will participate in the full range of activities for which the mentor teacher is responsible: planning and carrying out instruction; conducting assessments and collecting data on individual student’s progress in all areas of the curriculum; supervising students; writing progress reports; attending planning meetings; staying for in-service workshops or after-school help, etc. All extraneous appointments – e.g., medical, job interviews, etc. – should be scheduled outside of the school day. Should a scheduling conflict arise, permission must be obtained from the directors of the MAT program and the mentor teacher must be notified in advance of the candidate’s absence.

At the mid-point of spring semester, candidates will again have a 3-way conference with their program supervisor and mentor teacher to evaluate their progress towards meeting the Brown Practice-based Standards, establish advancement to two weeks of solo-teaching, and determine their progress towards recommendation for certification. At the end of the semester, candidates will submit a portfolio documenting how they have met all of the Brown Practice-based Standards for Beginning Teachers.

**See appendix for Brown Practice-based Standards Rubric**

**Professional Seminars**

All candidates are required to attend professional seminars as scheduled throughout the year. These seminars will focus on the following topics: professional conduct, child abuse and neglect, resume and cover letters, and certification. The seminars are intended to provide candidates with important information on pertinent issues that will help in preparation for a career as a teacher. The seminars are mandatory as they are required for certification.

Brown’s Career Development Center (CDC), in consultation with the Teacher Education program, offers support to MAT candidates. In addition, faculty directors provide
information on the job search process in methods courses. Job postings are forwarded out to the class listserv over the course of the year.

**Monday Night Colloquia**
During the year MATs attend one colloquium during each semester on a Monday night. The colloquium series is offered with the Education Department’s Urban Education Policy master’s program. These evening gatherings offer a chance for candidates and faculty to convene during the school year, at a time when candidates will be on different schedules (as some are in the student teaching semester and some are in the academic semester).

Speakers invited to these colloquia range from professors who have conducted research in education, school principals, and other experts and professionals from the education field. In the past, colloquia have covered such topics as: Family and Community Engagement, The Job Search Process for New Teachers, “The Immigrant Paradox,” English Language Learners, and The State of Education in RI. Readings are often provided prior to the colloquia and there is a full question and answer session or discussion following each speaker or panel. Because the colloquia are considered part of the MAT curriculum, candidates are required to attend all colloquia and to consult with their program director if they need to miss a colloquium because of illness or personal emergency. Candidates who miss a colloquium must read a related article and write a 3-page paper about the topic and then submit it to their director within one week of the colloquium.

**PRACTICE TEACHING EXPERIENCES**

**Supervision**
Guidance and support is available from several sources: the Brown faculty, the mentor teachers, and Education Department staff. However, candidates will work most closely with their mentor teachers and their program supervisor for each placement.

*The Mentor Teacher*
As a practicing teacher, a candidate will work most closely with three mentor teachers – one during the summer session and two different mentors during the academic year. The role of mentor teacher brings an additional responsibility to a teacher whose primary concern remains, as always, the students in his or her elementary classroom. The student teacher and mentor teacher should work together to make sure that their students have a smooth transition from one teacher to the next.

Usually, a candidate will begin by observing in the classroom placement and eventually take increasing responsibility for teaching the mentor teacher’s students as the semester progresses. During the fall practicum, a candidate will be working with small groups of students and assuming some responsibility for planning and teaching literacy, math and science lessons to small groups or the whole class. In the spring practicum, a candidate will assume increasing responsibility for planning and teaching lessons in all subject areas, including social studies, to the whole class. In fact, a substantial portion of the
student teaching experience will have the MAT candidate in charge of the entire day’s teaching of all students in the class.

An MAT candidate’s mentor teacher will formally observe the delivery of instruction at least once a week and follow it with a feedback session. Each week the MAT candidate will fill out an Action Plan form, based on the mentor’s feedback. A copy of this form will go to the program supervisor and to the mentor teacher.

A candidate should feel free, however, to ask for additional observation and feedback. A vital part of practice teaching is discussing what is happening in the classroom. An experienced observer can offer thoughtful criticism and guidance. Mentor teachers and student teachers are advised to set aside additional time each week to discuss planning and other issues. At the end of each semester, the mentor teacher will write an evaluation of the candidate’s progress towards demonstrating the Brown Practice-based Standards, and together with the program supervisor will determine a candidate’s promotion to the next stage of the program.

MAT Program Supervisor
Every MAT candidate will be observed three times by the program supervisor during each semester and receive feedback on the lesson. The program supervisor will meet with the candidate after the observation or share written comments to discuss the strengths of the class and offer suggestions and recommendations. The visits will be scheduled according to the candidate’s teaching schedule which must be communicated, via email, to the program supervisor at the beginning of the semester in accordance with the daily schedule. Field Placement Daily Schedule and Letter of Understanding must be submitted at the beginning of the semester (see calendar for due dates). It is the candidate’s responsibility to inform the mentor teacher of scheduled visits.

At the end of each clinical experience, the program supervisor will meet individually with candidates to review promotion to the next stage of the program.

** See appendix for the following documents:
Mentor Teacher Guidelines
Letter of Understanding: Summer, Fall, and Spring
Observation Documents **

Placements
Student teachers are placed in a variety of school settings – including urban, suburban, charter and independent schools. At least one semester placement will be in a public urban school setting. Serious consideration is given to each candidate’s practicum and student teaching assignment. Placement involves such factors as the number of positions available at a school, the mentor teachers at each location, and access to transportation. Student input is invited and preferences are accommodated whenever possible. The directors of the MAT program make final decisions about placements.
It is important to feel as comfortable and relaxed as possible in a placement site. Candidates should take time to become familiar with the specifics of the placement by contacting the individual mentor teacher and arranging a meeting prior to entering the class as a student teacher. It is also important to become familiar with the mission and goals of the school, as well as the curriculum standards. Candidates should obtain copies of appropriate textbooks, materials, and outlines of the skills and content that will be needed during the practicum and/or student teaching experience. Candidates should discuss with their mentor teacher what is expected on the first day of the new placement, as well as the faculty meetings and professional development sessions they will be expected to attend. Carpoools are often arranged amongst the student teachers, both for logistical reasons (parking around the school may be hard to find), and as yet another means of peer support and communication.

The First Days

The first days of both the practicum and student teaching experiences will probably be spent observing the mentor teacher using specific observation techniques, which will be introduced during the Analysis seminar or methods classes. It is important for the candidate and the mentor teacher to cultivate an open relationship in which both feel free to discuss questions and concerns. Learning to take constructive feedback is critical to success in the program and in the profession of teaching. How much professional autonomy should a student teacher have? How closely must a candidate follow a set agenda? How much freedom does a candidate have to use new materials and to try innovative teaching techniques? These are questions that must be negotiated in each setting since they will be dependent on the norms of the school, district, and individual classroom as well as on the judgment of the mentor teacher. Mutual respect and flexibility are needed as both the candidate and the mentor teacher work towards setting parameters for the practice teaching experiences.

As a student teacher, a candidate is a guest in the host school and should become familiar with the school’s culture and treat the school’s support staff (clerical, cafeteria and custodial workers) with the same respect and courtesy shown to teachers, administrators and students. While part of the school’s culture consists of explicit regulations and policies, many of the norms and customs are implicit and can only be learned over time through observing and asking questions. The mentor teacher is a valuable source of information and for helping the student teacher acclimate to his/her teaching site.

It is important for candidates to familiarize themselves with each school site’s policies, including those concerning audio-visual equipment and photocopying, and where supplies and equipment are located. Candidates should ask mentor teachers to make introductions to the principal, vice-principal(s), and other staff members.

Knowing specific information will be helpful for planning lessons as well as for teaching:
- Exactly what subjects will the candidate be teaching?
- Will there be any field trips or special events such as guest speakers?
What are the school policies regarding student conduct within the classroom and the building, and what are the procedures regarding safety (fire drills), discipline, family communication, grading, homework and progress reports?

Some schools have handbooks outlining policies that the mentor teacher or school administrators should be willing to locate.

General information that everyone needs to know includes: school holidays, teacher sign in/sign out times, the dates of early release days, and whom to contact in case of illness.

The student teacher should let his/her mentor teacher know his/her Brown class schedule, home phone number, and about any commitments that might interfere with and/or influence student teaching.

It is also important to decide what is considered suitable attire for teachers at the school. It is essential to project the demeanor of a beginning professional through dress, language and behavior.

In Analysis Seminar, candidates will be asked to investigate the following information:

- Master district/school calendar for the year
- School map
- School schedule
- Faculty directory and master schedule (if available)
- Within-school emergency numbers

**Important People at the School Site:**

- Principal and other administrators
- Librarian
- Technology Coordinator, if there is one
- Family and Community Liaison
- Nurse
- Receptionist/School Secretary
- Custodial and Cafeteria Staff
- PTO and other parent group members or representatives

**School and Classroom Policy Information:**

- Excused/unexcused absences
- Tardiness
- Honor code/plagiarism
- Behavioral/ethical codes and standards
- Hallway/lunchroom/bathroom/nurse policies
- Emergency policies and procedures

**Field Sites**

Field sites are chosen based on the availability and evidence of resources to provide MAT candidates with an environment in which to practice implementing effective instruction for all children. Qualities of effective field sites include:
• A school ethos where reflection on and analysis of teaching and learning is an integral component of the professional culture and where the mentor is able to exhibit and instruct the MAT candidate.
• The provision for highly qualified teachers to work closely with candidates and their faculty directors by communicating through frequent feedback and assessments.

Criteria for Evaluating Current Field Sites and Selecting Additional Field Sites
Field sites are selected where:
• Collaboration routinely takes place between the leaders and teachers at the school site and faculty directors. Indicators include faculty directors, teacher leaders, principals, and/or mentor teachers working together in developing the field experience component for individual teacher candidates.
• Candidates receive close monitoring as well as professional opportunities, as long as they are at no additional cost to the school, that are available to teachers at the school.
• Field sites offer school professional learning communities for their faculty and so demonstrate those professional learning communities to candidates.
• Candidates are asked to evaluate their field sites as a context for professional learning.
• Because observation of quality teaching is an integral component of the MAT program, we seek field sites that have the record or the potential (in the case of a new site) to provide excellent teaching models and professional role models throughout the site.

Planning
Unquestionably, a great deal of time will be spent on planning. Planning is not only essential in providing directed learning experiences for the students, but it also helps the MAT candidate to develop a sense of rhythm and continuity in teaching. The student teacher and mentor teacher should have a clear process for reviewing lesson plans prior to their implementation. Mentor teachers, Brown faculty and peers can help the candidate discover supplementary materials, and serve as resources and sounding boards for developing activities and ideas. Student teachers will complete a lesson plan for each lesson s/he teaches. These should be submitted to the mentor teacher in time for him/her to read, review and provide feedback.

The template of a lesson plan format in the Teacher Education Handbook is to be used by all student teachers. It cites what is to be taught, teaching methods, the standards addressed and the materials needed. All student teachers are required to follow such a plan. The plan should also contain specific information about what the students will be doing and any other factors that the mentor teacher believes are needed.

OBSERVATIONS

Components of Observation within the MAT Program
• Observation Purposes
MAT Candidate as Observer: 18 Classroom Observations and Observation Log

Supervisor/Mentor as Observer: Clinical Observation
  - Cycles of Observation
  - Guided Observation
  - Pre-Observation Instructional and Evaluation Guide (see appendix)
  - Placements and Graduated Responsibility
  - Lesson Plan (see appendix)
  - Elementary Education Observation & Comment Form (see appendix)
  - MAT Collaborative/Reflective Action Plan on Observed Lesson (see appendix)
  - Graduated Responsibility in MAT Clinical Practice In Relation To The Observation Cycle (see appendix)
  - Record of an Observation Cycle (see appendix)
  - BPBS Rubric (see appendix)

MAT Candidate as Observer

Over the course of the MAT year, the MAT, supervisor and mentor will all be in the role of observer at different times. Candidates will observe in a variety of settings, including individual placements, using various lenses and observational tools. A candidate’s observation skills will become more attuned after participation in several cycles of observation.

Observations are an interesting and worthwhile component of the practice teaching experiences. At times, candidates may not feel like giving up a free period to observe another class, but should do so. Suggested observations include other teachers in the grade level, students’ other classes, other MAT candidates, special education classes, ESL classes, bilingual education classes, gym, art, music, computer labs, library lessons, or the school nurse. Observations can take the form of recess duty, lunch duty, or hall duty with an administrator, chats with custodians and security guards, or school assemblies, plays and sports. Observations serve as a good source of material for a candidate’s teaching journal.

MAT Candidate as Observer: 18 Classroom Observations and Log

As part of Rhode Island certification requirements, an MAT candidate must conduct a series of observations (18) throughout each semester and create a log of observations. The Methods instructors will require candidates to conduct a number of observations relating to issues discussed in class. Initially, it is required that candidates observe his or her mentor teacher’s class on a regular basis; however, later in the semester candidates will observe a variety of other teachers in a number of different settings and subject areas. The format and the contents of observation logs will be discussed in the Analysis seminar in the fall.

As with any excused absence, candidates should schedule observations with the mentor teacher well in advance. Student teachers at other sites can also help set up observations and Methods instructors can suggest classrooms for observations.
Supervisor/Mentor Teacher as Observer

A supervisor or mentor teacher provides a set of experienced eyes with which to see what unfolds in a classroom. The collection of specific observation data can provide detailed information to explore in the debrief conference, and the experienced teacher can often highlight aspects of the lesson that might otherwise go unnoticed by the candidate. There are a variety of ways to structure classroom observation notes. Each of the following tools is most useful when the candidate and the observer have together identified a clear focus for the observation. If the candidate has already considered what s/he wants to explore in an analysis of the lesson, then the observer is better able to capture evidence that provides the basis for a rich discussion. However, additional topics for exploration during the debrief may also emerge from the observation. The observer attempts to strike a balance between honoring the pre-determined focus and attending to other things that emerge during the lesson.

There are many methods for recording observations. Several prominent methods, adapted from the New Teacher Center are outlined as follows:

Basic Observation Notes (using the Elementary Education Comment Form): Basic observation notes are useful for capturing a broad spectrum of classroom events. They are designed to distinguish between evidence of what transpires in the classroom and the observer’s ideas, interpretations, and/or opinions. While the line between the two can sometimes be unclear, the rule of thumb is that evidence is that which is observable: student behavior, descriptions of class activities, language used by the teacher and students. Interpretations are the observer’s thoughts or inferences about what happened. For example, “Tony knocked over a chair and walked out of the room” is evidence, while saying that “Tony seems angry and frustrated” would be the observer’s interpretation. The observer might also pose questions within the observation notes or identify areas for potential discussion during the debrief conference. These questions and comments should, however, be distinguished in some way from the descriptive observational notes. The basic observation notes tool is adaptable to any focus of an observation.

Selective Scripting:
In selective scripting, the observer records selective conversations and/or observations during the course of the lesson. This technique is especially useful for collecting data on specific teacher behaviors and how these behaviors seem to influence what happens in the classroom. It is useful in capturing dialogue among the teacher and students, descriptions of student behavior, and aspects of the classroom dynamics.

To do selective scripting, the observer records what the teacher says in a first column and what students say in a second, with a focus on getting enough of the sentence to record the gist so that information can be used in the debriefing session. It is helpful to have a narrow focus for a selective scripting observation so that the observer can more easily identify moments during the observation when recording begins.
Selective scripting might be useful for collecting information about:

- what the teacher emphasizes (positively and negatively).
- how the teacher expresses expectations of students and communicates learning goals.
- how the teacher facilitates students’ connections between prior knowledge and new learning.
- how the teacher gives directions and how students respond.
- how the teacher frames the purposes and directions for each segment of the lesson.
- what types of questions the teacher and students ask, as well as the types of responses that these questions elicit.
- how a teacher checks for understanding.
- how a lesson is differentiated, adapted, or modified.
- how the teacher uses student responses to guide instruction,
- who speaks in the class and in what context (whole class, small group, etc.).

Seating Chart:
An observer can draw the seating arrangement of the class and label it with student initials, gender, language and/or particular needs and considerations. This kind of observation can support the teacher in noticing patterns of the interactions and comments of teacher and students, as well as their movements and behaviors.

Seating charts are useful for tracking:

- which students are doing what at regular time intervals.
- which students and groups of students are participating and at what points in the lesson this participation occurs.
- which students are talking and when.
- where the teacher directs questions.
- how the physical environment facilitates student interactions and access to materials.
- how the teacher moves around the room and interacts with individual students and/or groups of students.
- how the teacher’s interactions vary from student to student in terms of quality, duration, and focus.
- which students move around the room and when.
- the extent to which individual students are engaged in the content and processes of the lesson.

Clinical Observation Components

Cycles of Observation
During the course of the MAT program, candidates will demonstrate a developing stance of an inquiry and social justice oriented teacher in a variety of ways. The cycles of observation that occur in each of the three phases of the program serve as a central component for demonstrating a growing capacity in doing the following:

- Thorough planning that is mindful of contexts for learning.
- Implementing plans effectively.
- Reflecting on the planning, instruction, and assessments enacted.
- Analyzing and interpreting the student learning that occurred as a result of the various lesson, drawing on learning theories to support your plan and its results.
Guided Observation
MAT candidates benefit greatly from the opportunity to receive guidance from their supervisors in how to effectively observe their mentor and other classroom teachers. Candidates may see experienced teachers smoothly leading students through lessons and are unaware of the preparation and myriad of strategies employed and considerations in planning by their mentor teachers. The guided observation is an opportunity for the MAT candidate to script their observations, notice and note interpretations, questions, and evaluations while focusing on the teaching and the learning taking place in an experienced teacher’s classroom. Both the supervisor and the candidate take notes on the lesson, then debrief after the mentor has had a chance to reflect on his/her implementation of the plans. The mentor teacher elaborates on particular aspects of preparation, management and contextual considerations, goals, teaching strategies, and his/her own analysis of strengths and areas to reconsider or improve in some way for future lessons. The candidate is encouraged to ask questions and is supported in understanding the connections between the mentor teacher’s instruction and the students’ responses.

** See appendix for Pre-Observation and Evaluation Guide **

Placements and Graduated Responsibility
Candidates will submit copies of lesson plans to the mentor teacher at least 24 hours in advance of the lesson for feedback and approval. (This is non-negotiable.) In anticipation of an observation by a program supervisor, candidates will provide a copy of the final lesson plan form, as well as suggest a primary focus for feedback. During the course of the year, candidates will be asked to submit lesson plans to instructors and to share them with peers. Candidates should keep all lesson plans for the entire year as documentation of growth in planning and reflecting on the practice.

The practice teaching experiences are opportunities for candidates to try out new teaching techniques or refine existing ones. Candidates should not be afraid to try “non-traditional” modes of planning and teaching. MAT peers are especially good resources for planning. For instance, candidates working on similar content or skills can jointly develop lesson plans, or can arrange to make appearances in one another’s classes to assist with a particularly staff-intensive activity. Under no circumstances should a candidate attempt to teach a lesson from a lesson plan that s/he did not create or refine to fit his/her own class – even those created by fellow MATs. Please note, lesson plans derived from other sources need appropriate citation – in other words, please give credit where credit is due.

MATs enter a new placement with a wealth of experience and knowledge learned in their previous setting. Still, it can take time to acclimate to changes in grade level, school, curricular focus and/or student population. Below are some ideas for how to begin in a new placement in ways that utilize the candidate’s strengths and provide opportunities for continued growth, while allowing time for the candidate to find his/her place in the new classroom.
• Schedule a three-way meeting with the MAT, mentor teacher and supervisor to discuss the candidate’s strengths and learning goals in order to formulate a plan for the first few weeks of the placement.
• Capitalize on the strengths of the candidate, but also recognize that the new placement is a new context. For example, the candidate might teach learning segments in areas that feel comfortable to individuals or small groups.
• Allow ample time for the teacher candidate to get to know the students. Consider how the candidate might work with individuals or small groups.
• Plan for time to discuss class norms, the curriculum covered in the year to date and future learning.
• In the pre-observation guide, the objectives of the lesson will be established and discussed with either the mentor or the supervisor. During an observation, the mentor or supervisor will record performance and pupil response in relation to the objectives and overall plans. The supervisor will also note critical incidents that impact on teaching effectiveness.
• As fieldwork progresses, the candidate will ask the supervisor or mentor to watch for particular teaching practices and for feedback, often focused around a question in the pre-observation guide.
• A person can handle only so much criticism at one time. This is especially true when using videotaped reviews, where the candidate may see many things that are wrong. The role of the supervisor and mentor is to support the candidate and point out what went well rather than dwelling too long on errors. As fieldwork progresses and the major problems have been addressed, there will be time to introduce secondary considerations.

Evaluation of Practice Teaching Experiences
Mentor teachers and program supervisors use Brown’s Practice-based Standards for providing feedback to practicing teachers. These Practice-based Standards – developed initially by Brown faculty and staff and revised in collaboration with many mentor teachers and MAT candidates – describe various classroom practices that candidates will work towards achieving. These standards are derived from the Rhode Island Beginning Teacher Standards to ensure meeting teacher certification requirements. For example, when delivering instruction, does the candidate concentrate on the learning needs of the students at least as much as on the organization of content? Does the candidate vary modes of teaching to accommodate a variety of learning styles?

These standards are used by the mentor teacher for weekly observations, as well as to provide a framework for the mid-semester conferences and final narrative evaluations. Clinical supervisors provide feedback to MAT candidates on their lessons based on these standards. MAT candidates also write their own self-assessments at the conclusion of their practicum and student teaching experiences based on the Practice-based Standards.

** See appendix for Practice-based Standards and feedback forms. **

In addition, the Practice-based Standards serve as a springboard for conversations to scrutinize and examine developing teacher practice(s) during weekly planning meetings.
ASSESSMENT AND RETENTION PROCESS

The assessment process for the elementary MAT candidate is ongoing and consists of a number of products as well as the combined judgment of the mentor teacher and the program supervisor.

Mid-term Self-Assessment and Conference
Halfway through the student teaching semester, MAT candidates write a self-assessment of their teaching practice and submit it to both their program director and mentor teacher. This assessment should include specific examples that show candidate’s progress toward meeting Brown’s Practice-Based Standards. For each standard, the candidate will highlight areas of strength and weakness, using lessons and student work as evidence. The self-assessment gives candidates a chance to reflect on their teaching practice so far, and to highlight areas in their practice to strengthen and/or improve upon in the second half of the semester.

The MAT candidate will also set goals within each standard to work toward in the second half of his/her student teaching semester. The candidate, program director and mentor teacher will then conference to collectively assess the candidate’s progress to date and to outline goals for the remainder of the term.

All candidates who are experiencing difficulty in student teaching up until this point will have a clear idea by the middle of student teaching regarding the specific elements of the standards that they must work toward in order to be recommended for a teaching certificate. If candidates experience difficulty in student teaching following the mid-term assessment they will be informed in writing. All candidates in difficulty will also have their cases reviewed by the Teacher Education Graduate Committee, a committee composed of the Director of Graduate Study for the MAT, a teacher education faculty member who is not a direct supervisor of the candidate’s teaching, and a tenure-track faculty member in the Department of Education.

Coursework for the Analysis seminars (three during the course of the program) and the methods courses, which is integrated with each of the practice teaching experiences, is also considered in moving the candidate onto the next phase of the program. Finally, academic coursework that does not directly relate to the field experiences, must also be completed satisfactorily in order to complete the Master of Arts in Teaching. However, it does not hold a candidate back from the progression of clinical experiences if they are on target with expectations for meeting the Practice-based Standards in their clinically-based courses and student teaching placements.

Conclusion of Student Teaching Semester
At the conclusion of the semester, the mentor teacher prepares a narrative evaluation of the candidate’s teaching experience. The candidate submits an electronic portfolio that represents his/her work over the course of the program. S/he also presents to peers, mentor teachers and program faculty the results of a Teacher Research Project (TRP), a classroom-based research project carried out over the course of the semester.
At the end of the semester, the director of the candidate’s program makes a final recommendation about the candidate’s completion of his/her student teaching practicum. Occasionally, it is determined that a candidate has not made sufficient progress toward Brown’s Practice-based Standards to be recommended for certification; in this case, the program may provide an opportunity for the candidate to extend the student teaching experience into another semester, the summer, or the following school year.

The student teaching experience is a challenging time, one of intense personal and professional growth. Candidates always feel there is more to do than they can reasonably accomplish, but reflection with faculty, teachers and peers will help manage the simultaneous roles of teacher and student. Both candidates and mentor teachers should feel free to contact anyone in the Brown Education Department with questions or concerns, to talk about student teaching, or to offer suggestions and ideas about the program.

In addition to assessments of MAT candidates as teachers in their classrooms, the products that are assessed for the satisfactory completion of each clinical experience and its combined Analysis seminar are the following:

**Binders**

During both the summer and the student teaching semester, candidates will keep track of teaching materials in a digital binder. Candidates will also keep a personal physical binder to keep and use in the field placement. These binders will document learning about the individual teaching experience, as well as the students’ learning in the classroom. Candidates will hand in a binder to the program director at the end of the summer and at the end of the student teaching semester. Each binder should include:

- All lesson plans
- Unit plans
- Handouts and resources used for lessons
- Daily lesson reflections after teaching
- Copies of written mentor feedback
- Readiness for Certification checklist
- Copies of student work or scans of student work that are completely readable on a computer or a projection screen.

**Summer Practicum and Analysis Seminar**

- Completion of the Design, Lesson Planning, and Implementation of all EDUC 2110 Summer Practicum & Analysis Seminar Assignments.
- A presentation and peer review of a Video-taped Segment of teaching practice, with a resulting written reflection of the focus question, the video segment, and the results of the peer review.
- A Report Card in the form of rubrics and narrative comments for each child in the SummerPrep class.
- A Personal Philosophy Statement of teaching and learning completed at the end of the semester and included in the portfolio.
- A Self-Assessment on each of the Brown Practice-based Standards with goals set for the fall semester in each standard at the end of SummerPrep and at the mid-way point for Standards 1, 2 & 3.
- A formative Electronic Portfolio of the learning and experiences related to each of the Practice-based Standards, with artifacts supporting growth in two of the seven standards.

At the conclusion of the Summer Semester:
- Mentor teachers prepare a narrative evaluation of the candidate’s teaching experience.
- The directors inform the MAT candidate if s/he has been recommended for passage to the fall practicum placement.

Fall Practicum and Analysis Seminar
- Planning, implementing and reflecting on lessons to small groups of students as suggested by the candidate’s mentor teacher and required in methods courses (literacy, math, science)
- A presentation and peer review of a Video-taped Segment of teaching practice, with a resulting written reflection of the focus
- A Descriptive Review of a Child, prepared for class presentation and submitted with a reflective summary of the process
- A LASW (Looking at Student Work) session presented in class and submitted with a reflective summary of the process
- The design and implementation and evaluation of the results of a comprehensive Social Studies Unit
- A Self-Assessment on each of the Brown Practice-based Standards with goals set for the spring semester in each standard as the basis of the 3-way conversation held mid-semester
- A formative Electronic Portfolio of the learning and experiences related to each of the Practice-based Standards, with artifacts supporting the candidate’s growth in each of the standards

At the conclusion of the Fall Semester:
- Mentor teachers prepare a narrative evaluation of the candidate’s student teaching experience providing evidence of progression towards standards, using the BPBS Rubric as a guide. See Rubric for specific criteria.
- The Director and Program Coordinator inform the candidate if s/he has been recommended for passage to the student teaching placement.

Spring Student Teaching and Analysis Seminar
- Planning, implementing and reflecting on lessons and curriculum units for the entire class as suggested by the candidate’s mentor teacher and required in methods courses (literacy, math, science)
- A Personal Philosophy Statement of teaching and learning completed at the end of the semester and included in the portfolio
• An oral presentation of a Teacher Research Project carried out in the candidate’s classroom
• A final Electronic Portfolio demonstrating how a candidate enacted his/her philosophy of education in practice and documentation of meeting the Brown Practice-based Standards

At the conclusion of the Spring Semester:
• MAT candidates will have received a passing score on the ETS Praxis II test: Elementary Education: Content Knowledge (#0014).
• Mentor teachers prepare a narrative evaluation of the candidate’s student teaching experience.
• The directors inform the candidate that s/he has successfully completed the MAT in Elementary Education and can be recommended for certification in the State of Rhode Island.

ELECTRONIC PORTFOLIO GUIDELINES

A major component of the Teacher Education Program is the preparation of a formative portfolio. The portfolio is an evidence-based collection of materials that combines selective information from a variety of sources and presents a vigorous and factual profile of an individual’s developing knowledge and practice of the craft of teaching. Moreover, it is intended to display evidence that a candidate has mastered the objectives and guidelines set forth by the Rhode Island Beginning Teacher Standards and Brown University’s Practice-based Standards. Candidates must do their digital portfolio on Digication. There will be no individual exceptions to this policy.

A candidate’s portfolio is meant to reveal him/her as a developing elementary classroom teacher; it should not entail extra work except that which is involved in writing personal reflections and in collecting and organizing evidence of various activities throughout the program. The portfolio will contain examples of student work, curriculum units, other teacher-developed materials and personal reflections about a candidate’s development as a teacher. This portfolio should reflect the important activities that take place during a candidate’s teaching, coursework and classroom observations. This will mean identifying what is exemplary and essential in teaching at the elementary school level.

The seven core areas for the portfolio are:
• Roles and Relationships
• Student as Learner
• Planning
• Classroom Practice
• Assessment
• Professional Knowledge and Growth
• Engagement with Subject Matter

Candidates are to select evidence in each of the core areas listed above that demonstrates progress. Each piece of evidence should be captioned, identifying and explaining the
purpose of each artifact. In addition, candidates are to write a reflective commentary within each of the seven core areas, in which they discuss what the entries reveal about their development as a teacher. For each item, a direct link should be drawn to the theory and strategies gained from courses and readings.

Commentary must be concise but thorough, and demonstrate thoughtful analysis and interpretation. Candidates should be selective in collecting examples of teaching experiences, choosing those that reflect development as a novice teacher. Being selective does not mean constructing a biased picture of SummerPrep, fall practicum and student teaching performances, but rather providing a fair and generous representation of it. A candidate may consider a variety of different types of artifacts and documentary evidence in his/her portfolio. The portfolio is intended to reveal a process of genuine adjustments and growth – therefore, the occasional “flop” is worthy material for a formative portfolio. While it is required that candidates use student work as artifacts in the portfolio, it is central that all student work be completely and totally readable. Candidates should examine scans carefully before returning student work. The high speed, high-resolution scanners on campus and student work that is in PEN or typed is recommended for readable scans that will enable faculty to evaluate and pass a portfolio.

Remember that preparation of a portfolio is an ongoing process of a candidate’s professional growth. As candidates proceed through the program, they should document experiences that are meaningful. Candidates should keep logs and journals of significant activities and experiences, take pictures, tapes and videos, make copies of communications, seek feedback and keep samples of accomplishments, as well as samples of lessons that failed.

A portfolio is a statement of a candidate’s philosophy and stance as a teacher. Candidates will want it to reflect competent organizational skills. Effort should be made to make it coherent and comprehensible. The emphasis of the evaluation will be on the quality of its content and the completeness of the portfolio in providing a comprehensive view of the required elements of the teaching practice and progress toward the Brown Practice-based Standards.

Keeping a portfolio is a process of continual reflection. Seeking collaboration and input on a portfolio from colleagues is encouraged. Candidates are urged to consult with their program director, SummerPrep mentor teacher, student teaching mentor teachers, other experienced teachers and other MAT candidates as they derive meaning out of their teaching experiences. Interaction with peers in education is a crucial aspect of professional development. In summary, the purpose of the portfolio is to provide evidence of satisfactory progress toward meeting each of the seven Brown Practice-based standards.

Candidates will produce two electronic portfolios, an abbreviated one during SummerPrep and a more comprehensive one during the student teaching semester. Candidates must meet standards and expectations on the Summer Electronic Portfolio to advance to student teaching. Candidates must meet standards and expectations on the
Student Teaching Semester Electronic Portfolio in order to receive a Brown degree and be recommended for certification.

Descriptions of Entries

Overview: The overview is a reflective commentary of a candidate’s understanding of all aspects of the standard and progress toward meeting this standard. It is useful to make direct references to the different elements of the standard. The best overviews directly reference teaching examples/anecdotes, the BPBS, and theoretical or methodological sources from Methods or Literacy class.

Artifact: Artifacts are either original pieces of work (lesson plans, activities, tests, rubrics, sets of instructions, etc.) or pieces of student work. Artifacts are not illustrations or photographs or scans unless they show a substantive piece of student work.

Reflection: Each artifact, not each standard, has a reflection that is an explanation of how the artifact(s) demonstrates meeting the standard. They should be between 200 and 400 words.

A portfolio must include the following entries. A description of each type of entry is provided below.

Electronic Portfolio: Summer
Due date: Tuesday, July 31

STANDARD #1: ROLES AND RELATIONSHIPS

- Overview: Review the standard. Where are you with regard to this standard? What have you attempted and practiced? What have you learned? What are your goals? Please address each of the three different parts of this standard in separate sections.
- 2 Artifacts: Your choice (Possible entries: self or team-designed letter, collaboratively designed expectations, student responses to your letter)
- Reflection: Reflect on the artifacts and, in particular, how they illustrate ways that you are beginning to approach, approaching, meeting, or exceeding standard.

STANDARD #2: STUDENT AS LEARNER

- Overview: Review the standard. Where are you with regard to this standard? What have you attempted and practiced? What have you learned? What are your goals?
- Artifacts: Context for Learning Assignment, Assessment Materials (paper, PowerPoint, handouts, student samples).
- Reflection: Reflect on the Context for Learning Assignment and Assessment Materials and, in particular, how they illustrate ways that you are beginning to approach, approaching, meeting, or exceeding standard.

STANDARD #3: PLANNING

- Overview: Review the standard. Where are you with regard to this standard? What have you attempted and practiced? What have you learned? What are your goals?
Artifacts: A lesson plan and accompanying handouts/samples in which the planning and stand up teaching was primarily of your own design and implementation (not team enacted, though team input on design is to be expected). Your notes and team and mentor comments/reflections on this plan.

Reflection: Reflect on the artifacts and, in particular, how they illustrate ways that you are beginning to approach, approaching, meeting, or exceeding standard.

STANDARD #4: CLASSROOM PRACTICE

Overview: Review the standard. Where are you with regard to this standard? What have you attempted and practiced? What have you learned? What are your goals? Please address each of the four parts of this standard in the overview in separate sections.

2 Artifacts: Your choice (Possible entries: feedback from mentor; group activity; morning meeting, community building activity, transcript or recording of a discussion; video protocol presentation and reflection on a lesson, etc. You must include, in addition to your assignment/presentation, several examples of student work done in response to the assignment).

Reflection: Reflect on the artifacts and student work; in particular, how they illustrate ways that you are beginning to approach, approaching, meeting, or exceeding standard.

STANDARD #5: ASSESSMENT

Overview: Review the standard. Where are you with regard to this standard? What have you attempted and practiced? What have you learned? What are your goals?

3 Artifacts: (1) Any assessment you used with four examples of student work and your responses to the work samples. Your responses should be on a rubric and include detailed comments. Avoid using samples with brief phrases as comments such as “good work.” (2) The report cards you turned in to the SP principals with student names blacked out.

Reflection: Reflect on each of the three artifacts and, in particular, how each illustrates ways that you are beginning to approach, approaching, meeting, or exceeding standard. Reflect on how you did or would use this work or these understandings to inform your teaching.

STANDARD #6: PROFESSIONAL KNOWLEDGE AND GROWTH

Overview: Review the standard. Where are you with regard to this standard? What have you attempted and practiced? What have you learned? What are your goals?

Artifacts: (1) Your end-of-summer self-assessment. Your self-assessment includes the overview sections of your electronic portfolio put together in one document (you will use and revise this document during the student teaching semester). (2) Your goals as you begin student teaching. In what areas are you beginning to approach or approaching the standard? What specific things will you work toward during student teaching? What is remaining to be learned?
Reflection: Reflect on your goals for student teaching, particularly how they illustrate ways that you are beginning to approach, approaching, meeting, or exceeding standard.

**STANDARD #7: ENGAGEMENT WITH SUBJECT MATTER**

- **Overview:** Review the standard. Where are you with regard to this standard? What have you attempted and practiced? What have you learned? What are your goals?
- **Artifacts:** A cycle of observation focused on a particular discipline or integration of two disciplines.

**Electronic Portfolio: Student Teaching Semester**

*Due date: Monday, May 13*

- In addition to containing overviews, artifacts and reflections in response to the Brown Practice-based Standards, a student teaching portfolio must also include a resume and teaching philosophy.
- Candidates must have at least the number of artifacts specified, each with a corresponding reflection for standards 1 through 6 in the student teaching portfolio. Note that certain artifacts and reflections are designated as required.
- Parts of Standard 7 are completed following the Academic Semester.

**STANDARD #1: ROLES AND RELATIONSHIPS**

- **Overview:** Review the standard. Where are you with regard to this standard? What have you attempted and practiced? What have you learned? What are your goals?
- **Artifacts and Reflections:**
  - Your letter of introduction and a reflection based on what students asked or wrote to you in response.
  - A report on a professional development activity (that lasted at least 2 hours) that you attended in the community (not at your school) and a reflection on what you learned. (required)
  - Your plan for classroom community/management and a reflection on how it went.

**STANDARD #2: STUDENT AS LEARNER**

- **Overview:** Review the standard. Where are you with regard to this standard? What have you attempted and practiced? What have you learned? What are your goals?
- **Artifacts and Reflections:**
  - Lesson plan and reflection on lesson on plan that addresses the range of needs in a diverse classroom (including extensions or particular scaffolds and supports for ELLs and students with disabilities. (required)
  - Context for Learning Assignment and reflection on how you used this assignment in lesson planning. (required)
An artifact that demonstrates how you welcomed your students backgrounds and learning interests into your classroom in order to make the curriculum accessible and relevant. (required)

**STANDARD #3: PLANNING**

- **Overview:** Review the standard. Where are you with regard to this standard? What have you attempted and practiced? What have you learned? What are your goals?
- **Artifacts and Reflections:**
  - An exemplar lesson plan that showcases a teaching method that is something you feel well prepared to enact successfully and reflection on how it went. (required)
  - A unit plan and reflection on what students learned. (required)
  - A Micro Teaching demonstration handout, video clip, and a reflection that includes instructions and ideas about how it could work best.

**STANDARD #4: CLASSROOM PRACTICE**

- **Overview:** Review the standard. Where are you with regard to this standard? What have you attempted and practiced? What have you learned? What are your goals?
- **Artifacts and Reflections:**
  - An arc of questions (constructed after viewing and interacting with texts (e.g., read aloud, video or created prior to teaching if the teacher facilitated the discussion) and reflection.
  - Scaffolding and differentiation of the skills within a lesson for special education or ELL students and reflection. (required)
  - A group work activity and reflection. (required)
  - An artifact that shows how you designed and enacted instruction to develop student skills.

**STANDARD #5: ASSESSMENT**

- **Overview:** Review the standard. Where are you with regard to this standard? What have you attempted and practiced? What have you learned? What are your goals?
- **Artifacts and Reflections:**
  - At least three pieces of student work that show your detailed teacher feedback and comments on individual student work with the assignment sheet or another artifact that shows assessment practices appropriate to your discipline.
  - Rubrics and sample student work that shows evidence of how work approaches the standard, meets the standard, and exceeds the standard, with reflection. (required)
  - A sample of a culminating project/exhibition/paper assignment and at least two samples (or other artifact appropriate to your discipline) that show how you constructed a culminating project to be an exhibition of understanding for your students.
A diagnostic assessment appropriate to your discipline that includes an assignment, a rubric (for you to understand patterns, not for students to receive feedback), results, and a reflection.

**STANDARD #6: PROFESSIONAL KNOWLEDGE AND GROWTH**

- **Overview:** Review the standard. Where are you with regard to this standard? What have you attempted and practiced? What have you learned? What are your goals?
- **Artifacts and Reflections:**
  - Your TRP PowerPoint, annotated bibliography, handouts and a reflection about what you learned and how you might do things differently. (required)
  - Your mid-term self-assessment (no reflection needed). (required)
  - Your mentor teacher’s evaluation or recommendation (no reflection needed). (required)
  - An evaluation or recommendation from your director with reflection. (required)

**STANDARD #7: ENGAGEMENT WITH SUBJECT MATTER**

- **Overview:** Review the standard. Where are you with regard to this standard? What have you attempted and practiced? What have you learned? What are your goals?
  - A report on each of your methods course, two electives and an artifact that represents how your learning in the course could apply to your teaching. (required)
  - An artifact and reflection that is related to your student teaching semester

**TEACHER RESEARCH PROJECT GUIDELINES**

A key component in your development as an effective teacher is your exploration of your own beginning teaching practice. A Teacher Research Project (TRP) is an application of the theories introduced in your courses. In carrying out your project, you will investigate your teaching experience as a means of improving classroom practice.

Your Teacher Research Project is meant to develop a habit of mind as you question your own teaching. It is intended to help you research what you do, how you do it, and why you do it during your student teaching experience. In other words, the TRP will investigate a particular teaching practice or idea on a small scale to help you develop skills as a critically reflective teacher. Your presentation to your discipline cohort (English, history/social studies, or science) will include an introduction to the inquiry topic; a literature review; data, such as journal entries, examples of student work or direct quotes, videos or audiotapes; and tentative conclusions. The TRPs will be presented following student teaching and will involve a 20-minute presentation. Each presentation will be followed by a question and answer session. The audience will include your program faculty director, mentor teachers, and other members of your MAT discipline cohort.
Additionally, your TRP work as beginning teachers and teacher-researchers will be presented, on panels, at a May “Teacher as Researcher” Conference. As such, you will be on a 5-person panel to present a short (10 minute, 6 PPT slides) overview of your teacher research at this event.

Some notes on designing the Teacher Research Project:

- **Identify the question:** It should be one of genuine interest to you and directly related to the teaching and learning of your subject area in your classroom. The question should be answerable by descriptions and observations (i.e., *how* and *what*). It should not require you to prove something. The question should be modest – that is, you should be able to make some headway on it within the parameters of your student teaching semester. It should also lend itself to developing sub-questions.

- **Conduct preliminary diagnostic assessments** during the first three weeks of your student teaching experience that identify student needs and establish a rationale for choosing a specific topic or question. From these diagnostic assessments of student needs, choose one skill, concept or content point that is both important to student learning and interesting to you.

- **Literature review:** By talking to your program director, your mentor teacher and other faculty, as well as consulting your course texts, you will develop a list of the kinds of reading you will do to provide a context for addressing your questions. By searching bibliographies and conducting Educational Resources Information Center (ERIC) or other searches, you will identify recent central sources that you will consult to situate your inquiry and relate to your data analysis. Your notes on these sources should be presented in an annotated bibliography. The literature review should contain 5-7 sources (published between 2000-2012) that are not texts already used in academic courses required in the program. The purpose of the literature review is to situate your TRP in the research literature. The literature review section of your presentation should be very brief and should comprise less than three minutes and only 1-2 slides of your PowerPoint presentation.

- **Once the question has been established and literature consulted, MATs should:**
  - Complete a diagnostic assessment of select skills or content that is central to the question.
  - Examine methods texts and other sources for strategies and methods that will assist in teaching select skills or content that are central to the question.
  - Repeat or teach the same content, skills or concept at least 5 times.
  - Design, enact, and examine interim and summative assessments for the specific content, skill or concept.
  - Document or collect these assessments.
  - Keep track of and collect student work and progress during each iteration of the specific content, skill or concept development.
  - Read through and analyze student assessments carefully multiple times to gauge student understanding or misunderstanding.
  - Use this assessment data (of student understanding and misunderstanding) to revise and/ or develop the next iteration of the content, skill or concept.

**See appendix for sample of previous Teacher Research Project questions.**
• **Data collection and analysis:** Categorize your data (the student work, your teacher reflections, your videos) according to the questions and themes in your sub-questions. Explain your research design (your procedure for collecting and analyzing data) in this section of your presentation. Your presentation should include telling us about this step. This is the section of your presentation where you explain the background and process or what you did with your students.

• **Findings and conclusions:** Present your organized data and describe the lessons learned. Develop each category using assertions (what you noticed) and then direct and representative examples of student work (quotes, narratives, student-created work) to support each point. This is critical: You must convince the reader/your audience of the chain of logic you build to support your conclusions and interpretation. This is the section of the presentation where you describe what you have learned about your students, their learning, and/or your teaching. This is the most important part of the presentation and should take up most of the presentation time.

• **Implications for future teaching or teacher research:** If you were going to teach the same thing at another time, what would you do differently and why? If you were going to undertake a follow-up teacher research project, what would it be and why?

• **“Plan backwards”:** You must complete diagnostic, formative and summative assessments about your teaching practices and your students’ learning. This takes quite a bit of time and advance planning. Your presentation ends up being quite short. You have 20 minutes to work with. Think about the final form your presentation might take. What kinds of representations will you compile in your final product? How can you present your conclusions vividly and concisely? Did you present a well-taught lesson with a clear beginning, middle and end?

• **The most successful presentations:**
  - answer the research questions
  - define key terms
  - clearly define the fields of inquiry that influence the project (ie, metacognition, discussion, inquiry science, etc.)
  - describe their procedure or path for teaching
  - present criteria for student success with sequenced teaching methods designed for student mastery or improvement
  - carefully analyze student misunderstanding and learning
  - demonstrate patterns or trends in the student work data
  - have readable power points and sample work
  - use anecdotes, assessments and student work to illustrate key points

Please remember that your Teacher Research Project is a small-scale research project that is compatible with and should enrich your student teaching practice. There will be opportunities to discuss your project during Analysis seminars.

The TRP presentation to your discipline cohort:
• must include a PowerPoint presentation as a visual aid
• must be a direct presentation that models good teaching
• must answer your central question and sub-questions
• must be 15-20 minutes long
must include a printout of the PPT that contains your annotated bibliography and may also include samples of student work for directors and mentor teacher. The printed PPT should include only 2 slides per page and should be in a font and color that makes it readable to all
must demonstrate the inquiry process you undertook, even if it was unsuccessful

The TRP panel presentation for the May “Teacher as Researcher” Conference will highlight your TRP presentation question, data, findings, and implications for teaching during a 10 minute time period.

CERTIFICATION

Upon completion of the 12-month MAT program, candidates receive a Master of Arts in Teaching degree. After passing the required Praxis II Series tests, candidates are eligible to receive a Certificate of Eligibility for Employment (CEE) from the RI Department of Education.

Rhode Island has Interstate Certification Compact (ICC) approval, allowing graduates reciprocal certification without transcript evaluation in 43 states. Graduates of the program may be eligible for teacher certification by transcript evaluation in the states that are not ICC members. Currently, the states that are not included in the ICC are: Iowa, Kansas, Minnesota, Missouri, North Dakota, South Dakota, and Wisconsin.

Brown’s Certification Officer will hold certification meetings during the course of the year (summer and spring) to outline the certification process. He reviews all applications and provides candidates with specific information pertaining to the certification process.

All candidates must complete the following steps:

1. Pass the following Praxis II tests: see www.ets.org/praxis for registration information
   a. Elementary Education: Content Knowledge (#0014)
      Passing score = 145
   b. Principles of Learning and Teaching: Grades K-6 (#0622)
      Passing score = 160
      Deadlines: Take the exams no later than March. Send scores directly to Brown (R3094).

2. Submit the following items to the Certification Officer by May 17, 2013:
   a. RI Certificate of Eligibility for Employment (CEE) application form
      • Visit www.ride.ri.gov/EducatorQuality/ for a copy of the form and additional information regarding certification
   c. Program Completion form (will be distributed at spring certification meeting)
   d. Check payable to the General Treasurer, State of Rhode Island
Praxis Registration: [www.ets.org/praxis](http://www.ets.org/praxis)
Please visit the Praxis website for exact test dates. Test dates are generally posted during the summer months.

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**CONCLUSION**

The practice teaching experiences are challenging times of intense personal, political, and professional growth. Candidates will always feel there is more to do than can be reasonably accomplished, but reflection with faculty, teachers and peers will help candidates juggle simultaneous roles of teacher and student. Feel free to contact anyone in the Brown Education Department and The Wheeler School with questions or concerns, to talk about student teaching, or to offer suggestions and ideas about the program.
Appendices
Elementary MAT Course Overview

Summer

- **EDUC 2110: Summer Practicum and Analysis** introduces MAT candidates to elementary school students through examination and application of teaching practices during a three-week enrichment program in Community Preparatory School’s SummerPrep. The seminar accompanying and preceding the practicum experience will also examine issues of child development; elementary classroom community building and organization for instruction; issues of politics and educational theory in race, culture, language background, and learning differences; introductions to methods of teaching literacy, math and science; and hands-on workshop using art throughout the elementary curriculum.

Fall

- **EDUC 2120: Practicum and Seminar in Elementary Education** requires that MAT candidates work in an elementary classroom for 2 ½ days per week from Day 1 of the school year until Thanksgiving break, experiencing all aspects of the school day through observation of and direct participation in instructional activities. Criteria for assessment will be based on the Brown Practice-based Standards and Rhode Island Beginning Teacher Standards. Analysis seminar meetings – Wednesday afternoons – will focus on learning and teaching from theoretical and practical perspectives with particular attention to the diversity of learners candidates will encounter in their placements.

- **EDUC 2140: Methods and Materials of Math, Science and Technology** uses a developmental approach to introduce MAT candidates to the major concepts and teaching methods used in elementary math and science classrooms. Math instruction follows NCTM recommendations for nurturing an understanding of mathematical concepts. Science instruction, with the support of technology, is presented as inquiry in which candidates construct knowledge of the physical world through key questions that are answered by active engagement with materials. Both disciplines are integrated with literacy concepts through literature and written and oral communication of understandings. *(Continues into spring semester bi-weekly)*

- **EDUC 2150: Language and Literacy in the Elementary School Classroom** provides an introduction to balanced literacy instruction through methods and materials used to teach reading and writing in the elementary grades. MAT candidates learn to construct a community of learners engaged in learning to read and write. Instruction of multiple strategies that proficient readers and writers use to decode, understand and construct a variety of texts forms the basis of the teaching of reading and writing. Teaching oral and written language to English Language Learners is a major theme throughout the course. *(Begins in fall and continues into spring semester bi-weekly)*
Spring

- **EDUC 2270: Student Teaching and Analysis** fulfills the supervised student teaching requirements for elementary school teaching certification. MAT candidates assume responsibilities of instruction in an elementary classroom, under the supervision of a mentor teacher, 4 ½ days per week for a full semester (14 weeks). Criteria for assessment will be based on the Brown Practice-based Standards and *Rhode Island Beginning Teacher Standards*.

- **EDUC 2280: Seminar: Principles of Learning and Teaching** provides a critical analysis of the activity of teaching and the politics of school, community, and society. The course encourages peer support in learning to teach and emphasizes the analysis of teaching from multiple perspectives. Attention to creating independent learners in a diversity of social contexts represented by student teaching placements is a dominant theme of the seminar. MAT candidates also create and carry out an integrated social studies unit, with written reflection on all aspects of the instructional unit, appropriate to the age group and needs of their host classroom.
Mentor Teacher Guidelines

One of the most critical components of a teacher education program is the opportunity for candidates to observe and participate in a classroom under the professional guidance of a mentor teacher. Mentor teachers are an integral part of the program and make an important contribution to the Education Department at Brown University, to the candidates preparing to be teachers, and to the teaching profession. The role of the mentor teacher is one of support, modeling and working closely with candidates to help them become successful teachers. Brown University’s mentor teachers serve as professional guides for candidates making this transition.

Considerable growth should occur during the MAT program as a result of the new experiences and insights provided through the practicum and student teaching experiences. The purpose of the practicum is to determine and develop an MAT candidate’s potential for teaching. The purpose of the student teaching assignment is to continue to develop that potential for teaching while assessing the candidate’s teaching competencies prior to employment in a full-time paid teaching position.

Mentor teachers are prepared for their responsibilities using several steps. The directors of the MAT program will discuss the roles and responsibilities with individuals who are identified by building principals and/or coaches. Prior to the start of each term, a general meeting with all mentors is held to distribute and review the Elementary MAT Teacher Education Handbook, and discuss the expectations of the practicum and/or student teaching experience. Mentor teachers submit bi-weekly written feedback on comment/observation forms to the MAT candidate and the program supervisor. A 3-way conference is held after mid-term with the candidate, the program supervisor and the mentor teacher to assess the candidate’s progress and to outline future goals. At the conclusion of the term, mentor teachers are required to submit a written narrative evaluation of the MAT candidate in relation to the Practice-based Standards. Copies of these evaluations are kept in the candidate’s file at Brown University.

Evaluation of mentor teachers is based on the quality of experiences with practicum candidates or student teachers, their participation in mentor meetings, and fulfilling the requirements for documenting the progress of the MAT candidate over the course of the term.

Qualifications of Mentor Teachers
All mentors must be highly qualified teachers who are certified within the appropriate age group and discipline. Mentors must have a minimum of three years of experience. The program requests nominations from principals, department chairs and teachers so that the best teachers are role models for student teachers and, in particular, teachers who have a strong impact on student achievement are chosen as mentors for the program. Mentors must submit their Professional Services Agreement, final evaluation of their student teacher, and survey by the end of December and the end of May in order to receive their stipend for the semester.
The mentor teacher provides candidates with “real life” classroom experiences that increase candidates’ knowledge of secondary classroom instruction, management, and organization and allow them to “practice” newly learned skills in a supportive environment. Mentor teachers have a dual responsibility. They work to help candidates become successful and reflective teachers, but they also retain responsibility to ensure that their students are provided with satisfactory learning experiences with a student teacher.

Mentor teachers use Brown’s Practice-based Standards for providing feedback to student teachers. These practice-based standards – developed initially by Brown faculty and staff and revised in collaboration with many mentor teachers and student teachers – describe various classroom practices that candidates will work towards achieving. These standards are coordinated with the Rhode Island Beginning Teacher Standards to ensure that candidates meet state teacher certification requirements.

These standards are used by the mentor teacher for weekly observations. The mentor teacher provides a copy of the written feedback from these observations to both the candidate and the program director. The mentor teacher’s observations provide a framework for mid-semester conferences and final narrative evaluations. Student teachers write their own assessments at mid-semester based on the Practice-based Standards. Mentor teachers write an assessment in a similar form at the conclusion of each candidate’s student teaching.

Requirements for Mentor Teachers
During the Summer Practicum, the mentor teacher will:
- Acquaint the team of MAT candidates with instructional materials and resources
- Guide teams as they plan the SummerPrep curriculum
- Provide suggestions and a model of teaching for the candidates to observe and adapt to their own use
- Collect detailed lesson plans with reflections for every lesson taught by each candidate
- Review lesson plans with the candidate(s) at least 24 hours prior to each lesson presentation
- Conference daily with MAT team and provide weekly feedback based on Brown’s Practice-based Standards
- Meet weekly with SummerPrep faculty and mentors to debrief on the summer program
- Prepare a written narrative evaluation based on the Practice-based Standards at the conclusion of the candidate’s practicum experience
- Fill out a Mentor Teacher Feedback Form

During the Fall Practicum, the mentor teacher will:
- Accept the candidate as a professional and convey this acceptance to the class
- Acquaint the candidate with school personnel, policies, regulations, facilities and calendar
- Acquaint the candidate with instructional materials and resources
- Provide a model of teaching for the candidate to observe and adapt to his/her own use
- Allow the candidate to gradually take over some routines in the classroom (e.g., morning meeting, math problem solving, read alouds, writing and reading conferences) and eventually become responsible for several aspects of instruction during his/her time in the classroom
- Involve the candidate in assessment practices and reviewing student work for information about what needs to be addressed for individual students
- Allow the candidate to practice strategies for teaching literacy, math and science that are required in methods courses (this is to be negotiated with the candidate and the directors of the MAT program so as to complement, not disrupt, the instructional program of the host classroom)
- Collect detailed lesson plans for every lesson taught by the candidate
- Review lesson plans of the candidate at least 24 hours prior to each lesson presentation
- Conference regularly with the candidate – and as a result of these conferences, provide feedback based on Brown’s Practice-based Standards
- Participate in a 3-way conference with the program supervisor and the teacher candidate to help assess the progress of the candidate in meeting standards and advise the directors as to promotion to student teaching
- Prepare a written narrative evaluation based on the Practice-based Standards at the conclusion of the candidate’s practicum experience
- Fill out a Mentor Feedback Form at the end of the semester

During *Spring Student Teaching*, the mentor teacher will:
- Accept the student teacher as a professional and convey this acceptance to the class
- Acquaint the student teacher with school personnel, policies, regulations, facilities and calendar
- Provide a model of teaching for the student teacher to observe and adapt to his/her own use
- Review detailed lesson plans for every lesson taught by the student teacher
- Assist student teacher in developing techniques for evaluating and grading student work
- Assist the student teacher in contacting and communicating progress to students’ caregivers
- Aid the student teacher in acquiring and utilizing available instructional materials
- Conference regularly (at least once a week, during a set time) with the student teacher – and as a result of these conferences, provide bi-weekly feedback based on Brown’s Practice-based Standards
- Prepare a written narrative evaluation based on the Practice-based Standards at the conclusion of the student teaching experience
- Advise the directors of the MAT program as to recommending the MAT candidate for certification
- Fill out a Mentor Teacher Feedback Form
Pre-Observation Instructional and Evaluation Guide

This guide should be filled out thoroughly and sent to your supervisor along with your lesson plan via email the night BEFORE a scheduled observation.

1. **What are the goals, the overall plan and the context of the lesson?**
   - What are your goals for student learning? What are the concepts you are focusing on? What is the relationship between this lesson and the broader unit plan, specifically the unit’s essential questions and understandings? In other words, what is your purpose for teaching this lesson?
   - What has led up to this lesson? How is it building on previous lessons? How does it meet student needs?
   - Where would you like some assistance with this lesson?

2. **What prior knowledge do students bring to this lesson? What might they find challenging about it?**
   - What relevant concepts have already been explored with this class? With what results?
   - What strategies does this lesson build on? How?
   - How might you ensure that students are talking with and listening to one another about the academic content in mutually respectful ways?
   - How might you highlight and clarify the big ideas of the lesson?
   - How do you plan to assist students whom you predict will have difficulties?
   - What extensions or challenges might you provide for students who are ready for them?
   - How will you help students understand and articulate the purpose of this lesson?
   - How might you connect this concept to students’ experiences and interests?
   - How are you differentiating your lesson based on the pattern and/or trends you see in students’ interests, readiness, and/or learning profile? What might be challenging or difficult for students about this lesson?

3. **How will you know if students have met your goals?**
   - What evidence of student learning will you collect to determine whether or not your students met the lesson’s objectives?
   - For each objective what is the criteria and evidence for success? How will you know if students meet each objective?
   - To what extent are there opportunities for student self-assessment in this lesson or lesson sequence?
   - How will students become aware of the goals and criteria for their learning?
   - How will students know if they are successful?

*Please include a copy of your lesson plan.*
Elementary Education
Mentor Teacher Comment Form

Name of Student: ____________________________ Date: __________

STANDARDS: These standards are intended as guidelines for discussions, reflections and written reports by mentor teachers, program/adjunct faculty and student teachers. Indicate whether the student teacher is “beginning [to approach],” “approaching,” “meeting,” or “exceeding” a particular standard. Please cite evidence of progress as well as areas that need improvement.

<table>
<thead>
<tr>
<th>BPBS</th>
<th>Evidence</th>
<th>Interpretations/Questions/ Things to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Roles and Relationships: (RIBTS 6) creates a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation; (RIBTS 7) fosters collaborative relationships with colleagues and families to support students’ learning; (RIBTS 11) maintains professional standards guided by legal and ethical principles.</td>
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<tr>
<td>2) <strong>Student as Learner:</strong> (RIBTS 3) creates instructional opportunities that reflect an understanding of how children learn and develop; (RIBTS 5) creates instructional opportunities to encourage students’ development of critical thinking, problem solving, and performance skills.</td>
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<td>3) <strong>Planning:</strong> (RIBTS 3) creates instructional opportunities that reflect an understanding of how children learn and develop; (RIBTS 4) creates instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning; (RIBTS 8) uses effective communication as the vehicle through which students explore, conjecture, discuss and investigate new ideas.</td>
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<tr>
<td>4) <strong>Classroom Practice:</strong> (RIBTS 3) creates instructional opportunities that reflect an understanding of how children learn and develop; (RIBTS 5) creates instructional opportunities to encourage students’ development of critical thinking, problem solving, and performance skills.</td>
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<tr>
<td><strong>5) Assessment:</strong> (RIBTS 9) uses a variety of formal and informal assessment strategies to support the continuous development of the learner.</td>
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<tr>
<td><strong>6) Professional Knowledge and Growth:</strong> (RIBTS 10) reflects on one’s practice and assumes responsibility for one’s own professional development by actively seeking opportunities to learn and grow as a professional.</td>
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<tr>
<td><strong>7) Engagement with Subject Matter:</strong> (RIBTS 1) creates learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live; (RIBTS 2) creates learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines one teaches.</td>
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</tbody>
</table>
Overall strengths and highlights of the lesson:

Outcomes of and evidence for the identified focus:
(i.e. student learning, classroom management, assessment)

Outcomes: Evidence:

Next steps (instructional and/or candidate professional growth):
- What do the students need next?
- What would you do differently if you were to teach the lesson again?
- What goals for professional growth did the lesson prompt?
- How will you move forward with working on these goals?

Questions/clarifications/dilemmas:
Brown University Elementary MAT Program  
Collaborative/Reflective Action Plan

Student: ___________________________         Date: ___________________________

Date of Observation/Conference: ___________________________

Program Supervisor or Mentor Teacher: ___________________________

Part 1: Overall reflection addresses the following:
What went well (met goals) and how do I know (evidence)?
What did I learn from this lesson?
Would I do anything differently next time? Why? What did you notice that inspired this change?
What are my specific goals for future lessons?
Action Plan: What immediate steps will I take to meet my goals?

Part 2: These are examples of questions that can help with your reflection. Choose one to address in addition to your overall reflection in preparation for the debrief.

1) Choose a moment during the lesson that surprised or challenged you. What key issue(s) arose at that moment? What have you learned by reconsidering that moment?

2) What was an important decision or adjustment that you had to make during the lesson? What influenced your decision-making in the moment? Looking back on that moment, what were the advantages and drawbacks of what you decided to do?

3) What have you learned about your students during this lesson? What have you learned about yourself? What evidence of student learning can you identify, and how does that evidence influence what you will do next?

4) Discuss a specific fear or uncertainty that emerged for you during the lesson. What prompted it? How did it influence your teaching? What can you learn from it?

5) What connections can you find between what is happening in your classroom and what you are learning in your coursework? As you consider these connections, what questions have emerged as a result of this lesson? How do you answer those questions right now?
## STAGE ONE – IDENTIFY DESIRED RESULTS

<table>
<thead>
<tr>
<th>PROFESSIONAL CONTENT STANDARDS:</th>
</tr>
</thead>
</table>

**ESSENTIAL QUESTIONS:**
What are the *big, overarching* questions that are *central to the subject* and *content* you are going to teach?

**ESSENTIAL UNDERSTANDINGS:**
What *central concepts* or *ideas* will students understand?
<table>
<thead>
<tr>
<th><strong>STUDENT KNOWLEDGE:</strong></th>
<th><strong>STUDENT SKILLS:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will know...</em></td>
<td><em>Students will be able to...</em></td>
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</tbody>
</table>

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### STAGE TWO – ASSESSMENT EVIDENCE

**What summative performance tasks** will students **produce?**

**What other assessments** will you use to help students demonstrate their understanding (**diagnostic, formative, and interim**)?
STAGE THREE – PLAN LEARNING EXPERIENCES

What *instructional methods* will you use to teach the identified learning objectives? (See *WHERE TO* and *Teaching Techniques to Try* for ideas).
## Lesson Plan Template

<table>
<thead>
<tr>
<th>Standards/GLE</th>
<th>Students will know or be able to:</th>
<th>Mechanism of assessment for measuring each objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Objectives:</strong> Your objectives should be measurable, contain an observable verb, and be written in student-friendly language. Concrete content objectives should identify what students should know and be able to do. Objectives can be linked to content standards and, if so, the standard number and description should be stated. Objectives must be assessable and measurable. (SWBAT)</td>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</tr>
<tr>
<td><strong>Language Objectives:</strong> Language objectives should identify what students should know and be able to do related to functional language and/or developing students’ vocabulary. (SWBAT)</td>
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<tr>
<td>Key Vocabulary and/or Academic Language Demands</td>
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<tr>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key vocabulary should be listed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic language demands should be described.</td>
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<td></td>
</tr>
</tbody>
</table>

| Instructional methods used: Look at your “Teaching Methods to Try” list on Canvas and choose methods that will best help you reach your objectives. |
| Methods evaluation: After teaching, reflect on how well each method worked and what you would do to refine or build on each method. |
| 1. |
| 2. |

| Strategies for eliciting prior knowledge/personal experiences and building background: |
| Strategies to link prior knowledge to content: |
| What strategies will be used to elicit prior knowledge? Note specific questions which may be asked, links to experience, and links to learning: |
| What strategies will be used to connect prior learning to new content (building background)? Note specific strategies and questions. |

<table>
<thead>
<tr>
<th>Instructional materials and resources: List what materials are needed for the lesson</th>
</tr>
</thead>
</table>
**Evidence of differentiation**

*Based on your assessment of student learning, what are you going to do to accommodate the range of needs in your classroom?*

<table>
<thead>
<tr>
<th>TIME</th>
<th>Lesson Agenda</th>
<th>Form of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>What will you be doing?</em></td>
<td><em>What will the students be doing?</em></td>
</tr>
</tbody>
</table>

56
| 1. **Introduction**  
Point of Instruction (to establish purpose for lesson)  
- How will you build connections to prior knowledge?  
- What props will you show to engage learners? |
|---|---|---|
| 2. **Lesson/Concept Development/Modeling**  
- What key questions do you expect students to answer?  
- What will you demonstrate?  
- How will you set expectations for student work? |
| What do students do to develop skills and understanding? |
| How will you know what students are learning? |
| **Anticipated Responses/Outcomes:**  
- What range of responses are you looking for?  
- What kinds of strategies do you think students will use?  
- How will stronger and weaker students work through the activity? |
| 3. **Concept Application/Taking Thinking to Next Level**  
Key questions to foster thinking and learning |
| What will students do to practice/demonstrate skills and understanding? |
| How will you evaluate student work?  
How will you give feedback? |
### Anticipated Responses/Outcomes:
- What range of responses are you looking for?
- What kinds of strategies do you think students will use?
- How will stronger and weaker students work through the activity?

### 4. Lesson Closure
**Question(s) to help students summarize or synthesize learning:**
- Will you lead a discussion?
- Will you ask students to share thinking and/or their work?

<table>
<thead>
<tr>
<th>What will students do to bring closure?</th>
<th>How will you know if students synthesized lesson?</th>
</tr>
</thead>
</table>

*Reflections after teaching to be emailed to mentor and supervisor within 24 hours of teaching and prior to the debrief. See Collaborative Reflection and Action Plan form in Appendix.*
Introduction

Brown’s Practice-based Standards – created by the Teacher Education faculty in cooperation with other members of the Education Department and the Greater Providence school community – help define objectives and set guidelines for student teachers in the MAT programs. The standards serve as a guide for student teacher self-assessment, as well as a statement of philosophy for the Teacher Education Program. The standards are used by the program faculty, summer mentors, and mentor teachers who participate in the supervision and assessment of student teachers. Starting in 1998, the Rhode Island Beginning Teacher Standards (RIBTS) were integrated into Brown’s Practice-based Standards (BPBS). The Brown program retained the BPBS format, fully integrating the RIBTS throughout. The RIBTS are highlighted in bold print in the following document.

The Practice-based Standards serve to:
- foster dialogue and conversation about teaching and learning
- engage mentors in a dialogue with student teachers
- provide student teachers with an opportunity to reflect on their practice
- offer continuity in assessment over time

The Brown University Practice-based Standards are revised regularly over time, as supervisors and student teachers make suggestions for improvements. This version attempts to not only bring consistency of standards across the elementary disciplines, but also aims to align the Teacher Education Program with the state standards. In general, the criteria for the standards are posed as questions – for ease of assessment and self-assessment by supervisors and student teachers. The state standards are written more declaratively. The “Meeting the Standard” narrative summary at the end of each category represents the actual standard.

These standards are intended as guidelines for discussions, reflections, and written reports by mentor teachers, program faculty, and student teachers. Observed work and products from the students of the student teachers should provide a strong source of evidence as to the degree of attainment of the standards, in many instances, and should be seen as important data to observe and collect during every teaching experience.
Standard One: Roles and Relationships

A. Relationship with students
   In what way does the student teacher:
   1. exhibit a consciousness of classroom dynamics and climate?
   2. create a safe and secure learning environment for students?
   3. interact professionally, equitably, and fairly with students?
   4. encourage learners to become independent, responsible citizens in the classroom who
demonstrate self-discipline while carrying out assigned tasks? Does the student
teacher reinforce, remind, and redirect student behaviors as necessary?
   5. discern and address stereotypical references to gender, race, class, age, culture,
disability or sexual orientation?

B. Expectations of students
   In what ways does the student teacher:
   1. establish and maintain an orderly and cooperative classroom?
   2. enforce, fairly and consistently, classroom rules and deadlines?
   3. demand high expectations for all students? Are students expected to take
responsibility for their own learning?
   4. create an active learning environment characterized by mutual respect and intellectual
risk-taking?
   5. organize resources, materials, and the physical space allocated to support active
engagement?

C. Relationships with colleagues and the school community
   In what ways does the student teacher:
   1. fulfill classroom and school responsibilities?
   2. work with fellow teachers?
   3. interact professionally, fairly and equitably with colleagues, parents and others?
   4. work collaboratively with agencies in the larger community (when necessary and
appropriate)?
   5. follow school policy and procedures, respecting the boundaries of his/her professional
responsibilities when working with students, colleagues, and families?
   6. make use of codes of professional conduct adopted by his/her professional
organizations?
   7. understand local, state, and federal laws and regulations related to students’ rights and
teacher responsibilities?

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

Teachers foster collaborative relationships with colleagues and families to support
students’ learning. (RIBTS #7)
Teachers maintain professional standards guided by legal and ethical principles. (RIBTS #11)

Meeting Standard One at the End of SummerPrep:
The teacher candidate manages to establish a routine that students understand and respect. S/he clearly demonstrates leadership in the classroom, guiding and directing activities and interaction in ways that contribute to a positive and safe learning environment. The teacher candidate models and encourages “accountable talk” during whole group instruction and in group work activities. S/he is learning to create situations in which students construct knowledge with appropriate teacher guidance. The teacher candidate exhibits respect and consideration toward colleagues, particularly in team situations, supports colleagues’ work and contributes an equal share to team efforts. S/he produces lesson plans for each lesson to be taught and provides the mentor and team members with copies in advance for discussion and feedback. S/he is available for common-planning times with team members and mentors outside the regularly scheduled times as needed. The teacher candidate encourages and elicits interaction with families and community members and makes him/herself available to those constituencies when and where appropriate.

The standard is met if the student teacher consistently models appropriate decorum, is capable of maintaining a comfortable and orderly classroom, and interacts respectfully with students, colleagues, parents and the school/university community.

Meeting Standard One at the End of Fall Practicum and Seminar:
The teacher candidate manages to maintain the routine of the host classroom, which students understand and respect. The teacher candidate adopts language and systems employed by her/his mentor teacher to support respectful engagement and individual responsibility in the classroom. The teacher candidate is continuing to learn to create situations in which students construct knowledge and is able to encourage students to take risks in their learning. S/he clearly demonstrates leadership in the classroom, guiding and directing activities and interaction in ways that contribute to a positive and safe learning environment. The teacher candidate exhibits respect and consideration toward mentors, administrators, colleagues, supervisors, and instructors. S/he works collaboratively in team situations, supports colleagues’ work and contributes an equal share to team efforts. Lesson plans are presented to mentors well in advance of all teaching activities for feedback and revision, if necessary. The teacher candidate encourages and elicits interaction with families and community members and makes him/herself available to those constituencies when and where appropriate. Carrying out of these activities reflects careful thought, takes into account differences in families’ cultural background and home language. S/he participates in parent-teacher meetings and conferences and initiates communication with the home through phone calls, notes, and/or letters.

The standard is met at the end of the fall practicum if the student teacher consistently models appropriate decorum, maintains a safe, orderly and productive classroom, establishes responsive and personalized relationships with some of her/his students and their parents/caregivers, consistently establishes collaborative relationships with school-site colleagues and peer, and interacts positively with supervisors and university faculty and staff.
Meeting Standard One:
The teacher candidate can establish and maintain routines and a classroom atmosphere that students understand and respect which organizes them for instruction. Carrying out of classroom activities reflects careful thought, takes into account differences in students’ cultural background, home language, developmental levels and learning styles. S/he clearly demonstrates leadership in the classroom, guiding and directing activities and interaction in ways that contribute to a positive and safe learning environment. The teacher candidate is adept at creating situations in which students construct knowledge – the student is worker and teacher is coach. The teacher candidate exhibits respect and consideration toward colleagues, supports colleagues’ work and contributes an equal share to team efforts. The teacher candidate encourages and initiates interaction with families and community members and makes him/herself available to those constituencies when and where appropriate.

The standard is met if the student teacher consistently models appropriate decorum, relates personally to all students and their families and establishes a safe, orderly and democratically-based classroom in which high expectations for student engagement and learning are consistently demonstrated.

Standard Two: Student as Learner

In what ways does the student teacher:
1. seek information about the learner’s background and culture?
2. seek information about the learner’s life experiences, achievements and interests?
3. seek information about and observe the learner’s strengths and weaknesses, developmental levels and learning styles?
4. seek information about and observe the learner’s patterns of language use?
5. seek information about and observe learner’s interests and talents?
6. seek information about and observe learner’s organizational skills?
7. use efficient and effective ways to document student characteristics and progress?
8. listen carefully and respectfully to students?
9. check in with students about inferences and assumptions s/he makes about them?
10. develop an understanding and awareness of students as individuals without overgeneralizing or stereotyping?
11. help individual learners develop conceptual understanding?
12. challenge individual learners to develop higher level cognitive skills?

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

Teachers create instructional opportunities to encourage students’ development of critical thinking, problem solving, and performance skills. (RIBTS #5)

Meeting Standard Two at the End of SummerPrep:
The teacher candidate demonstrates an awareness of, and concern for, the individual learners in his/her classroom. S/he begins to understand the variables of linguistic, cultural, racial and class backgrounds, student strengths and talents, and developmental stages and how they create a
diverse group of learners. S/he discovers a range of student understandings and begins to use this knowledge to further individual student learning. S/he holds appropriately high expectations for all learners and begins to understand what helps them accomplish the SummerPrep curriculum by focusing on students’ developing thinking skills, and conceptual understanding in a variety of areas.

Meeting Standard Two at the End of Fall Practicum and Seminar:
The teacher candidate demonstrates an awareness of, and concern for, the diverse home backgrounds, cultures, languages, strengths and needs of the individual learners in his/her classroom. Focusing on individual learners, the teacher candidate does his/her best to observe, document and learn about each student. S/he probes students to “understand their understandings” and uses this knowledge to further individual student learning. S/he holds high expectations for all learners and helps them accomplish the curriculum standards of the host classroom by focusing on students’ developing thinking skills, and conceptual understanding in a variety of areas.

Meeting Standard Two:
The teacher candidate demonstrates a heightened awareness of, and concern for, the diverse backgrounds, strengths, talents and needs of learners in his/her classroom. Focusing on individual learners, the teacher candidate observes, documents and learns about each student. S/he works hard to “understand their understandings” and uses this knowledge to further individual student learning. S/he holds high expectations for all learners and helps them accomplish the curriculum standards of the host classroom by focusing on students’ developing thinking skills, and conceptual understanding in all areas of the curriculum. The teacher candidate demonstrates a heightened competency in all of these areas, particularly in those targeted during the self-assessment conference at the end of the fall semester.

This standard is met if the teacher candidate consistently demonstrates through her/his planning and instruction that students are considered as individuals with a variety of strengths, talents and specific needs.

Standard Three: Planning
In what ways does the student teacher:
1. convert ideas and materials into teachable lessons? Into larger units? Are there clear objective and themes?
2. prepare focused, thorough, sequenced lesson plans? Does the lesson help students to see connections with previous material and their prior knowledge?
3. prepare a variety of learning activities chosen in to accommodate different levels of prior knowledge and learning styles?
4. design lessons to accommodate individual differences (developmental, language, cultural background, learning style or disability)? Does the student teacher use resource personnel to help with this planning?
5. make his/her plans clear to the students? Does the student teacher use meta-language to aid students in understanding the purpose of activities? Does the student teacher relate individual lessons to the larger curriculum?
6. use written plans? Are these usually an accurate guide to what actually happens in class?
7. encourage learners to see, question, analyze and interpret concepts from multiple perspectives?
8. prepare for active engagement of students throughout the lesson?
9. consciously determine how s/he will know if students are on task/on target with the lesson?
10. prepare a variety of communication strategies (modeling, questioning, counter-examples, etc.) in his/her planning?
11. incorporate technology, where appropriate, in his her planning?
12. design lesson plans that reflect an understanding of how students learn – how students construct knowledge, acquire skills, develop habits of mind, etc.?

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

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. (RIBTS #4)

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

Meeting Standard Three at the End of SummerPrep:
The teacher candidate’s lesson plans are carefully written and detailed, noting primary content and skills objectives linked to appropriate standards for the content area. Lesson plans list materials, preparation required, key vocabulary and step by step classroom procedures for activities. The teacher candidate estimates time needed to teach the lesson with increasing accuracy and predicts how students will respond to questions and instructions. S/he begins noting expected variations, in the lesson plan, from diverse or special needs learners where appropriate. Lessons exhibit clearly focused assessable objectives, sensible connections from previous lessons as well as throughout the range of actions/activities planned for a single lesson, and by the end of SummerPrep are designed to promote students’ active construction of knowledge – student as worker, not teacher as teller. The teacher candidate takes time to explain lesson objectives to students and, using a variety of strategies including demonstration and modeling, checks that students are clear about what they are doing and why they are doing it. The teacher candidate reflects briefly, in writing, on each lesson taught.

Meeting Standard Three at the End of Fall Practicum and Semester Coursework:
The teacher candidate’s lesson plans are carefully written and detailed, noting the primary content and skills objectives linked to appropriate standards for the content area. Lesson plans list materials, background knowledge and skills required, key vocabulary and step by step classroom procedures for activities including modeling, key questions, demonstrations, instructions, opportunities for students to practice and wrap-up. The teacher candidate explains lesson objectives to students and, using a variety of strategies including demonstration and modeling, checks that students are clear about what they are doing and why they are doing it.
The teacher candidate generally estimates accurately the time needed to teach the lesson and predicts accurately, while planning, how students will respond to questions by noting expected variations from diverse or special needs learners where appropriate. Lessons exhibit clearly focused objectives, how these objectives will be assessed during the lesson itself, sensible connections from previous lessons, as well as among actions/activities planned for a single lesson. Lessons are consistently designed to promote students’ active construction of knowledge – student as worker, not teacher as teller. The teacher candidate reflects on each lesson taught, noting deviations from the plan and any re-teaching necessary.

Meeting Standard Three:
The teacher candidate’s lesson plans are carefully written and detailed, noting content and skills objectives linked to appropriate standards for the content area, and describing materials, required student prior knowledge and skills, and step by step classroom procedures for all activities. The teacher candidate begins units and lessons with an assessment or activation of students’ prior knowledge and consistently makes modifications for diverse or special learning needs where appropriate. The teacher candidate accurately estimates the time needed to accomplish a lesson or unit of study. Lessons exhibit clearly focused, appropriately challenging objectives, and specific ways that these objectives will be actively assessed during the lesson itself. The teacher candidate takes time to explain lesson objectives to students and, using a variety of strategies including demonstration and modeling, checks that students are clear about what they are doing and why they are doing it. Plans provide sensible connections from previous lessons, as well as among actions/activities planned for a single lesson. Lessons are consistently designed to promote students’ active construction of new knowledge – student as worker, not teacher as teller – and the teacher candidate keeps track of goals and accomplishments of individual learners, which, in turn, inform further planning.

This standard is met if the teacher candidate can consistently and carefully plan lessons and entire units of study “backwards” from clearly identified content and skill objectives that are set with appropriately high expectations for learner outcomes through a series of specific, well-planned, sequential lessons.

Standard Four: Classroom Practice

A. Teacher Presentations
In what ways does the student teacher:
1. plan presentations that are structured with the unique and diverse learning needs of the students in mind?
2. inform students of the purpose of the lesson?
3. use different modes of presentation with the diverse learning needs of the students in mind? (for example: oral, written, visual, tactile) and a variety of materials as integral parts of direct teacher presentations?
4. demonstrate or model what is expected of students during the activity phase of the lesson?
5. build “comprehension checks” and evaluation criteria into lessons? Is the teacher candidate sensitive to the pacing of the lesson, making sure all students are engaged and following?
6. reinforce the objective of the lesson at the conclusion?

B. Collaborative Activities
In what ways does the student teacher:
1. create small learning groups in which the students learn to work collaboratively and independently?
2. pre-teach the group process skills necessary for students to complete the assignment successfully?
3. hold each student responsible both as an individual and as a group member? How is that accomplished?
4. emphasize oral communication through instructional use of accountable talk – discussion, listening and responding to the ideas of others and group interaction?
5. firmly structure a variety of group activities (e.g., role plays, simulations, debates and collaborative, small group work) with adequate directions, clear goals, time limits and accountability criteria clearly stated?
6. provide all students with the materials and information they need to succeed at their tasks?
7. have a good sense of which objectives are best accomplished using collaborative activities?

C. Questioning/Discussion
In what ways does the student teacher:
1. use questions to determine if students understand and can perform the purpose of the lesson?
2. include key questions in the lesson plan? Does the student teacher “script” an arc of questions for a lesson?
3. use different types and levels of questions, depending on the lesson’s objectives and the diverse needs of the class?
4. ask questions for a variety of purposes: e.g. summarizing, analyzing, synthesizing, comparing, etc.?
5. use questioning and nominating techniques, such as wait-time, probing, rephrasing, connecting responses to previous contributions etc., effectively? Does the student teacher use strategies that demonstrate awareness of cultural, ethnic, linguistic and gender preferences in student participation? How does the student teacher gauge the effectiveness of these strategies?
6. employ a variety of strategies (restating ideas, offering counter examples, etc.) to engage students in discussion and learning?

D. Development of Student Skills
In what ways does the student teacher:
1. design thoughtful, sequenced assignments that break complex undertakings into manageable steps?
2. instruct students in oral presentation and listening skills? Does the student teacher make criteria for excellence in these skills available to students?
3. closely monitor and record individual skill attainment and progress, and provide students with timely feedback?
4. use technology as a learning tool?
5. design learning activities that extend beyond factual recall and challenge students to develop higher level cognitive skills?
6. encourage students to generate knowledge, test hypotheses, and explore methods of inquiry and standards of evidence?

**Elementary Subject Areas:**
1. instruct in multiple forms (artistic, literary, historical, scientific, mathematical) of expression (orally, in writing, through reading, via visual modalities, manipulatives and technology)?
2. engage learners in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence?
3. design “workshop” tasks that engage learners in exploration, discovery and hands-on activities?
4. instruct students how to read for understanding and enjoyment, how to use a variety of reading strategies to retrieve relevant information from texts, how to write more clearly and coherently? Are students given models or exemplars to guide their work?
5. instruct students in developmentally appropriate concepts of numeracy? Are students instructed in mathematical problem solving using a variety of techniques including manipulatives, mental math, estimation, and written communication of problem solving strategies and understandings? Are students instructed in basic computation as well as underlying mathematical concepts?
6. provide students with regular tailored feedback? Does the student teacher conduct conferences with appropriate questions to scaffold student learning? Is homework and written work checked and responded to in a timely fashion?
7. encourage students to extend themselves beyond their range of comfort in carrying out a variety of classroom tasks and activities?

**Teachers create instructional opportunities that reflect an understanding of how children learn and develop.** (RIBTS #3)

**Teachers create instructional opportunities to encourage students’ development of critical thinking, problem solving, and performance skills.** (RIBTS #5)

**Meeting Standard Four at the End of SummerPrep:**
The teacher candidate exhibits an emerging control over a variety of approaches to classroom pedagogy. In direct presentations, s/he understands the importance of pacing, timing, amount and sequencing of material and form of presentations, and eliciting appropriate student contributions and interaction. The teacher candidate begins learning to apportion instructional time by reducing teacher talk and increasing student doing and discussion. Questioning strategies are thoughtful, aware of the need for a range and arc of questions that develop logically from simple to complex and help scaffold knowledge construction. Group work is used
regularly and appropriately and students are coached on the purpose and strategies for collaboration. Work required of students reinforces basic skills (reading, writing, math, oral presentation, listening) and builds toward higher-level cognitive demands in a variety of subject areas.

**Meeting Standard Four at the End of Fall Practicum and Seminar:**
The teacher candidate exhibits an increasing control over a variety of approaches to classroom pedagogy. In direct presentations, s/he demonstrates sensitivity to pacing, timing, amount and sequencing of material and form of presentations, as well as inviting student contributions and interactions. The teacher candidate increasingly demonstrates the ability to appropriately apportion instructional time reducing teacher-talk and increasing student doing and discussion. Questioning strategies are thoughtful and varied, demonstrating a range and arc of questions from simple to complex that help scaffold knowledge construction. Group work is used regularly and appropriately and students are coached on the purpose and strategies for collaboration. The teacher candidate begins to establish accountability measures for individual and group work sessions. Work required of students reinforces basic skills (reading, writing, math, oral presentation, listening) and increasingly builds toward higher level cognitive demands in a variety of subject areas.

**Meeting Standard Four:**
The teacher candidate exhibits control over a variety of approaches to classroom pedagogy. In direct presentations, s/he demonstrates appropriate pacing, amount and sequencing of material and form of presentations, as well as appropriately inviting student contributions and interactions. The teacher candidate consistently demonstrates the ability to apportion instructional time appropriately, reducing teacher talk and increasing student doing and discussion. Questioning strategies are thoughtful and varied, aware of the need for a range and arc of questions that help scaffold knowledge construction. Group work is used regularly and appropriately and students are coached on the purpose and strategies for collaboration. The teacher candidate conducts individual conferences equitably with learners in all subject areas. S/he monitors group work and individual work sessions, sets outcomes for accountability purposes and provides timely feedback on work products. Work required of students reinforces basic skills (reading, writing, math, oral presentation, listening) and consistently builds toward higher level cognitive demands in subject areas.

This standard is met if the teacher candidate effectively uses instructional time to present students with a variety of tasks and activities that engage them in constructing new knowledge while building on their prior knowledge, skills and abilities.

**Standard Five: Assessment**

In what ways does the student teacher:

1. exhibit a varied repertoire of evaluation methods? How does the student teacher decide which particular method of evaluation to use? Are students included in the process?
2. base his/her instruction on standards that are measurable via the assessment instruments employed?
3. provide students with rubrics or task descriptions that clearly indicate successful and exemplary performance standards?
4. use a variety of assessment measures as data that uncovers individual needs of students as well as drives subsequent instruction?
5. employ evaluations that are not graded but are used for comprehension check and student feedback? How often is this done?
6. use performance-based assessments that teach as much as they assess? To what extent are such projects a part of the class’s ongoing work?
7. use grades in the classroom? To what extent are they used as a motivator? To what extent are students involved in the process of developing criteria for excellence?
8. encourage learners to evaluate their own work and use the results of self-assessment to establish individual goals for learning and improved performance?
9. use information from a variety of assessments (both standardized and self-constructed) to reflect on the effectiveness of their own teaching – and modify instruction accordingly?
10. maintain careful records that show individual and whole class achievement in all content areas over time?
11. provide opportunities for self-assessment?

Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner. (RIBTS #9)

Meeting Standard Five at the End of SummerPrep:
Proficiency in this standard at this phase of the program is minimal. Teacher candidates are expected to have acquired a vocabulary concerning assessment and to have tried a variety of strategies to assess and to inform students of criteria for quality work over the course of SummerPrep. They should set increased experience and proficiency in this standard as a major goal for future clinical experiences. To meet the standard at the end of SummerPrep, the student teacher has rudimentary knowledge of a variety of approaches to assessment and evaluation. Assessment is understood as integral to the instructional process and is conducted via a variety of informal methods – anecdotal records, reviewing of class work and observations of discussion. Teacher candidates begin to understand the importance of setting expectations for performance and keeping records of assessments, but are not yet proficient at it. Assessments for lessons taught are designed as performances and exhibitions that allow students to demonstrate what they know in a variety of media. Students are given various opportunities to self-monitor progress and their classroom work is often guided by displayed rubrics – known criteria developed by the teacher candidate with the class (or with the class’s knowledge). Teacher candidates begin to explore what they can notice about student achievement and growth over time by examining student work. They begin to get a feel for the range of capabilities and what one can expect of the grade being taught. Teacher candidates are familiar with writing progress reports for students that inform parents and caregivers of their SummerPrep accomplishments.

Meeting Standard Five at the End of Fall Practicum and Seminar:
Teacher candidates are expected to have acquired a vocabulary concerning assessment and to have tried a variety of strategies over the course of the fall semester and practicum. They should noticeably demonstrate increased experience and proficiency in this standard. At the end of the
fall practicum, the student teacher has rudimentary knowledge and experience of a variety of approaches to assessment and evaluation – pre-assessments, during instruction and post instruction. Assessment is understood as integral to the instructional process and is conducted via a variety of informal (anecdotal records, reviewing of class work and observations of discussion) as well as more traditional pencil and paper methods. Teacher candidates become familiar with the standardized tests that are required of public schools in Rhode Island and learn to administer and make sense of the data derived from these tests. Teacher candidates begin to understand the importance of keeping records of assessments over time but are not yet proficient at it. Students are given various opportunities to self-monitor progress and their classroom work is guided by displayed rubrics – known criteria developed by the teacher candidate with the class (or with the class’s knowledge). Teacher candidates determine what they can notice about student achievement and growth over time by examining student work. They understand the range of capabilities and what one can expect of the grade being taught and participate in writing report card evaluations for students in their classes.

Meeting Standard Five:
Teacher candidates are expected to have acquired experience concerning standardized, formal and teacher constructed assessments. They will have tried a variety of assessment strategies and kept records for each child in multiple subject areas. At the end of student teaching, the teacher candidate has general knowledge and experience of a variety of approaches to assessment and evaluation – pre-assessments, during instruction and post instruction, as well as protocols for examining student work with peers. Assessment is understood as integral to the instructional process and is conducted via a variety of informal (anecdotal records, reviewing of class work and observations of discussion) as well as more traditional pencil and paper or product methods. Teacher candidates are familiar with the data derived from formal testing and use it to inform subsequent differentiated instruction based on learner profiles. Teacher candidates understand the importance of keeping records of these assessments and have kept and analyzed assessment records for all students. Students are given various opportunities to self-monitor progress and their classroom work is guided by displayed rubrics – known criteria developed by the teacher candidate with the class (or with the class’s knowledge). Teacher candidates determine what they can notice about student achievement and growth over time by examining examples of student work. They understand the range of capabilities and what one can expect of the grade being taught and they participate in formal report card writing for students in their classroom.

This standard is met if the teacher candidate consistently relies on assessment data to inform differentiated instruction in the classroom.

Standard Six: Professional Knowledge and Growth

In what ways does the student teacher:
1. reflect thoughtfully on his/her teaching experience? How, and from whom (colleagues, administrators, students, families) does s/he solicit feedback and accept criticism? How effectively is the reflection and/or criticism used in improving performance?
2. use learning theory to inform his/her practice? Does s/he regularly apply new ideas presented in coursework, and professional publications and journals that discuss current issues in education?
3. make an effort to learn about and value the backgrounds and cultures of the students that may be different from his/her own?
4. explore new instructional strategies? Is s/he flexible? Willing to take risks in trying new teaching approaches? Is s/he open to critically appraising the results of teaching methods employed?
5. develop basic technological literacy (use of computers, video and audio equipment, knowledge of the Web, the Internet, web publishing and use of search engines) for professional purposes, as well as classroom applications?
6. take responsibility for his/her own professional growth by successful and punctual completion of all course assignments and readings and thoughtfully participate in class discussions? Does the student teacher also participate in workshops, courses and other educational activities that support his/her development as a teacher?

Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals. (RIBTS #10)

Meeting Standard Six at the End of SummerPrep:
In face-to-face debriefings, journal writing, peer reflective practices and formal self-analyses, the student teacher demonstrates positive acceptance of feedback and makes a thoughtful response to it. Growth in planning and implementation of curriculum and instruction demonstrates that the teacher candidate has internalized and is making use of instruction in MAT coursework and mentor and supervisor feedback. The teacher candidate immerses him/herself in course readings and other professional resources to improve his/her practice and to develop the habits necessary for continued professional growth.

Meeting Standard Six at the End of Fall Practicum and Seminar:
In face-to-face debriefings, email communication, journal writing, peer reflective practices and formal self-analyses, the student teacher demonstrates positive acceptance of feedback, makes a thoughtful response to it and makes a consistent effort to incorporate suggestions into his/her practice. In other words, growth in planning and implementation of curriculum and instruction demonstrates that the teacher candidate has internalized and is making use of feedback. Beyond the classroom, the teacher candidate avails him/herself of professional publications and new technologies to improve his/her practice and to develop the habits necessary for continued professional growth. The teacher candidate learns from school-site colleagues and peers and takes responsibility for sharing new learning with them. S/he participates regularly in the professional activities of his/her school.

Meeting Standard Six:
In face-to-face debriefings, email communication, journal writing, peer reflective practices and formal self-analyses, and most of all in one’s teaching practice, the student teacher demonstrates positive acceptance of feedback and thoughtful response to it. The teacher candidate demonstrates having internalized constructive feedback from a variety of sources in his/her
lesson and unit planning, classroom instruction, assessment practices and content knowledge. Beyond the classroom, the teacher candidate avails him/herself of professional publications and technology to improve his/her practice and develops the habits necessary for continued professional growth. The teacher candidate learns new things from school-site colleagues and peers and takes responsibility for sharing new learning with them. S/he is an active member in the professional community of his/her school. The teacher candidate meets this standard if s/he acts on the knowledge that the teaching profession is a complex undertaking that requires continual learning and the practice of good judgment.

**Standard Seven: Engagement with Elementary Subject Matter**

In what ways does the student teacher:

1. demonstrate understanding and enthusiasm in the elementary disciplines – children’s literature, reading, writing, math, problem solving, science, social studies, art, technology, health, physical education?
2. understand how knowledge in each discipline is created, organized and linked to other disciplines?
3. use subject knowledge to carefully select instructional materials and resources based on their comprehensiveness, accuracy and usefulness?
4. use precise and appropriate language to convey content accurately and understandably?
5. demonstrate a broad knowledge base that could be used to create interdisciplinary learning experiences?
6. demonstrate an awareness of means of explanation and multiple representations of concepts (including analogies, metaphors, experiments, demonstrations, illustrations) that help students develop a conceptual understanding?
7. demonstrate an awareness of differing viewpoints and theories in the disciplines? Is that understanding evident when teaching concepts?
8. mediate the tension between content and skills demands in the subject areas?
9. demonstrate an ability to present subject matter in culturally responsive ways, which assumes a knowledge of cultures and backgrounds present in the classroom?

**Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live. (RIBTS #1)**

**Teachers create learning experiences that reflect an understanding of central concepts, structures, and tools of inquiry of the disciplines they teach. (RIBTS #2)**

**Meeting Standard Seven at the End of SummerPrep:**
The teacher candidate demonstrates general knowledge and initial mastery of the skills and knowledge bases central to the elementary disciplines. Interest in, and energy for these disciplines, is demonstrated through the finding of information and materials, and the creation of conceptually driven lessons. Lessons present students with challenging activities and projects, engage them in culturally responsive ways, and encourage them to solve problems, raise questions and interact in ways that contribute to a positive learning environment. At the end of
SummerPrep, the teacher candidate understands his/her strengths and weaknesses in the various elementary disciplines and has a plan for addressing those weaknesses.

**Meeting Standard Seven at the End of Fall Practicum and Seminar:**
The teacher candidate demonstrates a broad knowledge and mastery of the skills and knowledge bases central to the elementary disciplines. Interest in, and enthusiasm for these disciplines, is demonstrated by the teacher candidate finding resources to create informative lessons and units. Lessons present students with challenging activities and projects, engage them in culturally responsive ways, and encourage them to solve problems, raise questions and interact in ways that contribute to a positive learning environment.

**Meeting Standard Seven:**
The teacher candidate demonstrates a deepening knowledge and mastery of the skills and knowledge bases central to the elementary disciplines. Interest in, and enthusiasm for all the elementary disciplines, is demonstrated by the teacher candidate using multiple resources to create informative lessons and units. Lessons present students with challenging activities and projects that deepen their conceptual understanding, engage them in culturally responsive ways, and encourage them to solve problems, raise questions and interact in ways that contribute to a positive learning environment.

This standard is met if the teacher candidate demonstrates a high level of comfort and precision in presenting and explaining concepts in all the elementary disciplines.
Readiness to Student Teach Checklist: Elementary  
(completed at end of Fall Semester)

Name of Student: ___________________________ Date: ________________

_____ 1. Candidate has maintained satisfactory attendance and successfully completed all required assignments for EDUC 2110: Summer Practicum and Analysis (SummerPrep).

_____ 2. Candidate has completed fall teaching practicum and participated in the supervisor/mentor teacher 3-way conversation.

_____ 3. Candidate’s mentor teacher has confirmed that the candidate has moved beyond “Beginning” for each of the Brown Practice-based Standards.

_____ 4. Candidate’s program directors have confirmed that the candidate has moved beyond “Beginning” for each of the Brown Practice-based Standards.

_____ 5. Candidate has successfully completed self-assessment on each of the Brown Practice-based Standards.

_____ 6. Candidate has maintained satisfactory attendance and successfully completed all required assignments for fall coursework.

_____ 7. Candidate has completed two electronic portfolios documenting his/her accomplishments and progress towards meeting the Brown Practice-based Standards.

Program Director’s Signature: ___________________________ Date: ________________
Readiness for Certification Checklist: Elementary  
(completed at end of Student Teaching)

Name of Student: ____________________________  Date: ____________

_____  1. Candidate has completed 360 hours of student teaching.

_____  2. Candidate has submitted official results of the ETS Praxis II tests: Elementary Education: Content Knowledge (#0014) and Principles of Learning and Teaching: Grades K-6 (#0622).

_____  3. Candidate has submitted Observation Log (18 hours) to his/her program director.

_____  4. Candidate has maintained satisfactory attendance and successfully completed all coursework for the MAT program: EDUC 2110, EDUC 2120, EDUC 2140, EDUC 2150, EDUC 2270, EDUC 2280 and two (2) education electives.

_____  5. Candidate has completed a third and final electronic portfolio documenting his/her accomplishments and progress toward meeting the Brown Practice-based Standards.

_____  6. Candidate’s student teaching mentor teacher has confirmed that the candidate is meeting the majority of the Brown Practice-based Standards, with no more than two standards at the level of “Approaching.”

_____  7. Candidate’s program directors have confirmed that the candidate is meeting the majority of the Brown Practice-based Standards, with no more than two standards at the level of “Approaching.”

_____  8. Candidate’s student teaching mentor teacher and candidate’s program directors have confirmed that the candidate has adhered to professional codes of conduct and met Standard 6: Professional Knowledge and Growth and Standard 7: Engagement with Elementary Subject Matter.

_____  9. Candidate has submitted a completed RI Certificate of Eligibility for Employment (CEE) application and a check payable to the General Treasurer, State of Rhode Island.

Program Director’s Signature: ____________________________  Date: ____________
# MAT Candidate as Observer: 18 Observations Log

<table>
<thead>
<tr>
<th>Date</th>
<th>School Subject Grade</th>
<th>Observation Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>What was the focus/objective of the lesson? What did the teacher do? What did the children do?</td>
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</table>
MAT Candidate Observation Guide

School: \hspace{2cm} Observed by:  
Grade level & number of students: \hspace{1cm} Date:  
Subject: \hspace{2cm} Time:  

**Content Focus:** Please check all that apply

- [ ] introduction of lesson/goals
- [ ] learning cycle (exploration – concept development – application)
- [ ] mini-lesson (connection – explicit teaching/demonstration – have a go – link – share – closure)
- [ ] identifying learning styles
- [ ] teaching strategies
- [ ] materials/manipulatives/technology used
- [ ] closure

**Observation Notes:**
Components of the Cycles of Observation

<table>
<thead>
<tr>
<th>SUMMER OBSERVATION COMPONENTS</th>
<th>FALL OBSERVATION COMPONENTS</th>
<th>SPRING OBSERVATION COMPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guided Observation + 2 Observation Cycles:</strong></td>
<td><strong>Video Analysis of Mentor Guided Observation +3 Observation Cycles:</strong></td>
<td><strong>Video Analysis of Mentor Guided Observation +3 Observation Cycles:</strong></td>
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<tr>
<td>• Guided Observation: Mentor teacher teaches a segment of the day in the first three days of SummerPrep, modeling each step of the SummerPrep Observation Cycle. MAT assumes the role of observer, using observational tool and debriefing with mentor teacher after mentor reflection.</td>
<td>• Fall Orientation Kick-off: Guided Observation Video and Discussion of Observation Feedback &amp; Tools, Part 1.</td>
<td>• Spring Orientation Kick-off: Guided Observation Video and Discussion of Observation Feedback &amp; Tools Part 2.</td>
</tr>
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<td></td>
<td>• Context for Learning Analysis Assignment: This assignment will focus on the arc of the learners in the classroom, describing</td>
<td>• Context for Learning Analysis Assignment: Fall Context for Learning involves more in depth observation, description, and interviewing of school faculty to gain understanding of the complexities of the classroom and school environment, mediated race, class, gender, and other social and political influences.</td>
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<tr>
<td></td>
<td>• Pre-Observation Guide: Sent to supervisor and mentor teacher 24 hours prior to teaching.</td>
<td>• Pre-Observation Guide: Sent to supervisor and mentor teacher 24 hours prior to teaching.</td>
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<tr>
<td></td>
<td>• Lesson Plan: Sent to supervisor and mentor teacher 24 hours prior to teaching.</td>
<td>• Lesson Plan: Sent to supervisor and mentor teacher 24 hours prior to teaching.</td>
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<tr>
<td></td>
<td>• Reflection on Observed Lesson: completed within 24 hours in preparation for debriefing with supervisor.</td>
<td>• Reflection on Observed Lesson: Completed within 24 hours in preparation for debriefing with supervisor.</td>
</tr>
</tbody>
</table>
- *Supervisor Notes*
- *Reflection on Observed Lesson*: Completed after student leave for the day during 12:15-1:00 debriefing period.
- *Debrief lesson* with supervisor.

<table>
<thead>
<tr>
<th>Preparation for debriefing with supervisor.</th>
<th>Debrief lesson with supervisor.</th>
<th>Debrief lesson with supervisor.</th>
</tr>
</thead>
</table>

79
Graduated Responsibility in MAT Clinical Practice in Relation to the Observation Cycle

Graduated responsibility allows for the following:
1) Professional growth of candidates by combining long-term experience in a clinical setting
2) Incremental expansion of the candidate’s role, and individualized support from a mentor and supervisor.
3) Encouragement of candidates to merge theory and practice in authentic ways by trying out ideas learned in university coursework and building a wealth of practical experience.
4) An increasing sense of ownership for the teaching and learning in the placement classroom.

<table>
<thead>
<tr>
<th>SUMMER PLANNING</th>
<th>FALL PLANNING</th>
<th>SPRING PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>- We expect MATs to work collaboratively and seek support from teaching in identifying components of pre-observation guide.</td>
<td>- We expect MATs to work collaboratively with mentor and seek support from teaching in identifying components of pre-observation guide, yet as time goes on, the candidate will lead more and more in identifying these components and work independently, consulting with MT and using her as a sounding board.</td>
<td>- MATs will continue to work collaboratively with mentor and seek support from teaching in identifying components of pre-observation guide, the candidate takes increasing responsibility and is responsible for identifying areas of growth, asking for specific feedback tailored to those identified areas, and using feedback to progress.</td>
</tr>
<tr>
<td>- Mentor and MAT candidates are in on-going exchanges of ideas about student learning. All are just getting to know the SP students, so together they are creating ways to draw on student experience, background, interests, and prior knowledge to create and adapt lessons to meet student academic, social, and emotional needs.</td>
<td>- Mentor and MAT candidates are in on-going exchanges of ideas about student learning. The quantity of time devoted to these discussions remains consistent throughout the year, though the focus of these discussions will shift as the candidate takes on greater responsibility, becomes more competent</td>
<td>- Early in the semester, mentor is the primary architect of planning and actively includes MAT in plans, including learning goals, assessment plan, and rational for learning experiences, supports, and scaffolds. The mentor gives MAT responsibility for more and more complex learning</td>
</tr>
</tbody>
</table>
in certain aspects of teaching, and identifies new areas for growth.

Mentor is the primary architect of planning and actively includes MAT in plans, including learning goals, assessment plan, and rational for learning experiences, supports, and scaffolds. Over time, the mentor gives MAT responsibility for more and more complex learning segments, reviewing and providing feedback on lessons prior to implementation as well as afterwards.

- This gradual release of responsibility is intentionally designed so that by mid-way, MAT, mentor, and supervisor have a strong and clear idea of progress and plan for an appropriate solo teaching window.

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<thead>
<tr>
<th>INSTRUCTION</th>
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<tr>
<td>- The Teaching Team communicates through extensive planning what roles and responsibilities each member of the team will take on when and how in order to best support each other and student learning.</td>
<td>- The MAT implements learning segments with increasing length and complexity, which leads to delivery of entire lessons and series of lessons.</td>
<td>- Graduated responsibility honors profession growth as a process. Therefore, independent student teaching begins when the time is right, identified by mentor, MAT, and supervisor.</td>
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<th>ASSESSMENT</th>
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<tbody>
<tr>
<td>- The Teaching Team communicates through extensive planning what daily summative assessment systems the team will use and</td>
<td>- The MAT and mentor teacher may read anchor assignments together to norm expectations for feedback, after which the candidate takes responsibility for responding to student work.</td>
<td>- The MAT and mentor teacher will read anchor assignments together to norm expectations for feedback, after which the candidate takes responsibility for responding to student work. The mentor teacher</td>
</tr>
</tbody>
</table>
**COMMUNICATION WITH FAMILIES**

- Mentor and MATs collaborate closely with regards to meaningful and respectful communication with families for Family Night, daily communications in person,

**COMMUNICATION WITH FAMILIES**

- The MAT discusses current school and classroom practices with MT and ways MAT may want to contribute to this relationship more significantly, specifically with a letter of introduction and subsequent communication about duration of Practicum Teaching. With the support of the cooperating teacher,

**COMMUNICATION WITH FAMILIES**

- The MAT reviews these responses and helps the candidate refine his/her formative feedback. The candidate also begins to develop and select assessments independently. The mentor teacher and supervisor help the candidate to analyze whole-class assessments and then to use this information to modify instruction and address the needs of individual students.

- The MAT utilizes a range of formative assessment strategies.

- The MAT includes in all lessons evidence of learning and articulates how particular evidence demonstrates understanding of learning objectives.

- The MAT designs performance assessments in series of lessons in various subject areas.

- The MAT designs performance assessment for the social studies unit.
| on the phone, through notes, and Report Cards. | the candidate increases communication with families, including calls and e-mails in support of students who may be struggling. When possible, the candidate continues to be present for meetings with parents and guardians. | Teaching. With the support of the cooperating teacher, the candidate increases communication with families, including calls and e-mails in support of students who may be struggling. When possible, the candidate continues to be present for meetings with parents and guardians. |
Record of an Observation Cycle

MAT Candidate: ___________________________ Date: ___________________________

Supervisor: ___________________________

Observation #_____ of 2/3 (summer/fall or spring)  Video □

MAT Pre-Observation Guide & Lesson

Date submitted: ___________________________

MAT Reflection

Date submitted: ___________________________

Debrief Conference

Participants: _____________________________ Date held: _________________

Written Feedback by Supervisor  Date submitted: _________________

A revision IS / IS NOT required.  Date returned: _________________

Candidate’s Response:

I have read your comments and have attached the revision (if requested).

Candidate’s signature: ___________________________ Date: ___________________________
Letter of Understanding  
Mentor/Mentee Agreement  
Summer 2012

One of the most critical components of a teacher education program is the opportunity to observe and participate in a classroom under the professional guidance of a mentor teacher. The role of the mentor is one of support, modeling and working closely with MAT candidates to help them become successful elementary teachers. Brown University’s mentor teachers serve as the professional guides for candidates making this transition.

Considerable growth should occur during the MAT program as a result of the new experiences and insights provided through the practicum and student teaching experiences. The purpose of the practicum is to determine and develop an MAT candidate’s potential for teaching.

Given the above, it is important that the mentor, the MAT candidate, and supervisor agree to fulfill the following criteria:

<table>
<thead>
<tr>
<th>Role of the Mentor</th>
<th>Role of the Elementary MAT Candidate</th>
<th>Role of the Supervisor</th>
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</thead>
<tbody>
<tr>
<td>Acquaint the team of MAT candidates with instructional materials and resources.</td>
<td>Use resources to plan meaningful lessons for students.</td>
<td>Arrange for mentor/Elementary MAT meeting at the start of the term.</td>
</tr>
<tr>
<td>Guide teams as they plan the SummerPrep curriculum.</td>
<td>Work cooperatively with co-teacher and mentor to plan for the three-week SummerPrep curriculum.</td>
<td>Review expectations for the summer term with mentor and Elementary MAT candidate.</td>
</tr>
<tr>
<td>Provide suggestions and a model of teaching for the candidates to observe and adapt to their own use.</td>
<td>Incorporate feedback from mentor and supervisors into planning and instruction.</td>
<td>Incorporate professional protocols into Analysis coursework.</td>
</tr>
<tr>
<td>Collect detailed lesson plans with reflections for every lesson taught by each candidate.</td>
<td>Prepare lesson plans and reflect upon lessons taught in writing.</td>
<td>Observe the MAT candidate during the summer practicum, debrief lesson, and provide written feedback.</td>
</tr>
<tr>
<td>Review lesson plans with the candidate(s) at least 24 hours prior to each lesson presentation.</td>
<td>Provide mentor with lesson plans 24 hours prior to each lesson presentation.</td>
<td>Participate in a 4-way conference with the MAT candidate and mentor.</td>
</tr>
<tr>
<td>Conference daily with the MAT team and provide weekly feedback based on Brown’s Practice-based Standards.</td>
<td>Confer with MAT team on a daily basis and incorporate weekly feedback into planning and instruction in the coming week.</td>
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</table>
- Meet weekly with SummerPrep faculty and mentors to debrief on the summer program.
- Prepare a written narrative evaluation based on the Practice-based Standards at the conclusion of the candidate’s practicum experience.
- Fill out a Mentor Teacher Feedback Form.

<table>
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<tr>
<th>Task</th>
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<tr>
<td>Execute lessons in literacy, math, science and art.</td>
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<td>Supervise students at breakfast, snack and recess.</td>
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<tr>
<td>Incorporate strategies from methods workshops into lesson planning.</td>
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<tr>
<td>Complete a self-assessment based on the BPBS.</td>
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</tbody>
</table>

This is an agreement between _____________________________(print name), a candidate in the Brown University Elementary Education MAT Program, _____________________________(print name), a mentor teacher in grade(s)________ at _____________________________ School, and _____________________________(print name), Brown University Faculty Supervisor for the Summer Semester.

The candidate must consult with his/her mentor teacher and university supervisor before completing this form. Signatures below confirm agreement. By the start of SummerPrep, please return the completed form to Jennifer Lindsay, Elementary Education Director.

MAT Candidate _____________________________ Date: ____________

Mentor Teacher _____________________________ Date: ____________

Supervisor _____________________________ Date: ____________

**Handbook Agreement**

I understand that the Elementary Education MAT Handbook provides information on the program as well as the rights and responsibilities of MAT candidates, mentor teachers, and supervisors. I acknowledge that I have read the handbook, which details professional and ethical conduct for MAT candidates as well as information for the resolution of problems related to professional conduct.

MAT Candidate _____________________________ Date: ____________

Mentor Teacher _____________________________ Date: ____________
One of the most critical components of a teacher education program is the opportunity to observe and participate in a classroom under the professional guidance of a mentor teacher. When mentor teachers open up their classrooms to support, model, give honest feedback, and work closely with MAT candidates, they help them begin their career successfully and significantly contribute to the profession.

Teacher candidates spend time in schools and classrooms observing and practicing different approaches to teaching and learning. They experience the rhythms of a day, week, semester, and ultimately the year as they develop relationships with students, school faculty, parents/families, and others involved in the work of the school. Considerable growth should occur during the MAT program as a result of the new experiences and insights provided through the practicum and student teaching experiences, which aim to significantly develop an MAT candidate’s potential for teaching.

We carefully choose settings with mentor teachers that support the MAT candidates’ growth and development as a novice teacher, guided by the following tenets:

- Teacher candidates need opportunities to learn and engage in equitable practices.
- Teacher candidates need opportunities to observe high quality teaching.
- Teacher candidates need opportunities to engage with high quality mentors and school professionals working at the school site.
- Teacher candidates are best supported when their placements and their university-based program are a mutually valued partnership.

Given the above, it is important that the mentor, the MAT candidate, and supervisor agree to fulfill the following criteria:

<table>
<thead>
<tr>
<th>Role of the Mentor</th>
<th>Role of the Elementary MAT Candidate</th>
<th>Role of the Faculty Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor teachers are certified teachers with a minimum of 3 years successful teaching experience. They demonstrate excellent skills in working with students, families,</td>
<td>The MAT candidate will abide by the Brown University Academic Code. Demonstrate a solid commitment throughout the MAT experience to meeting the Brown Practice-based</td>
<td>The supervisor will provide leadership in the implementation of the program, bridging theory and practice, as well as university and school experiences.</td>
</tr>
<tr>
<td>colleagues, and community members.</td>
<td>Standards and by the end of Spring Semester articulating all aspects of these Standards through a range of evidence and performance based assessment. <em>(See handbook for details on expectations.)</em></td>
<td>In addition to teaching classes, they develop and maintain relationships with local urban public, charter, and independent schools as well as coordinate all field assignments and supervision in their respective partnership schools. They insure that all novice candidates understand and demonstrate competency in the Brown Practice-based Standards and meet eligibility criteria for certification. <em>(See handbook for details on expectations.)</em></td>
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</tr>
<tr>
<td>• They are committed to providing support for their MAT candidates ongoing reflection and professional development through regular communication about curriculum, instruction, classroom management, parent/family involvement, and other professional concerns.</td>
<td>• Provide orientation for the MAT candidate to the school site, classroom, and curriculum. Introduced the candidate to fellow teachers and school personnel. • Accept the candidate as a professional and convey this acceptance to the class. • Acquaint the candidate with school personnel, policies, regulations, facilities and calendar. • Maintain clear and open communication with MAT and supervisor about roles responsibilities, progress, and issues as they arise. Set a specific time for conferencing. This will allow for open communication and discussion and usually helps prevent or solve problems that arise. • Acquaint the candidate with • Take responsibility for professional growth and display behaviors, dress and language consistent with school expectations. • Maintain clear and open communication with mentor teacher and supervisor about roles responsibilities, progress, and issues as they arise. • Maintain professional boundaries at all times with students and members of the school community. • Incorporate models of teaching used by mentor and adapt for his/her own use. • Gradually take over some routines in the classroom (e.g., morning meeting, math problem-solving, read alouds, writing and reading conferences) and eventually become responsible for several aspects</td>
<td>• Arrange for mentor/Elementary MAT Orientation meeting at the start of the term. • Maintain clear and open communication with mentor teacher and candidate about roles and responsibilities, beginning with Fall Kick-off Orientation and for MAT candidates prior to leaving SummerPrep. • Incorporate professional protocols into Analysis coursework. • Observe the MAT candidate 3 times over the course of the fall practicum experience, debrief lessons, and provide effective feedback, support, and encouragement to candidate on strengths and on areas for improvement.</td>
</tr>
<tr>
<td>Instructional Materials and Resources</td>
<td>Of Instruction During His/Her Time in the Mentor’s Classroom</td>
<td>Offer Constructive Suggestions That Are Appropriate, Relevant, and Useful.</td>
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</tr>
<tr>
<td>Provide a model of teaching for the candidate to observe and adapt to his/her own use.</td>
<td>Use assessment practices and review student work for information about how to craft lessons to meet the needs of individual students.</td>
<td>Provide copies of completed contact forms for mentor teacher and candidate following each observation.</td>
</tr>
<tr>
<td>Model effective instructional and classroom management strategies, presenting demonstration/application lessons for the apprentice to observe, and provided regular opportunities for the candidate to practice and receive feedback.</td>
<td>Incorporate strategies for teaching literacy, math and science learned in methods courses (as negotiated with the mentor teacher and directors of the MAT program so as to complement, not disrupt the program of the host classroom).</td>
<td>Collaborate with mentor teacher in guiding and evaluating candidate’s performance.</td>
</tr>
<tr>
<td>Allow the candidate to gradually take over some routines in the classroom (e.g., morning meeting, math problem solving, read alouds, writing and reading conferences) and eventually become responsible for several aspects of instruction during his/her time in your classroom.</td>
<td>Created detailed lesson plans for every lesson submitted to the mentor teacher 24 hours prior to teaching.</td>
<td>Participate in a 3-way conference with the Elementary MAT candidate and mentor.</td>
</tr>
<tr>
<td>Involve the candidate in assessment practices and reviewing student work for information about what needs to be addressed for individual students.</td>
<td>Incorporate feedback from mentor to revise plans as needed.</td>
<td></td>
</tr>
<tr>
<td>Allow the candidate to practice strategies for teaching literacy, math and science that are required in methods courses (this is to be negotiated with the candidate and the directors of the MAT program so as to complement, not disrupt, the instructional program of the host classroom).</td>
<td>Complete all parts of Observation Cycle, maintain professional journal, and complete all field-based assignments in a timely manner.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate excellent communication of instruction during his/her time in the mentor’s classroom.</td>
<td>Take notes during debrief sessions with mentor and reflect on practice based on Brown’s Practice-based Standards.</td>
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<tr>
<td></td>
<td>Participate in a 3-way conference with the program supervisor and mentor. In preparation for the conference complete a self-assessment document based on BPBS.</td>
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</tbody>
</table>

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skills in working with students, families, colleagues, and community members.

- Collect detailed lesson plans for every lesson taught by the candidate.
- Review lesson plans of the candidate at least 24 hours prior to each lesson presentation.
- During the solo teaching period, be present on the school site and available for conferencing daily with the candidate.
- Conference regularly with the candidate – and as a result of these conferences, provide feedback based on Brown’s Practice-based Standards.
- Participate in a 3-way conference with the program supervisor and the teacher candidate to help assess the progress of the candidate in meeting standards and advise the directors as to promotion to student teaching.
- Prepare three evaluations based on the Practice-based Standards at the designated points during the candidate’s practicum experience.
- Fill out a Mentor Feedback Form at the end of the semester.
- Complete all university required paperwork and assessment forms in a timely manner, including letter of recommendation letter for the MAT candidate if requested by the MAT.
This is an agreement between ___________________________ (print name), a candidate in the Brown University Elementary Education MAT Program, ___________________________ (print name), a mentor teacher in grade(s) _________ at _______________________ School, and ___________________________ (print name), Brown University Faculty Supervisor for the Fall Semester.

In the assigned classroom, the candidate will complete the obligation of a minimum of 2.5 days a week, Monday through Friday. Candidates should attend any in-service scheduled during their regular hours in the assigned classroom.

**Agreed Schedule of Candidate hours per week:**
- Mon: ___________________________
- Tues: ___________________________
- Wed: ___________________________
- Th: ___________________________
- Fri: ___________________________

The candidate must consult with his/her mentor teacher and university supervisor before completing this form. Signatures below confirm agreement. By the fall orientation, please return the completed form to Jennifer Lindsay, Elementary Education Director.

MAT Candidate ___________________________ Date: ____________
Mentor Teacher ___________________________ Date: ____________
Supervisor ______________________________ Date: ____________

**Handbook Agreement**
I understand that the Elementary Education MAT Handbook provides information on the program as well as the rights and responsibilities of MAT candidates, mentor teachers, and supervisors. I acknowledge that I have read the handbook, which details professional and ethical conduct for MAT candidates as well as information for the resolution of problems related to professional conduct.

I understand that I am responsible for registering for each of the required classes in order to be recommended for a Rhode Island teaching certificate.

MAT Candidate ___________________________ Date: ____________
Mentor Teacher ___________________________ Date: ____________
Letter of Understanding  
Mentor/Mentee Agreement Spring Student Teaching  
Spring 2013

One of the most critical components of a teacher education program is the opportunity to observe and participate in a classroom under the professional guidance of a mentor teacher. The role of the mentor is one of support, modeling and working closely with MAT candidates to help them become successful elementary teachers. Brown University’s mentor teachers serve as the professional guides for candidates making this transition.

Considerable growth should occur during the MAT program as a result of the new experiences and insights provided through the practicum and student teaching experiences. The purpose of the student teaching assignment is to continue to develop that potential for teaching while assessing the candidate’s teaching competencies prior to employment in a full-time paid teaching position.

Given the above, it is important that the mentor, the MAT candidate, and supervisor agree to fulfill the following criteria:

<table>
<thead>
<tr>
<th>The Mentor Teacher</th>
<th>The Elementary MAT Candidate</th>
<th>The Supervisor</th>
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</thead>
<tbody>
<tr>
<td>• Accept the student teacher as a professional and convey this acceptance to the class.</td>
<td>• Take responsibility for professional growth and display behaviors, dress and language consistent with school expectations. Prepare a letter of introduction to send to caregivers.</td>
<td>• Arrange for mentor/Elementary MAT meeting at the start of the term.</td>
</tr>
<tr>
<td>• Acquaint the student teacher with school personnel, policies, regulations, facilities and calendar.</td>
<td>• Maintain professional boundaries at all times with students and members of the school community.</td>
<td>• Review expectations for the spring term with mentor and Elementary MAT candidate.</td>
</tr>
<tr>
<td>• Provide a model of teaching for the student teacher to observe and adapt to his/her own use.</td>
<td>• Incorporate models of teaching used by mentor and adapt for his/her own use.</td>
<td>• Incorporate professional protocols into Analysis coursework.</td>
</tr>
<tr>
<td>• Review detailed lesson plans for every lesson taught by the student teacher</td>
<td>• Created detailed lesson plans for every lesson submitted to the mentor teacher 24 hours prior to teaching.</td>
<td>• Observe the MAT candidate during the student teaching, debrief lesson, and provide written feedback.</td>
</tr>
<tr>
<td>• Assist student teacher in developing techniques for evaluating and grading student work.</td>
<td>• Use assessment tools to document student progress and guide instruction.</td>
<td>• Participate in a 3-way conference with the Elementary MAT candidate and mentor.</td>
</tr>
<tr>
<td>• Assist the student teacher in contacting and communicating progress to students’ caregivers.</td>
<td>• In cooperation with the mentor teacher, communicate progress to students’</td>
<td></td>
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</tbody>
</table>
• Aid the student teacher in acquiring and utilizing available instructional materials.
• Conference regularly (at least once a week, during a set time) with the student teacher – and as a result of these conferences, provide bi-weekly feedback based on Brown’s Practice-based Standards.
• Prepare three evaluations at designated points during student teaching based on the Practice-based Standards at the conclusion of the student teaching experience.
• Participate in a 3-way conference with the program supervisor and the teacher candidate to help assess the progress of the candidate in meeting standards.
• Advise the directors of the MAT program as to recommending the MAT candidate for certification.
• Fill out a Mentor Teacher Feedback Form.

  • Use all available resources to support lessons including but not limited to manuals, kits, and resources used in methods courses.
  • Debrief each week with mentor and plan for the coming week(s).
  • Prepare a self-evaluation based on the Brown Practice-based Standards.
  • Participate in a 3-way conference with the program supervisor and mentor. In preparation for the conference complete a self-assessment document based on BPBS.
This is an agreement between ___________________________ (print name), a candidate in the Brown University Elementary Education MAT Program, ___________________________ (print name), a mentor teacher in grade(s) ________ at ___________________________ School, and ___________________________ (print name), Brown University Faculty Supervisor for the Spring Semester.

The candidate must consult with his/her mentor teacher and university supervisor before completing this form. Signatures below confirm agreement. By the spring orientation, please return the completed form to Jennifer Lindsay, Elementary Education Director.

MAT Candidate ______________________________________________ Date: __________

Mentor Teacher ______________________________________________ Date: __________

Supervisor __________________________________________________ Date: __________

**Handbook Agreement**

I understand that the Elementary Education MAT Handbook provides information on the program as well as the rights and responsibilities of MAT candidates, mentor teachers, and supervisors. I acknowledge that I have read the handbook, which details professional and ethical conduct for MAT candidates as well as information for the resolution of problems related to professional conduct.

**I understand that I am responsible for registering for each of the required classes in order to be recommended for a Rhode Island teaching certificate.**

MAT Candidate ______________________________________________ Date: __________

Mentor Teacher ______________________________________________ Date: __________
Brown University Teacher Education Program: Elementary Education  
Portfolio Assessment Form: Summer

<table>
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<th>Rating</th>
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<tr>
<td><strong>Introductory Materials</strong></td>
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<tr>
<td>• Resume</td>
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<td>• Personal philosophy statement</td>
<td></td>
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<tr>
<td><strong>PBS #1: Roles and Relationships</strong></td>
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<tr>
<td>Overview _____</td>
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<td>Artifacts and Reflection:</td>
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<td><strong>PBS #2: Student as Learner</strong></td>
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<tr>
<td>Overview _____</td>
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<tr>
<td>Artifact and Reflection:</td>
<td></td>
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<tr>
<td>• Context for Learning Assignment and assessment materials</td>
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</tbody>
</table>
**PBS #3: Planning**

Overview _____  
Artifact and Reflection:  
- Lesson plan

Comments:  

**Rating**  
- Beginning  
- Approaches  
- Meets  
- Exceeds

**PBS #4: Classroom Practice**

Overview _____  
Artifact and Reflection:  
-  
-  

Comments:  

**Rating**  
- Beginning  
- Approaches  
- Meets  
- Exceeds

**PBS #5: Assessment**

Overview _____  
Artifact and Reflection:  
- Assessment with a range of student work  
- SummerPrep report cards  
-  

Comments:  

**Rating**  
- Beginning  
- Approaches  
- Meets  
- Exceeds
<table>
<thead>
<tr>
<th>PBS #6: Prof. Knowledge and Growth</th>
<th>Comments:</th>
<th>Rating</th>
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<tbody>
<tr>
<td><strong>Overview _____</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>Artifacts and Reflection:</strong></td>
<td></td>
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<tr>
<td>● Your self-assessment</td>
<td></td>
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<tr>
<td>● Goals for student teaching</td>
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<tr>
<td><strong>PBS #7: Engagement w/ Subject Matter</strong></td>
<td>Comments:</td>
<td>Rating</td>
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<tr>
<td><strong>Overview _____</strong></td>
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<tr>
<td><strong>Artifact and Reflection:</strong></td>
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<tr>
<td>● Cycle of Observation</td>
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<tr>
<td><strong>Format &amp; Organization:</strong></td>
<td>Comments:</td>
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<td><strong>Meets Expectations</strong></td>
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<tr>
<td><strong>Exceeds Expectations</strong></td>
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</tbody>
</table>
Brown University Teacher Education Program: Elementary Education  
Portfolio Assessment Form: Student Teaching Semester

<table>
<thead>
<tr>
<th>Date: ____________</th>
<th>Name of Student: ___________________________</th>
<th>Reviewer: ___________________________</th>
</tr>
</thead>
</table>

**Introductory Materials**
- Introduction
- Resume
- Personal philosophy statement
- Table of Contents

**PBS #1: Roles and Relationships**
- **Overview**: _______
  - **Artifacts and Reflection:**
    - Professional development activity
    - __________________________
    - __________________________

**PBS #2: Student as Learner**
- **Overview**: _______
  - **Artifacts and Reflection:**
    - Lesson plan that demonstrates planning for a range of student abilities

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<th>Rating</th>
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<tr>
<td><strong>Context for Learning Assignment and assessment materials</strong></td>
<td><strong>Exceeds</strong></td>
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</table>

**PBS #3: Planning**

*Overview _______

*Artifacts and Reflection:
  * Lesson plan
  * Unit plan
  * ____________________________

**Comments:**

**Rating**

*Beginning

*Approaches

*Meets

*Exceeds

**PBS #4: Classroom Practice**

*Overview _____

*Artifacts and Reflection:
  * Activity with scaffolding to meet range of student ability
  * Group work activity
  * ____________________________

**Comments:**

**Rating**

*Beginning

*Approaches

*Meets

*Exceeds

**PBS #5: Assessment**

*Overview _____

*Artifacts and Reflection:
  * Rubric and a range of assessed student work
  * ____________________________

**Comments:**

**Rating**

*Beginning

*Approaches
<table>
<thead>
<tr>
<th>PBS #6: Prof. Knowledge and Growth</th>
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<tr>
<td><strong>Artifacts and Reflections:</strong></td>
<td></td>
<td></td>
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<tr>
<td>● Mid-semester self-assessment</td>
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<tr>
<td>● Mentor teacher’s evaluation</td>
<td></td>
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<tr>
<td>● Teacher Research Project and handout</td>
<td></td>
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<tr>
<td>● Program Director’s evaluation</td>
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<tr>
<td><strong>PBS #7: Engagement w/ Subject Matter</strong></td>
<td>Comments:</td>
<td>Rating</td>
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<tr>
<td><strong>Overview ____</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Artifacts and Reflection:</strong></td>
<td></td>
<td></td>
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<tr>
<td>● Methods courses and electives</td>
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<td>● _______________________________</td>
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Meets
Exceeds

Beginning
Approaches
Meets
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</table>
Elementary MAT Program BPBS Assessment Rubric

<table>
<thead>
<tr>
<th>MAT Candidate:</th>
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<tbody>
<tr>
<td>Date Assessed:</td>
<td></td>
</tr>
<tr>
<td>Assessor (Mentor Teacher/Supervisor/MAT Candidate):</td>
<td></td>
</tr>
<tr>
<td>Subject Matter (if applicable):</td>
<td></td>
</tr>
<tr>
<td>Summer/Fall Mid-Conference/Fall Final/Spring Mid-Conference/Spring Final (circle appropriate assessment time frame)</td>
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</tbody>
</table>

This rubric is used to assess the MAT candidates’ practices in light of the Brown Practice-based Standards, aligned with the Rhode Island Beginning Teacher Standards (RIBTS). The rubric also serves as a focusing guide for discussion, reflection and written reports by mentor teachers, program faculty and MATs refining their planning, instruction, assessment, and reflection.

The candidate’s growth and development rests significantly on the candid, professional, and clear evaluation - tied to evidence - and communication of her/his performance by the supervisor and mentor teacher.

MAT Directors/Supervisors, faculty, mentor teachers, and MAT candidates will use this rubric at multiple points throughout the three phases of the program - the SummerPrep Practicum, the Fall Practicum, and Spring Student Teaching.

**SummerPrep Practicum**
Program supervisors will conduct two formal observations of MAT teaching over the course of SummerPrep, using this rubric to give specific feedback on strengths and areas of growth. See Observation Cycle for MAT preparation, implementation, and reflection details and MAT/Mentor/Supervisor Letter of Understanding for Summer for overall expectations for practicum support.

*Mid-way and End of SummerPrep Conferences*
In preparation for each conference, mentor and MAT will use the BPBS Rubric to guide their assessments.

- **Mid-way Conference:** Mentor and MAT will use BPBS Rubric to assess specifically BPBS #1, 2, 3, and overall Reflections and Supervisor Observational Notes to guide a focused conversation on MAT strengths and areas of growth. The focus will be on BPBS #1, 2, 3, but any BPBS may be discussed, as deemed relevant by MAT, mentor, or supervisor in support of MAT’s growth at this early point in the program.

- **End of SummerPrep Conference:** Using Mentor and MAT BPBS Rubric to assess development in BPBS #1, 2, 3, overall Reflections and Supervisor Observational Notes will guide a focused conversation on MAT strengths and areas of growth to pinpoint Fall learning goals in support of MAT meeting the BPBS by the end of Spring Student Teaching.
Our primary focus during SummerPrep is on BPBS #1, #2, and #3; however ALL of the BPBS will be introduced and supported throughout the Practicum and Analysis Seminar (EDUC 2110). As such, the program expectation is that all 7 standards will be developing over the course of SummerPrep. If the MAT candidate is still at “beginning standard” in these specific BPBSs by the end of SummerPrep, the mentor, supervisor, and MAT will create a Plan for Improvement to target specific areas needing focused attention, with dates for observation of these focal points.

**Fall Practicum**

A formative assessment at the mid-way point and a summative assessment at the conclusion of the Fall Practicum will be conducted on the growth of the MAT Candidate’s Readiness to Student Teach, based on SummerPrep and Fall evidence of strengths and areas of growth. Program supervisors will conduct three formal observations of MAT teaching over the course of the Fall Practicum, using this rubric to give specific feedback on strengths and areas of growth in light of BPBS evidence. See Fall Observational Cycle for MAT preparation, implementation, and reflection details and Fall Letter of Understanding for overall expectations of practicum support.

*Fall Mid-way Conference for Mentor, Supervisor, and MAT*

In preparation for the Fall mid-way conference, mentor and MAT will use the BPBS Rubric to guide their evaluation of MAT strengths and areas of growth, offering evidence and examples under each BPBS. If the MAT candidate is **not meeting 5 of the 7 BPBS**, the mentor, supervisor, and MAT will create a Plan for Improvement to target specific areas needing focused attention, with dates for observation of these focal points in order to complete the fall practicum and move on to student teaching in the Spring.

**Spring Student Teaching**

A formative assessment at the mid-way point and a summative assessment at the conclusion of the Spring Student Teaching will be conducted of the MAT Candidate’s Readiness to Teach. Program supervisors will conduct three formal observations of MAT teaching over the course of Spring Student Teaching, using this rubric to give specific feedback on strengths and areas of growth in light of BPBS evidence. See Spring Observational Cycle for MAT preparation, implementation, and reflection details and Spring Letter of Understanding for overall expectations for practicum support.

*Spring Mid-way Conference for Mentor, Supervisor, and MAT*

In preparation for the Spring mid-way conference, mentor and MAT will use the BPBS Rubric to guide their evaluation of MAT strengths and areas of growth, offering evidence and examples under each BPBS. If the MAT candidate is **not meeting 7 of the 7 BPBS**, the mentor, supervisor, and MAT will create a Plan for Improvement to target specific areas needing focused attention, with dates for observation of these focal points in order to complete student teaching and graduate.
1-4 SCALE
The scale below reflects expected growth in the teacher candidate’s practice during the MAT year. We aim to describe a continuum of practice: from the performance of a novice teacher candidate during SummerPrep and Fall Practicum, to the performance of a well prepared and highly skilled, yet still beginning teacher, ready for certification by the end of the MAT year in the Spring.

Moving from Level 1 to Level 4, the descriptors show how practice develops in terms of consistency, organization, integration, initiative, independence, effectiveness, and professionalism. The goal is for the teacher candidate to be at Level 4 on all of the standard elements by the end of the academic year, though we typically see a range of performance across the elements with the overwhelming majority of ratings at Level 3 or Level 4.

Level 1/ BEGINNING STANDARDS: The novice teacher candidate’s performance shows signs of development. Yet, it is typically inconsistent and variable in achieving anticipated outcomes. Small segments of independent and successful practice are performed regularly. The candidate’s performance requires strong guidance and extensive support, and relies substantially on the cooperating teacher’s plans, assessment tools, practices and guidance.

Level 2/ APPROACHING STANDARDS: The teacher candidate’s performance is steady and episodes of independent and successful practice are more frequent and longer in duration. The candidate’s performance may require regular guidance and support, and continues to rely on suggestions and feedback from the cooperating teacher and supervisor. The candidate’s practice may still be variable in achieving anticipated outcomes.

Level 3/ MEETING STANDARDS: The candidate’s performance is generally consistent and reliable. Performance is more commonly linked to anticipated outcomes. The candidate successfully organizes multiple, related lessons. The candidate’s performance indicates readiness to assume increased responsibility for daily instruction with continued support from a cooperating teacher, university supervisor or mentor.

Level 4/ EXCEEDING STANDARDS: The candidate’s performance is typically consistent, purposeful, and well-timed. The candidate successfully organizes series of related instructional segments over significant periods of times. Performance is more firmly linked to anticipated outcomes. The candidate’s performance indicates readiness to assume the regular, daily responsibilities as a teacher of record.

OTHER: Mark this column if:
(1) you have insufficient evidence to evaluate the candidate’s performance at this time, or
(2) you have special concerns or questions about the candidate’s performance on this standard at this time.
<table>
<thead>
<tr>
<th>Check the box that best describes the level of performance on each element of the standard.</th>
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<tbody>
<tr>
<td><strong>A. Relationship with students</strong></td>
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<tr>
<td>A.1 Exhibits a consciousness of classroom dynamics and climate.</td>
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<tr>
<td>A.2 Creates a safe and secure learning environment for students.</td>
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<td>A.3 Interacts professionally, equitably and fairly with students.</td>
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<td>A.4 Encourages learners to become independent, responsible citizens in the classroom who demonstrate self-discipline while carrying out an assigned task.</td>
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<td>A.5 Discerns and addresses stereotypical references to gender, race, class, age, culture disability or sexual orientation.</td>
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<td><strong>B. Expectations of students</strong></td>
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<td>B.1 Establishes and maintains an orderly and cooperative classroom.</td>
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<td>B.2 Enforces, fairly and consistently, classroom rules and deadlines.</td>
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<td>B.3 Demands high expectations for all students and expects students to take responsibility for their own learning.</td>
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<tr>
<td>B.4 Creates an active learning environment characterized by mutual respect and intellectual risk-taking.</td>
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<td>B.5 Organizes resources, materials, and the physical space allocated to support active engagement.</td>
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<td><strong>C. Relationships with colleagues and the school community</strong></td>
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<td>C.1 Fulfills classroom and school responsibilities.</td>
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<td>C.2 Works with fellow teachers.</td>
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<tr>
<td>C.3 Interacts professionally, fairly and equitably with colleagues, parents and others.</td>
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<td>C.4 Works collaboratively with agencies in the larger community (when necessary and appropriate).</td>
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<td>C.5 Follows school policy and procedures, respecting the boundaries of his/her professional responsibilities when working with students, colleagues, and families.</td>
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<td>C.6 Makes use of codes of professional conduct adopted by his/her professional organizations.</td>
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<td>C.7 Understands local, state, and federal laws and regulations related to students’ rights and teacher responsibilities.</td>
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<tbody>
<tr>
<td>2.1 Seeks information about and connects students’ prior knowledge, life experience, and interests with learning goals.</td>
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<tr>
<td>2.2 Seeks information about the learner’s life experiences, achievements and interests and uses a variety of instructional strategies and resources to respond to students.</td>
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<td>2.3 Seeks information about and observes the learner’s strengths and weaknesses as information that will guide using a variety of instructional strategies and resources to respond to students’ diverse needs.</td>
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<td>2.4 Seeks information about and observes the learner’s patterns of language use in order to engage students in problem solving, critical thinking and other activities that make subject matter meaningful.</td>
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<td>2.5 Seeks information about and observes the learner’s interests and talents in promoting self-directed,</td>
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<td>2.6 Seeks information about and observes the learner’s organizational skills in order to facilitate learning experiences that promote autonomy, interaction, and choice.</td>
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<td>2.7 Uses efficient and effective ways to document student characteristics and progress.</td>
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<td>2.8 Listens carefully and respectfully to students.</td>
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<td>2.9 Checks in with students about inferences and assumptions s/he makes about them.</td>
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<td>2.10 Develops an understanding and awareness of students as individuals without over generalizing or stereotyping.</td>
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<td>2.11 Helps individual learners develop conceptual understanding.</td>
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<td>2.12 Challenges individual learners to develop higher level cognitive skills.</td>
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<tr>
<td>3.1 Converts ideas and materials into teachable lessons and larger units with clear objective and themes.</td>
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<td>3.2 Prepares focused, thorough, sequenced lesson plans. The lesson helps students to see connections with previous material and their prior knowledge.</td>
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<td>3.3 Prepares a variety of learning activities chosen to accommodate different levels of prior knowledge and learning styles.</td>
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<td>3.4 Designs lessons to accommodate individual differences (developmental, language, cultural background, learning style or disability) and uses resource personnel to help with this planning.</td>
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<td>3.5 Makes his/her plans clear to the students and uses meta-language to aid students in understanding the</td>
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<td>Purpose of activities and relate individual lessons to the larger curriculum.</td>
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<tr>
<td>3.6 Uses written plans as an accurate guide to what actually happens in class.</td>
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<td>3.7 Encourages learners to see, question, analyze and interpret concepts from multiple perspectives.</td>
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<td>3.8 Prepares for active engagement of students throughout the lesson.</td>
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<td>3.9 Consciously determines how s/he will know if students are on task/on target with the lesson.</td>
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<td>3.10 Prepares a variety of communication strategies (modeling, questioning, counter-examples, etc.) in his/her planning.</td>
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<td>3.11 Incorporates technology, where appropriate, in his/her planning.</td>
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<td>3.12 Designs lesson plans that reflect an understanding of how students learn-how students construct knowledge, acquire skills, develop habits of mind.</td>
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</thead>
</table>
| **A. Teacher Presentations**  
A.1 Plans presentations that are structured with the unique and diverse learning needs of the students in mind. |  |  |  |  |  |
<p>| A.2 Informs students of the purpose of the lesson. |  |  |  |  |  |
| A.3 Uses different modes of presentation with the diverse learning needs of the students in mind (for example: oral, written, visual, tactile) and a variety of materials as integral parts of direct teacher presentations. |  |  |  |  |  |
| A.4 Demonstrates or models what is expected of students during the activity phase of the lesson. |  |  |  |  |  |
| A.5 Builds “comprehension checks” and evaluation criteria into lessons and is sensitive to the pacing of the lesson, making sure all students are engaged and following. |  |  |  |  |  |</p>
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<tbody>
<tr>
<td>A.6 Reinforces the objective of the lesson at the conclusion.</td>
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<td><strong>B. Collaborative Activities</strong></td>
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<tr>
<td>B.1 Creates small learning groups in which the students learn to work collaboratively and independently.</td>
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<td>B.2 Pre-teaches the group process skills necessary for students to complete the assignment successfully.</td>
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<td>B.3 Holds each student responsible both as an individual and as a group member.</td>
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<td>B.4 Emphasizes oral communication through instructional use of accountable talk – discussion, listening and responding to the ideas of others and group interaction.</td>
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<td>B.5 Firmly structures a variety of group activities (e.g., role plays, simulations, debates and collaborative, small group work) with adequate directions, clear goals, time limits and accountability criteria clearly stated.</td>
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<td>B.6 Provides all students with the materials and information they need to succeed at their tasks.</td>
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<td>B.7 Has a good sense of which objectives are best accomplished using collaborative activities.</td>
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<td>C. Questioning/Discussion</td>
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<tr>
<td>C.1 Uses questions to determine if students understand and can perform the purpose of the lesson.</td>
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<td>C.2 Includes key questions in the lesson plan and “scripts” an arc of questions for a lesson.</td>
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<td>C.3 Uses different types and levels of questions, depending on the lesson’s objectives and the diverse needs of the class.</td>
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<td>C.4 Asks questions for a variety of purposes: e.g. summarizing, analyzing, synthesizing, comparing, etc.</td>
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<td>C.5 Uses questioning and nominating techniques, such as wait-time, probing, rephrasing, connecting responses to previous contributions etc., effectively. Uses strategies that demonstrate awareness of cultural, ethnic, linguistic and gender preferences in student participation and gauges the effectiveness of these strategies.</td>
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<td>C.6 Employs a variety of strategies (restating ideas, offering counter examples, etc.) to engage students in discussion and learning.</td>
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<td>D. Development of Student Skills</td>
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<td>D.1 Designs thoughtful, sequenced assignments that break complex undertakings into manageable steps.</td>
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<td>D.2</td>
<td>Instructs students in oral presentation and listening skills. Makes criteria for excellence in these skills available to students.</td>
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<td>D.3</td>
<td>Closely monitors and records individual skill attainment and progress, and provides students with timely feedback.</td>
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<td>D.4</td>
<td>Uses technology as a learning tool.</td>
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<td>D.5</td>
<td>Designs learning activities that extend beyond factual recall and challenge students to develop higher level cognitive skills.</td>
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<td>D.6</td>
<td>Encourages students to generate knowledge, test hypotheses, and explore methods of inquiry and standards of evidence.</td>
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<td>D.7</td>
<td>Instructs in multiple forms (artistic, literary, historical, scientific, mathematical) of expression (orally, in writing, through reading, via visual modalities, manipulatives and technology).</td>
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<td>D.8</td>
<td>Engages learners in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence.</td>
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<td>D.9</td>
<td>Designs “workshop” tasks that engage learners in exploration, discovery and hands-on activities.</td>
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<td><strong>D.10</strong> Instructs students how to read for understanding and enjoyment, how to use a variety of reading strategies to retrieve relevant information from texts, how to write more clearly and coherently. Provides students with models or exemplars to guide their work.</td>
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<td><strong>D.11</strong> Instructs students in developmentally appropriate concepts of numeracy, mathematical problem solving using a variety of techniques including manipulatives, mental math, estimation, and written communication of problem solving strategies and understanding, and basic computation as well as underlying mathematical concepts.</td>
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<td><strong>D.12</strong> Provides students with regular tailored feedback, conducts conferences with appropriate questions to scaffold student learning, checks and responds to homework and written work in a timely fashion.</td>
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<td><strong>D.13</strong> Encourages students to extend themselves beyond their range of comfort in carrying out a variety of classroom tasks and activities.</td>
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<td>5.1 Exhibits a varied repertoire of evaluation methods.</td>
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<td>5.2 Bases his/her instruction on standards that are measurable via the assessment instruments employed.</td>
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<td>5.3 Provides students with rubrics or task descriptions that clearly indicate successful and exemplary performance standards.</td>
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<td>5.4 Uses a variety of assessment measures as data that uncovers individual needs of students as well as drives subsequent instruction.</td>
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<td>5.5 Employs evaluations that are not graded but are used for comprehension check and student feedback.</td>
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<td>5.6 Uses performance-based assessments that teach as much as they assess.</td>
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<td>5.7 Involves students in the process of developing criteria for excellence, evaluating work and for the purposes of motivation.</td>
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<tr>
<td>5.8 Encourages learners to evaluate their own work and use the results of self-assessment to establish individual goals for learning and improved performance.</td>
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<tr>
<td>5.9 Uses information from a variety of assessments (both standardized and self-constructed) to reflect on the effectiveness of their own teaching – and modify instruction accordingly.</td>
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<tr>
<td>5.10 Maintains careful records that show individual and whole class achievement in all content areas over time.</td>
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<tr>
<td>5.11 Provides opportunities for self-assessment.</td>
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</table>

**Specific evidence supporting your assessment:**
Check the box that best describes the level of performance on each element of the standard.

<table>
<thead>
<tr>
<th>6.1 Reflects thoughtfully on his/her teaching experience, solicits feedback, accepts criticism to improve performance.</th>
<th>LEVEL 1/ BEGINNING STANDARD</th>
<th>LEVEL 2/ APPROACHING STANDARD</th>
<th>LEVEL 3/ MEETING STANDARD</th>
<th>LEVEL 4/ EXCEEDING STANDARD</th>
<th>OTHER Insufficient Evidence or Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 Uses learning theory to inform his/her practice and regularly apply new ideas presented in coursework, and professional publications and journals that discuss current issues in education.</td>
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<tr>
<td>6.3 Makes an effort to learn about and value the backgrounds and cultures of the students that may be different from his/her own.</td>
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<tr>
<td>6.4 Explores new instructional strategies and takes risks in trying new teaching approaches and is open to critically appraising the results of teaching methods employed.</td>
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<tr>
<td>6.5 Develops basic technological literacy (use of computers, video and audio equipment, knowledge of the Web, the Internet, web publishing and</td>
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<tr>
<td>6.6 Takes responsibility for his/her own professional growth by successful and punctual completion of all course assignments and readings and thoughtfully participates in class discussions, workshops, courses and other educational activities that support his/her development as a teacher.</td>
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</table>

**Specific evidence supporting your assessment:**
## BPBS #7: Engagement with Subject Matter  
**RIBTS #1 & 2**

<table>
<thead>
<tr>
<th>Check the box that best describes the level of performance on each element of the standard.</th>
<th>LEVEL 1/ BEGINNING STANDARD</th>
<th>LEVEL 2/ APPROACHING STANDARD</th>
<th>LEVEL 3/ MEETING STANDARD</th>
<th>LEVEL 4/ EXCEEDING STANDARD</th>
<th>OTHER Insufficient Evidence or Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Demonstrates understanding and enthusiasm in the elementary disciplines – children’s literature, reading, writing, math, problem solving, science, social studies, art, technology, health, physical education.</td>
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<tr>
<td>7.2 Understands how knowledge in each discipline is created, organized and linked to other disciplines.</td>
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<tr>
<td>7.3 Uses subject knowledge to carefully select instructional materials and resources based on their comprehensiveness, accuracy and usefulness.</td>
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<tr>
<td>7.4 Demonstrates a broad knowledge base that could be used to create interdisciplinary learning experiences.</td>
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<tr>
<td>7.5 Demonstrates an awareness of means of explanation and multiple representations of concepts (including analogies, metaphors, experiments, demonstrations, illustrations) that help students develop a conceptual understanding.</td>
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<tr>
<td>7.6 Demonstrates an awareness of differing viewpoints and theories in the disciplines that are evident when teaching concepts.</td>
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<tr>
<td>7.7 Mediates the tension between content and skills demands in the subject areas.</td>
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<tr>
<td>7.8 Demonstrates an ability to present subject matter in culturally responsive ways, which assumes a knowledge of cultures and backgrounds present in the classroom.</td>
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</table>

**Specific evidence supporting your assessment:**

**List 3 to 5 strengths the MAT candidate has demonstrated during this phase** *(Circle appropriate Assessment time frame: Summer-mid-way/end; Fall-mid-way/end; Spring-mid-way/end):*

**List 1 to 2 areas for growth for which the MAT candidate will focus in the near term** *(Circle appropriate Assessment time frame: Summer-mid-way/end; Fall-mid-way/end; Spring-mid-way/end):*
1. PROFESSIONAL GROWTH PLANS
Complete at the following times:
- Summer: end (in preparation for conference)
- Fall: mid-way and end
- Spring: mid-way and end

After reflecting on the work of the past semester, we agree that the candidate should focus on standard number(s) ______________________ in the following ways:

2. MID-PROGRAM REVIEW (complete at the end of SUMMER and mid-way & end of FALL)
   Overall assessment of the candidate’s current performance
   - Appropriate performance for this time of year
   - Adequate performance, with some minor concerns (elaborate below)
   - Performance is of serious concern and requires immediate attention (elaborate below)

<table>
<thead>
<tr>
<th>Supervisor Comments:</th>
<th>Mentor Comments:</th>
<th>MAT Candidate Comments:</th>
</tr>
</thead>
</table>

Signature of Supervisor: ______________________________
Date/Phase: Summer end/Fall mid-way or end (circle one)

Signature of Mentor Teacher: __________________________
Date/Phase: Summer end/Fall mid-way or end (circle one)

Signature of MAT Candidate: __________________________
Date/Phase: Summer end/Fall mid-way or end (circle one)
3. SPRING SEMESTER SUMMARY REVIEW (complete at the end of SPRING semester only)
Please indicate your assessment of the candidate’s readiness to assume the professional responsibilities as a teacher of record in her/his own classroom:
- The candidate’s performance indicates a readiness for entry into the profession.
- The candidate’s performance indicates a readiness for entry into the profession, with some minor concerns.
- The candidate’s current performance is of serious concern and requires further development.

<table>
<thead>
<tr>
<th>Supervisor Comments:</th>
<th>Mentor Comments:</th>
<th>MAT Candidate Comments:</th>
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</table>

Signature of Supervisor: ________________________________
Date: ______________________

Signature of Mentor Teacher: _____________________________
Date: ______________________

Signature of MAT Candidate: _____________________________
Date: ______________________
ISTE National Educational Technology Standards

The International Society for Technology in Education (ISTE) has established standards for the use of educational technology by students, teachers and administrators. As an educator, you primarily will be concerned with the first two sets of standards established for students and teachers. These standards outline the expectations for student use of technology in their learning and for teacher use of technology in their teaching, planning and professional development.

The Teacher Education Program at Brown has identified specific technology requirements for teachers to use in tandem with the ISTE standards.

Elementary MAT technology expectations include:
- 3 separate online electronic portfolios, using Wiki, Digication, PowerPoint, or iWeb software, or another website program
- 2 or 3 video recordings, with editing encouraged but not required
- Accessing Internet content as resources
- Incorporating technology into social studies instructional unit
- Digitized social studies curriculum project
- Podcasting (encouraged but not required)

ISTE National Educational Technology Standards for Teachers (NETS-T)

I. Technology Operations and Concepts
*Teachers demonstrate a sound understanding of technology, operations and concepts.* Teachers:
A. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).
B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. Planning and Designing Learning Environments and Experiences
*Teachers plan and design effective learning environments and experiences supported by technology.* Teachers:
A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
B. Apply current research on teaching and learning with technology when planning learning environments and experiences.
C. Identify and locate technology resources and evaluate them for accuracy and suitability.
D. Plan for the management of technology resources within the context of learning activities.
E. Plan strategies to manage student learning in a technology-enhanced environment.
III. Teaching, Learning, and the Curriculum

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:
A. Facilitate technology-enhanced experiences that address content standards and student technology standards.
B. Use technology to support learner-centered strategies that address the diverse needs of students.
C. Apply technology to develop students’ higher order skills and creativity.
D. Manage student learning activities in a technology-enhanced environment.

IV. Assessment and Evaluation

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:
A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
C. Apply multiple methods of evaluation to determine students’ appropriate use of technology resources for learning, communication, and productivity.

V. Productivity and Professional Practice

Teachers use technology to enhance their productivity and professional practice. Teachers:
A. Use technology resources to engage in ongoing professional development and lifelong learning.
B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
C. Apply technology to increase productivity.
D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. Social, Ethical, Legal, and Human Issues

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply that understanding in practice. Teachers:
A. Model and teach legal and ethical practice related to technology use.
B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
C. Identify and use technology resources that affirm diversity.
D. Promote safe and healthy use of technology resources.
E. Facilitate equitable access to technology resources for all students.
ISTE National Educational Technology Standards for Students (NETS-S)

1. Basic operations and concepts
   - Students demonstrate a sound understanding of the nature and operation of technology systems.
   - Students are proficient in the use of technology.

2. Social, ethical, and human issues
   - Students understand the ethical, cultural, and societal issues related to technology.
   - Students practice responsible use of technology systems, information, and software.
   - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology productivity tools
   - Students use technology tools to enhance learning, increase productivity, and promote creativity.
   - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4. Technology communications tools
   - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
   - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology research tools
   - Students use technology to locate, evaluate, and collect information from a variety of sources.
   - Students use technology tools to process data and report results.
   - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6. Technology problem-solving and decision-making tools
   - Students use technology resources for solving problems and making informed decisions.
   - Students employ technology in the development of strategies for solving problems in the real world.

GRADES PRE-K - 2

Performance Indicators:
All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 2 students will:
1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)

5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)

6. Demonstrate positive social and ethical behaviors when using technology. (2)

7. Practice responsible use of technology systems and software. (2)

8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)

9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)

10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

**GRADES 3 - 5**

**Performance Indicators:**

*All students should have opportunities to demonstrate the following performances.*

**Prior to completion of Grade 5 students will:**

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)

2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)

3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)

4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)

5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)

6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)

7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)

8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)

9. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)

10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)
The Academic Code and Principles of the Brown University Community

The University subscribes to an academic code. All students are expected to have read the academic code booklet, to be familiar with its principles, and to sign a statement acknowledging their responsibility for the code.

Norms regarding the quality and originality of academic work are often much more stringent and demanding in college than they are in high school. All Brown students are responsible for understanding and following Brown's academic code, which is described below.

Academic achievement is ordinarily evaluated on the basis of work that a student produces independently. Students who submit academic work that uses others' ideas, words, research, or images without proper attribution and documentation are in violation of the academic code. Infringement of the academic code entails penalties ranging from reprimand to suspension, dismissal, or expulsion from the University.

Brown students are expected to tell the truth. Misrepresentations of facts, significant omissions, or falsifications in any connection with the academic process (including change of course permits, the academic transcript, or applications for graduate training or employment) violate the code, and students are penalized accordingly. This policy also applies to Brown alums, insofar as it relates to Brown transcripts and other records of work at Brown.

Misunderstanding the code is not an excuse for dishonest work. Students who are unsure about any point of Brown's academic code should consult their courses instructors or an academic dean, who will be happy to explain the policy.

We, as members of the Brown University community – faculty, undergraduates, graduate and medical students, and staff – are dedicated to supporting and maintaining a scholarly community in which all share together in the common enterprise of learning. As a central aim, Brown University promotes intellectual inquiry through vigorous discourse, both oral and written. The fundamental principles that must necessarily undergird this aim include respect for the integrity of the academic process; individual integrity and self-respect; respect for the freedoms and privileges of others; and respect for University resources. In becoming a part of Brown University, we accept the rights and responsibilities of membership in the University’s academic and social community, and assume the responsibility to uphold the University’s principles.

For additional information, please visit:
http://www.brown.edu/Administration/Dean_of_the_College/curriculum/academic_code.php
http://www.brown.edu/Administration/Dean_of_the_College/curriculum/principles.php
National Education Association
Code of Ethics of the Education Profession

Preamble
The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

PRINCIPLE I
Commitment to the Student
The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator -

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly -
   a. Exclude any student from participation in any program
   b. Deny benefits to any student
   c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II
Commitment to the Profession
The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator -

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

*Adopted by the NEA 1975 Representative Assembly*
Brown University
Teacher Education Program
Code of Professional Conduct

I. Statement of Philosophy

The Brown Teacher Education Program fosters an environment that promotes academic and professional success in teachers at all levels. The achievement of such success depends on an environment free of behaviors that may undermine the important mission of the program. An atmosphere of mutual respect, collegiality, fairness and trust is essential. Although both teachers and learners bear significant responsibility to create and maintain this atmosphere, teachers bear particular responsibility to model appropriate professional behaviors. Teachers must be ever mindful of this responsibility in their interactions with students, colleagues and other members of the school community.

II. Responsibilities in the Teacher/Learner Relationship

Professional Responsibilities of Teachers

1. Adhere to the appropriate standards of academic integrity and personal conduct as set forth in the Brown University Academic Code & Non-Academic Conduct1, the Brown University Discrimination/Harassment Policy2, the National Education Association’s Code of Ethics of the Education Profession3, and the Professional Standards section of the Rhode Island Beginning Teacher Standards4.

2. Abide by the laws governing child welfare, teacher responsibilities for reporting suspected abuse, neglect or self-destructive behaviors of a child, and suspected illegal behaviors occurring in school of both students and adults.

3. Work toward mastering the Practice-Based Standards5 of the Brown Teacher Education Program.

4. Maintain confidentiality of information regarding individual students that is part of their academic or medical records.

5. Be prepared to deal with any medical or other emergency. Become conversant with school and district policies, and ensure that students are always appropriately supervised.

6. Engage respectfully and constructively with parents and all members of the school community.

7. Display behaviors, dress and language consistent with school expectations.

8. Maintain professional boundaries at all times with students and members of the school community.

9. Exemplify integrity, honor and responsibility.

1 http://www.brown.edu/Administration/Dean_of_the_College/curriculum/academic_code.php
2 http://www.brown.edu/Administration/diversity/documents/DiscriminationPolicy.pdf
3 http://www.nea.org/aboutnea/code.html
4 http://www.ride.ri.gov/EducatorQuality/DOCS/Certification/Beginning%20Teacher%20Stands.pdf (see Standard #11)
5 http://www.brown.edu/Departments/Education/TE/files.php
10. Take responsibility for one’s own learning by completing all required assignments, attending required classes and executing one’s duties punctually and carefully.

11. Treat all learners with respect and fairness without regard to race, color, religion, age, national and ethnicity origin, disability, status as a veteran, language, socio-economic background, sex, sexual orientation, gender identity, gender expression, political ideology or theoretical approach.

12. Consider views different from one’s own with sensitivity, tolerance and respect.

13. Demonstrate leadership in the classroom and provide learners with a safe and supportive learning environment.

14. Hold high expectations for oneself and one’s students.

15. Provide learners with current materials in an effective format for learning.

16. Provide learners with timely feedback, constructive suggestions and opportunities for improvement.

### III. Behaviors Inappropriate to the Teacher-Learner Relationship

These behaviors demonstrate disrespect for others or lack of professionalism in interpersonal conduct. Although there is inevitably a subjective element in the witnessing or experiencing of certain behaviors, the actions listed below are clearly inappropriate and will not be tolerated by the Teacher Education Program. These include, but are not limited to:

- unwanted verbal, written or physical contact (e.g. hitting, slapping, kicking, pushing) or the threat of the same;
- inappropriate or immodest physical contact with students;
- sexual harassment (including romantic relationships between teachers and learners) or harassment based on age, gender, race, ethnicity, national origin, religion, disability or sexual orientation;
- loss of personal civility including shouting, personal attacks or insults, significant displays of temper, swearing;
- discrimination of any form based on age, gender, race, ethnicity, national origin, religion, disability or sexual orientation;
- grading/evaluation on factors unrelated to performance, effort or level of achievement.

Members of the Teacher Education Program are responsible for reading, understanding and complying with the contents of the Teacher Education Handbook.
Mandatory Reporting of Child Abuse and Neglect

As an educator, you will have personal, professional, and legal commitments to the well-being of your students. This includes the mandatory responsibility of reporting child abuse and neglect that you suspect. Remember, reporting a suspicion of child abuse and neglect is not an accusation. It is simply reporting your observations to the authorities, who will make a determination of the situation. As a student teacher, you should speak with your mentor teacher immediately if you suspect abuse or neglect of a child in your class. If your mentor teacher is unavailable, speak with another trusted teacher or administrator at your school.

All 50 states have passed some form of a mandatory child abuse and neglect reporting law. In the State of Rhode Island, the law is contained within Title 40 of the General Statutes of Rhode Island. The Rhode Island mandated child abuse and neglect reporting law states that any person who has reasonable cause to know or suspect that any child has been abused or neglected, or has been a victim of sexual abuse is mandated to, within twenty-four hours, report that information to the Department of Children, Youth and Families (DCYF).

DCYF has set up a 24-hour hotline to receive such calls: 1-800-RICHILD (1-800-742-4453).

For further information on reporting child abuse and neglect, call Prevent Child Abuse Rhode Island at (401) 728-7920.

Adapted from: http://www.preventchildabuse-ri.org/

The following are excerpts from the Rhode Island Statutes, which address child abuse and neglect.

Title 40: Human Services
Chapter 40-11: Abused & Neglected Children

§ 40-11-1 Policy – The public policy of this state is: to protect children whose health and welfare may be adversely affected through injury and neglect; to strengthen the family and to make the home safe for children by enhancing the parental capacity for good child care; to provide a temporary or permanent nurturing and safe environment for children when necessary; and, for these purposes, to require the mandatory reporting of known or suspected child abuse and neglect, investigation of those reports by a social agency, and provision of services, where needed, to the child and family.

§ 40-11-3 Duty to report – Deprivation of nutrition or medical treatment – (a) Any person who has reasonable cause to know or suspect that any child has been abused or neglected as defined in § 40-11-2 or has been a victim of sexual abuse by another child shall, within twenty-four (24) hours, transfer that information to the department of
children, youth and families or its agent who shall cause the report to be investigated immediately. As a result of those reports and referrals, protective social services shall be made available to those children in an effort to safeguard and enhance the welfare of those children and to provide a means to prevent further abuse or neglect. The department shall establish and implement a single, statewide, toll-free telephone to operate twenty-four (24) hours per day, seven (7) days per week for the receipt of reports concerning child abuse and neglect, which reports shall be electronically recorded and placed in the central registry established by § 42-72-7. The electronically recorded records, properly indexed by date and other essential identifying data, shall be maintained for a minimum of three (3) years; provided, however, any person who has been reported for child abuse and/or neglect and who has been determined not to have neglected and/or abused a child, shall have his or her record expunged as to that incident three (3) years after that determination. The department shall establish rules and regulations requiring hospitals, health care centers, emergency rooms and other appropriate health facilities to report on a quarterly basis the number of cases reported by these institutions as suspected child abuse.

(b) The reporting shall include immediate notification of the department of any instance where parents of an infant have requested deprivation of nutrition that is necessary to sustain life and/or who have requested deprivation of medical or surgical intervention that is necessary to remedy or ameliorate a life threatening medical condition, if the nutrition or medical or surgical intervention is generally provided to similar nutritional, medical, or surgical conditioned infants, whether disabled or not.

(c) Nothing in this section shall be interpreted to prevent a child's parents and physician from discontinuing the use of life-support systems or nonpalliative treatment for a child who is terminally ill where, in the opinion of the child's physician exercising competent medical judgment, the child has no reasonable chance of recovery from the terminal illness despite every appropriate medical treatment to correct the condition.

§ 40-11-4 Immunity from liability – Any person participating in good faith in making a report pursuant to this chapter shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any participant shall have the same immunity with respect to participation in any judicial proceeding resulting from the report.
Brown University Copyright and Fair Use

This page is adapted from information on Brown University’s comprehensive Copyright and Fair Use website. You are encouraged to explore this site in its entirety, but remember that the Brown specific language considers you in your student capacity. The legal and/or best practice language for teachers is appropriate to your role as an educator.

For more information, please visit:
www.brown.edu/Administration/Copyright/index.html

Teaching and Fair Use
As a teacher, you make frequent use of copyrighted materials: in course handouts and packets, multimedia, course reserves, and possibly in materials you make available or publish digitally. In deciding whether you can reproduce a given work for use in teaching, you should first consider the principles of fair use. You can use a checklist to help decide whether fair use applies in your case. If it does not, then you’ll need to get permission to use it.

The limitation of fair use provides exceptions to the rights of copyright holders in certain cases, allowing people to use portions of works for non-profit, academic, and other purposes provided those uses stay within certain bounds. Various resources have been collected to help you understand the principles of fair use and determine when and whether you may use copyrighted material without getting permission first. Please be aware that Copyright and Fair Use laws (particularly relating to digital media) are very hot topics, under frequent review and/or revision – be sure that you are relying on credible sources with current information.

Principles of Fair Use
There are four factors that are taken into consideration in determining whether or not a use falls within the fair use exception:

- The purpose or character of the use: Is your use non-profit, educational, personal, parodic, commercial?
- The nature of the work being used: Is your use factual or imaginative, or a mixture? Is it published or unpublished?
- The amount of the work being used, and its substantiality in relation to the whole: Will you use a small or large amount? Is the part you use central and essential?
- The effect of the intended use on the market: Will your use tend to diminish the market for the original?

Each of these factors carries weight in deciding whether the use you plan is fair use. To assess how they balance out in your own situation, use the fair use checklist:
www.brown.edu/Administration/Copyright/checklist.html

Links to legislation, web resources, and articles on copyright and fair use can be found at:
www.brown.edu/Administration/Copyright/links.htm